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## LISTENING COMPREHENSION PROBLEMS

**Sandibayeva Dilafuza, Researcher**  
PROFI University

**Abstract:** For English instructors, it is not enough to merely learn the characteristics of the listening process. When designing a learner-centered listening lesson plan, instructors have to take into consideration listening comprehension problems that their learners might encounter. Compared to other language skills, recognizing the target learners' listening obstacles is the first and foremost step in listening instruction. Composed of the findings from four research papers, this section highlights listening comprehension problems that learners might have, hoping to offer instructors a general picture of their students' barriers to listening.

**Keywords:** listening skills, teaching methodology, English language, speech skills, speech activity.

The utterers<sup>1</sup>, as usual, try to speak turn by turn and try to understand each other. As experience, the speaking is the lovely language skills among human body. We can get different kind of information by listening. Communication is the necessity of human. Sometimes we are not able to understand the meaning of the speech in a full form. The main reason of not considerate is not to consider enough to teaching listening comprehension.

Listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. In common the word "speech" means speaking, listening, reading and writing. It would be better if we say "listening-speaking comprehension".

During the history of teaching foreign languages listening comprehension come to the methodology of foreign languages teaching in the 1960. Listening was the brunch of speaking. There were not special exercises for listening before. As we know it is difficult to understand listening than speaking. In this sphere we can compare two words, like "listening" – to understand the speech and "hearing" – one of the senses of human.

The man who is able to hearing tries to understand the information and by this way he will listen. When we say "Did you listen?" we try to analyze did he understand or not. In one word "listening comprehension" means to understand others opinion. "Listening" and "understanding" happens in one time. Just we can divide them in different sentences to express different meaning.

Listening, writing and reading will help you to get perfection. In getting information the main skill is listening. But among language skills the speaking and

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<sup>1</sup> Jalolov Jamol Jalolovich, Mahkhamova Gulnora Turdahunovna, Ashurov Shahobiddin Saidovich. English Language Teaching Methodology (theory and practice). – Tashkent: Uzbekistan, 2014.p-160

the listening are the part of oral speech. It is difficult to divide them when we use the term "Listening comprehension".

In native speech we understand meaning and the form of speech immediately, but in foreign language it is difficult to understand. We should know a lot of words and word combinations, communicative grammar and phoneme of the foreign language. In one word skills of listening comprehension can be developed by lexis, grammar and pronunciation. Dialectal will help you to appreciate the main idea of the audio text and grammar help you to understand the meaning of the text concretely.

If the speaker and listener speak with the same base it will be easy to understand.

language skills listening comprehension is the object and means of education.

Listening has a "volitional component". While listening; the desire to listen, as well as the capability to listen (comprehension) must be present with the listener for the successful recognition and analysis of the sound.

A listener as a processor of etymological has to go through three processes using three types of skills:

a. Processing sound/ Perception skills: As the complete perception doesn't emerge from only the source of sound, listeners segment the stream of sound and detect word boundaries, contracted forms, vocabulary, sentence and clause boundaries, stress on longer words and effect on the rest of the words, the significance of intonation and other language-related features, changes in pitch, tone and speed of delivery, word order pattern, grammatical word classes, key words, basic syntactic patterns, cohesive devices etc.

b. Processing meaning/ Analysis skills:

It's a very important stage in the sense, as researches show, that syntax is lost to memory within a very short time whereas meaning is retained for much longer. They say that, 'memory works with propositions, not with sentences'. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing them and avoid too much immediate detail.

c. Processing knowledge and context/ Synthesis skills:

Here, 'context' refers to physical setting, the number of listener and speakers, their roles and their relationship to each other while 'linguistic knowledge' refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rules of spoken behavior and particular topic which instigate particular understanding. Listening is thought as 'interplay' between language and brain which requires the "activation of contextual information and previous knowledge" where listeners guess, organize and confirm meaning from the context.

However, none of these micro-skills is either used or effective in isolation or is called listening. Successful listening refers to 'the integration of these component skills' and listening is nothing but the 'coordination of the component skills'.

It is very important to make and choose the text. It should be interesting and be adequate to learner's age. If the learner is interested in the text, he/she will read it with pleasure. Activities in this stage would be interesting and easy including face to face interaction, using visual and tangible topics, clear description of the listening procedure, minimum use of written language, and immediate and ongoing responses and etc. So that learners can easily keep pace with the text and activity.

Listening to short chunks, music image, personal stories, teacher- talk, small question- answer, and interview may be applied in this stage.

The main source of getting information by listening is teacher's speech, tape recorder, radio: Any way, recording must be of an English speaker. Copying recording two to three times is preferred in order to avoid rewind which may discrete attention of the listeners, films, filmstrip, TV program and many others.

One more important features of listened text is to clarify its' simplicities and difficulties. It is significant to know difficulties and their causes.

Every speech Perfecting has its own difficulty. There are a lot of difficulties in Listening.

It is main problem to know and discuss them in studying foreign language.

The problems of perception especially perception of speech was work out by psychologies perfectly of world.

1. There are some kinds of difficulties which belong to language. The meaning is different, but the form of sound is similar (homophone) or the listening and understanding of passive voice are very difficult.

You can think that the homophone and passive voice clear to you in text but there may be a little difficulty when you try to understand the meaning of audio text.

2. The difficulties which belong to meaning.

The taken information will be including what, where, with whom when and like that questions during understanding of pacts or to know contact between them.

Also there are some difficulties, which belong to general ideas.

3. The difficulties which belong to understanding of language skills.

It is enough of remember that the score of speech, intonation and the difficulty of mechanic written audio text.

All together the perception of audio text one time, to listen to unknown person the features of sound also may be prohibit to understanding it.

4. The difficulties which belong to the form of speech.

To answer in dialogue speech when we listen long and keep it in memory, they will make certain difficulties for pupils.

5. The difficulties which happen in linguistics.

They are linguistic lexis, grammar and phonetic. In lexical level there are pair concepts (for example the words which describe the sides of world) polis mantic, the meaning of word in permanent combinations. Auxiliary words and from Grammatik side the events which can't exist in mother language or phonetics side.

6. The destination of words in writing and intonation to be reason of depending text.



The structure of audio text (meaning – composition structure) is also a reason of it, because, it has close relation to the understanding the information. The factor which has great influence for comprehension the audio text is: logical suitable of statement and paragraph, the kind of easy and difficult contexts, participating of different words, and the similar condition of meaning – composition.

The aim of giving information about difficulties, of pupil's listening comprehension, is to settle it by easy way. Remedy of difficulties demands time, work and doing special exercise. To settle difficulties in time hastens education process, and products the most suitable methods of teaching. Listening comprehension is formed and developed by doing the necessary tasks.

During the activity, they are observed in their wholeness.

We know that for teaching listening given special time and it devoted to exercises. From the first lesson of FLT in schools paid attention LT till pupil graduating the school. Without general requirements of oral speech in educational program has the list of phrases which only devoted to LT. We must know that these phrases are for understanding the teacher's speech.

For teachers transpired that the grammatical and lexical material which assimilated by speaking and reading is also regarded to teaching listening. Teacher's speech is important for pupils listening. They should teach only in English.

Listening comprehension (LC) exercises are leading during the lesson. LC is differing from other types of language skills and studies as a aim and content of education. The aim of practical learning is to take information in English. Content of all oral speech and reading materials is assimilated by LC.

LC as a means of teaching is used as a way of introduction of the language material in oral form (in a talk, in speech patterns); a means of forming well-set acoustic images of language phenomena (words) together with their meanings, which is ensured by multiple perception of the same material by the ear; a means of acquiring pronunciation subskills, because instruction only won't help pupils to pronounce a sound strange to their mother-tongue if they don't hear how it is pronounced by a teacher or by the speaker; and skills in an effective means of developing habits foreign language; a means of mastering the (teaching) technique of reading aloud, as the mechanisms of reading aloud comprises also acoustic images.

LC as the means of teaching permits multiple listening of one and the same speech material; while LC as a language activity constitutes a skill of comprehending speech by ear at single (presented but once) perception (presentation).

Listening is an act of interpreting speech that one receives through ears. Hearing is an act of receiving the language through ears without interpretation. In real life we can hear somebody speak but actually do not listen to what is being said. Listening is a communicative skill to get the meaning from what we hear. People listen in order to remember what they hear verbally or for the sake of meaning retention. They listen in order to evaluate critically what they hear or to give supportive empathy. They can derive aesthetic pleasure from what they hear or to produce a listener's feedback. They can fulfill the instructions in the heard text.

Listening to the spoken language involves hearing the sounds, recognizing words, understanding different accents, understanding intonation, coping with “noise” (external interference and indistinct pronunciation), recognizing sentences, predicting the meaning, understanding whole discourse.

There are different ways of teaching LC in practice. One of them is teaching at first language materials then language skills. In this method-first of all pupils’ must study words and word phrases, sentences then pupils’ attention paid to content of learned material. The result of these method is inefficient because it take much time, that’s why it’s undesirable method.

In second way, which teacher’s use LC going with forming language skills. By teaching speaking, reading and writing pupils’ practice (or train) the LC. Herewith paid attention for teaching language materials. This method is useful for teachers. Pupils practice LC during writing, reading and speaking, with it they pay attention to teaching language materials. This method is more effective.

Person who is reading or writing his idea can understand used language material. According to, available materials, learning by listening, speaking, writing and reading, formation of the accurate dynamic stereotype. It’s difficult to take good results if not used one of them. One of the main way of keep in mind (which taken information), teaching LS each other.

There are special texts for LC without speaking, reading and writing materials. With the listened text they can practice other 3 LS.

LC is a means of assessment of pupils' comprehension when they hear or read a text. Properly used oral language ensures pupils' progress in language learning and, consequently, arouses their interest in the subject.

Auding or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.

When auding the EL students should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing pupils' skills in auding: (1) linguistic material for auding; (2) the content of the material suggested for listening and comprehension; (3) conditions in which the material is presented.

If to organize LC of a text presented by a teacher or using audio texts teacher must do: At first, introductory talk with the aim to prepare pupils for comprehension of a text by the ear;

At second, aim – to prepare students for listening, focusing on the situation and encouraging students to predict: a) working at the title of a text; b) removing the language difficulties of the text (phonetic, lexical, grammatical).

At third, setting, is an aim for primary comprehension of the text.

At fourth, primary presentation of the audio text to the pupils with the help of visual props (pictures, adequate to the content of the text) or verbal props (key-words, word combinations, phrases).

At fifth, checking up understanding of the general content of the text. Then setting an aim for the second presentation of the text; The second presentation of the text/gist listening (for specific information) – to understand the text in depth – the words, details, structures (with the help of verbal (graphic) props); Checking up understanding of the details of the text and summing up and follow-up activities. You should do this tasks with cinemas.

The aim of assessments forming to LC skills and define how s/he know or understand it. For it, when fathoming, they should know. (A.R.Luriya divided into 4): word degree, sentence degree, complex syntax unit and text.

During understanding the word the goes about active, passive, potential (secretly) dictionary. These levels are help understanding audio text but it's not effective assessment of LC. N.I,Gez suggested this separation: 1) shallow understanding; 2) general understanding; 3) fully understanding; 4) critical understanding. Understanding or not understanding content of audio text. Assessments by the second, third and the fourth levels. We widely use LS during FLT.

Systems of exercises for LC are divided into two: special and nonspecial exercises.

In no special exercises LC teaches in passing. For ex.: beginning of the lesson pupils should listen the teacher's topic. During the lesson teachers shouldn't repeat phrases which used during the lesson, don't translate into mother language.

Special exercises divided into 2 groups: preparatory exercises and real LC exercises. Some authors said that the first of them is about language materials, another authors said that it's conditionally LC exercises. The object of the preparatory exercises is acoustic signal.

The aim of preparatory exercises is preclude difficulties of the exercises.

To language exercises we can refer phonetic exercises aimed at perceiving separate words on the flow of speech by the year, separate comprehending phrases and understanding their rhythmic and intonation pattern, types of sentences.

The requirements to the speech exercises for TLC are as follows: they should provide proper drill in LC with the regard of its psychological and linguistic nature as a language activity (limited time of comprehension, tempo of speech), peculiarities of different language activities (dialogue, monologue); they should be of training character, i.e. they should help learners to overcome grammatical, lexical and structural difficulties of LC not in isolation, as it takes place in language exercises, but in connected speech; they should provide the formation of auding skills step by step in accordance with the level of pupils' command of the target language, the character of the text etc.



Exercises in comprehension of a definite language form (lexical, grammatical, phonetically material of an audio text).

Such exercises should provide intuitive comprehension of language material, which can be made possible if: a) well-set auditory images of language phenomena are created; b) long-term and short-term auditory memory is developed; c) inner speech in the target tongue has a developed, i.e. broken character.

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