



## PSYCHO-PHYSIOLOGICAL NATURE OF LISTENING AND ITS DIFFICULTIES

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### Abstract

The success of the entire educational process deeply depends on the choice of methods used. When selecting one or another teaching method, the teacher must take into account many factors each time. This article examines listening and its challenges, which are an integral part of learning a foreign language. The article analyzes the importance of listening in the teaching of foreign languages and analyzes the types of its difficulties.

**Keywords:** interrelated techniques, teaching methods, assignments, assimilation of knowledge, educational material, way of interaction, speech activity, dialogical communication.

### Introduction

Oral communication consists of speaking and listening, which in the methodology are called listening. It is important to understand that the concepts of listening and listening are not synonymous. Listening - acoustic perception of the scale, listening, in addition to listening, involves hearing, i.e. understanding and interpreting the perceived information.

Listening can act as an independent type of speech activity (for example, listening to reports, films) or enter into dialogic communication as a receptive component, being one of the sides of speaking.

Listening, unlike speaking, is a receptive type of speech activity. The form of its flow is internal, unexpressed. However, the listener affects the communication: his reaction (laughter, remarks, gestures) causes an immediate impact. Thus, listening is a reactive type of speech activity.

Listening can be direct, contact (dialogical communication) and indirect, distant (radio, television). Listening is a complex type of speech activity, since the processes of listening in real communication are irreversible and cannot be analyzed and fixed. New information replaces the old, what has been said disappears irrevocably. Often there is not enough time to think about what was heard, and therefore understanding is often not achieved and the communication process is disrupted.





As we have already said, listening refers to the receptive type of speech activity and is the perception and understanding of speech by ear at the time of its generation. The following components are necessary for the implementation of the act of communication: the source (the speaker); message (text) transmitted through the auditory canal; recipient (listener). At the same time, the act of communication is performed in a certain situation - the sounding text is always addressed to a specific listener. It is necessary to establish who is speaking and to whom he is addressing. The listener not only perceives the text, but interacts with it. Texts are essentially meaningless, they acquire it as a result of the interaction of the text with the activity of the listener in understanding this text, so there are situations when we understand much more than was actually said in a given message. The text emits cues that prompt the listener to search their memory for this information, which is then applied again in the text. The text continues to emit signals that encourage the listener to recombine, to add new knowledge to the existing ones. The changed balance of knowledge (information) is a prerequisite for further understanding of the text. Information flows both in the direction from the text to the listener and from the listener to the text. Therefore, despite the fact that we attribute listening to receptive types of speech activity, the listener is active, therefore listening is a perceptual mental-mnemonic activity. Perceptive - because there is a direct active reflection of external and internal objects by the cognitive sphere of a person. Cognitive - because its implementation is associated with basic mental operations: analysis, synthesis, induction, deduction, comparison, mnemonic (from the Greek *mnemonicon* - the art of memorization). There are actions of recognition, identification as a result of comparison with the standard stored in memory.

In the practice of teaching a foreign language, listening remained for a long time, as it were, on the periphery of the educational process, and in the methodology of teaching a foreign language it was a kind of "Cinderella", so it is no coincidence that a large number of problems and failures are associated with listening.

Let's analyse the difficulties in more detail.

1. The first group of difficulties are the difficulties associated with the conditions of perception. Here, the one-time and short-term presentation of information plays an important role, which requires a quick reaction from the listener when perceiving the sounding text.

Equally important is the pace set by the speaker. The pace of speaking depends on the specific language. The average rate of English speech is 250 syllables per minute, German - 220, French - 330.





This is because different languages have different letter capacities. So, the average German word consists of 6–13 letters, and the English word consists of 45 letters. Therefore, the capacity of German letters is lower than that of English letters.

Difficulties in listening are often associated with the source of listening (who is it - a living partner in the process of direct contact, sounding speech from an audio cassette or a radio text in distant listening). At the same time, timbre, voice power, individual characteristics of speech, existing deviations from idiomatic/normative pronunciation, gender of the speaker (male or female voice), and age (children's or adult voice) have an influence. It is known that understanding children's voices requires certain skills.

Many methodologists note that in real communication it is impossible to adjust the duration, volume and clarity of the sound of the text, so the listener gets tired quickly, his attention is scattered, which, in turn, leads to a loss of interest, kills the motivation for further work with the audio text.

2. The next group of difficulties is related to the perception of the linguistic form and the content of the audio text. Obviously, the language difficulties of the text distract the listeners from the content and the process of understanding is disturbed. A significant role is played by the length of sentences perceived by the listener, the presence of unfamiliar lexical, grammatical language material, the presence of homonyms in the information (words belonging to the same part of speech and sounding the same, but different in meaning), for example, der Ball - ball, der Ball - a ball as a dance evening; homophones (words that sound the same, but have different spellings): week - week, weak - weak.

There are also so-called false friends of the translator, internationalisms that have a different meaning in a foreign language, words that are used in a figurative sense, polysemantic words, for example, letter - a letter, a letter, a paragraph paragraph, a person who rents, erudition, etc.

Difficulties related to the content of the audio text are related to understanding the facts (numbers, dates, proper names, geographical names, etc.), the logic of presentation due to the large amount of factual information, as well as the general idea of the text, which often happens if the main idea expressed implicitly, and the text is linguistically complex.

3. The third group of difficulties is related to the form of presentation of the audio text. The German didacticist B. Dahlgau, having studied various forms of presenting audio texts (audio text with illustration, listening based on printed text and without support when presenting audio text, single and multiple presentation of the text), believes that listening comprehension of the text depends on factors such as complexity text (the



more complex the text, the more supports are required to remove difficulties), the language experience of students (the more competent and experienced the students, the faster they are able to give up support in the form of printed text and other illustrations, the faster you can move on to listening to texts without pauses) , educational goals and objectives (if the task is to prepare students for a real situation and form a truly auditory competence, the printed basis should be abandoned).

In a real communication situation, non-verbal information helps students understand audio texts, for example, facial expressions, gestures, while illustrations and photographs can also help in a learning situation. However, from the very beginning of training, the teacher must remember that he is preparing students for a real situation of communication, so the supports should be reduced, preparing students, for example, to understand the text without re-listening.

4. There are difficulties associated with the perception of a certain type of speech activity and type of utterance. It is obvious that it is easier to perceive monologue texts than dialogic ones, and among monologues it is easier to perceive plot texts than descriptive ones.

5. A special group is the difficulties associated with the socio-cultural component of teaching foreign languages. Ignorance of sociocultural characteristics can lead to a misunderstanding of the partner's speech behavior, as well as disrupt the understanding of information perceived by ear.

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