



## PROBLEMS OF LISTENING COMPREHENSION IN TEACHING ENGLISH AND THEIR SOLUTIONS

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### Annotation

This article deals with teaching and learning of listening comprehension problems and their solutions which arise in a lot of language learners who are starting to learn a new foreign language. The article gives information on teaching and checking listening comprehension, as well as problems which lead to difficulties in listening comprehension in a language, and finding out new methods to improve listening comprehension in a foreign language.

**Keywords:** language, teaching, learning, comprehension, skills, modern methods, teaching aids, speech activity, language skills.

Nowadays, there is a great need for personnel who know more than one foreign language, and because knowledge of foreign languages can open the door to great opportunities, the attention and demand for learning and teaching foreign languages is increasing. For this reason, the interest and purpose of learning a foreign language among young people is increasing. To date, by observing the processes of students' foreign language learning for a long time, Methodists are developing a number of scientific works on teaching a foreign language and a number of new methods. One of these is listening comprehension teaching, which is an important factor for new language learners.

We will focus on the aspects which are important in teaching listening comprehension. First of all, it is necessary to know what to teach, secondly, how to teach, and finally, how to find out the ways of understanding. These three issues will be considered separately.

In the process of listening comprehension, the student is taught the following:

- to be able to unconsciously distinguish the form of words and phrases and their grammatical structure;
- being able to listen to a speech sample (sentence) and understand it in advance;
- increase the volume of auditory memory;
- being able to understand the target language material in different combinations;
- understand speech written on technical means;
- to understand the meaning the idea for the first time;
- understand speech at a moderate (adopted in the curriculum) speed;





- despite the presence of unfamiliar lexical units from the audio text, to learn its general content and essence;
- understanding audio text of different directions (descriptive, fairy tale, multi-plan) [1].

Before using such methods, it is necessary to study the problems faced by the student during the acquisition of a foreign language and develop new types of methods dedicated to the solution of these problems.

Each type of speech activity has its own difficulties. In particular, we can enumerate the difficulties which occur in listening comprehension. Knowing them is one of the decisive conditions for teaching a foreign language. The problems of perception, including perceptual understanding of speech, which have been developed in great detail in world psychology. The science of foreign language teaching methodology effectively uses existing theoretical considerations. Difficulties in the field of listening comprehension of students in school conditions are as follows:

1. Difficulties with form in a language. It becomes difficult to listen and understand a word with a different meaning and a similar sound form (homophone) or passive voice of a foreign language. Homophones and passive verbs seem familiar at first glance, but the content of the audio text is insidiously difficult to notice.
2. Content difficulties. There are difficulties in perceiving evidence, such as what, where, with whom, when, in the scope of the received information, or understanding the connection between them, as well as the general idea.
3. Difficulties in terms of speech perception. Of these, it is enough to mention the speed, tone and complexity of mechanically recorded audio text. At the same time, it is natural that there is a gap in understanding the audio text once, listening to a stranger, the uniqueness of the voice.
4. Difficulties related to the form of speech. Responding in a dialogue speech, and keeping a long sentence in the auditory memory while listening to a monologue, creates a certain difficulty for the student.
5. Difficulties that occur from the point of view of linguistics. They are called linguistic - lexical, grammatical and phonetic difficulties. In the lexicon, there are double concepts (e.g. words representing sides of the world), polysemy, word meaning in fixed combinations, auxiliary words, grammatically absent in the native language from the phonetic side of events or sharp differences in writing and pronunciation of the word, the dissimilarity of accent and tone cause corresponding difficulties.
6. Difficulties related to the structure of the audio text. The structure of the audio text (composition-content structure) has also been found to cause difficulties. Because he has a direct interest in understanding the information presented. The logical





coherence of the sentence or paragraph, the surface or depth of the context, the presence of unfamiliar lexical units and a number of similar compositional and content situations are the factors that determine the level of understanding of the audio text [2].

The purpose of recognizing the difficulty the student faces in listening comprehension is to take measures to prevent it. Difficulties require work and time, and require special exercises. Difficulty is at the right time by eliminating (neutralizing) it is possible to speed up the educational process and develop the most acceptable (optimal) methodology of teaching [3].

We can list some recommendations developed by Methodists to develop listening skills using the general knowledge and skills of students for the development of language skills:

1. Listening skills are developed through face-to-face communication. By communicating in English, students have the opportunity to introduce a new language and test their listening skills. Face-to-face communication develops the ability to listen for meaning.
2. Listening develops by focusing on meaning and trying to learn new and important content in the target language. By focusing on the meaning and real reasons for listening in English, students can develop their linguistic and non-linguistic comprehension skills.
3. Listening skills are developed by working on comprehension activities. By focusing on specific listening objectives, students can assess their own efforts and abilities. With clearly defined comprehension activities, students have the opportunity to evaluate and revise what they have achieved.
4. Listening is developed by paying attention to accuracy and analyzing form. Our students can achieve sustainable development if they learn to correctly perceive sounds and words and perform meaningfully oriented activities. By learning to hear sounds and words more clearly, students are sure to understand the meaning.

In this article, we want to consider the most common and basic difficulties in listening and understanding English speech. Although there is no question of solving these difficulties, overcoming them, taking into account the fact that familiarization with the difficulties of listening comprehension improves preparation for confusions and misunderstandings that may occur in the learning process, the following are the most we bring to your attention the difficulties noted by many learners:

1. **Phonetic difficulties:** a. different sounds that are very similar to each other according to their acoustic properties (especially if there is no alternative to these



overflows in the native language): - shortness and length of vowels; - voiced or unvoiced consonants at the end of words;

b) acceptance of various expression images;

c) determining the interrelationship of meaningful groups or words.

## **2. Lexical difficulties:**

a) distinguish homonyms and homophones by listening;

b) distinguishing the meanings of ambiguous words;

c) to understand speech with unfamiliar words.

In this case, the examiner guesses the translation of an unfamiliar word, or the context (word formation, adverbs, international roots) will need to know the translation. Otherwise, it is necessary to ignore all unfamiliar words and draw a conclusion based on the general meaning of the sentence.

## **3. Grammatical difficulties:**

a) the difference between the word order in native language and English sentences;

b) distinguish grammatical homonyms. For example, the use of the word would as an auxiliary verb and a modal verb;

c) to distinguish between the meanings and virtues of multi-meaning adverbs and auxiliary words. For example, "-ed" ("He used this tool yesterday - U kecha bu asbobni ishlatdan edi" and "He used to smoke a lot - U ko'p chekishga odatlangan edi"), "-(e)s";

d) understand and distinguish between abbreviations: - 'd (had, would) - I'd let it go (it can be either I would or I had. The meaning is different); - 's (has, is) - He's a son (He has or He is - can be. It differs in meaning) [4].

Listening as an understanding is a traditional way of thinking about the nature of listening. In fact, in many methodological manuals, listening and hearing are synonymous. This view of listening is based on the assumption that the main task of listening in learning a second language is to facilitate the understanding of spoken language [5].

In conclusion, we can say that learning and teaching a new language requires a lot of hard work and patience. Problems which arise in language learning can be solved by means of manuals prepared by Methodists.



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