



EFL LEARNERS' LISTENING SKILL: LISTENING COMPREHENSION COMPETENCIES

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ABSTRACT

The article deals with the solution of issues related to the methodology of listening comprehension control, in particular, the teaching of listening comprehension as a type of speech activity and skills, program requirements for teaching listening comprehension, and a system of exercises for teaching listening comprehension.

KEYWORDS

Speech in the form of dialogue, listening comprehension, skill, phrases, sentences, audio resources.

INTRODUCTION

Today it is possible to form and develop listening comprehension skills. You can find many manuals that are hired. Almost all of them are enriched with audio resources that help you practice listening comprehension skills. Examples of such manuals are special collections of songs or poems.

For example, the Jazz Chants guide teaches specific grammatical concepts, verbal rules, and expressive speech exercises. As you know, the expression, especially in the form of dialogue, is up to 70% of the content. Therefore, in teaching listening

comprehension, the expression should be seen as a key part of the work.

Here are some examples of tutorials that focus on teaching expression acceptance and listening comprehension. These guides are used in the early stages of teaching.

MATERIALS AND METHODS

Advanced stories for comprehension consist of humorous complaints adapted to listening and retelling, which help to form and develop listening comprehension skills. In addition to listening comprehension, it helps to develop speaking skills and increase vocabulary.

The visitor is a small complaint-based guide aimed at developing listening comprehension skills. Although this guide is an integral part of the Kernel 2 textbook, it can be used as a separate guide to developing listening comprehension and speaking skills.

"Off stage" consists of humorous dialogues aimed at teaching specific grammatical features. The dialogues are very interesting in content. Learners listen to the ulama with a high level of interest.

In addition to the manuals mentioned above, we also use textbooks such as Success at the first certified and Master class to form and develop listening comprehension skills.

Once the listening comprehension skill is sufficiently formed, it is possible to proceed to perform the tests.

As we know, in pursuance of Resolution 1875 on measures to further improve English language teaching, English language teaching began in the primary grades. Therefore, it was decided to teach

English in the 1st grade in a playful way and to organize lessons based only on speaking and listening skills.

It is well known that oral speech is a process of listening comprehension and speaking. Listening comprehension is a type of receptive-information reception of speech activity. Without this type of speech activity, language-based communication does not occur. In addition, the language teaching process is carried out by audio method. In this way, syllables, words, phrases, and sentences are formed in the minds of students. In this process, listening comprehension serves as an effective way to memorize language material.

One of the main tasks is to teach listening comprehension in the primary grades of secondary schools. Human spiritual maturity is usually achieved through sight, hearing (listening) and reading activities.

In psycholinguistics, listening comprehension is defined as the process of decoding the information that comes through the sound channel. "Listening comprehension is a three-step process in which the content of speech is perceived, learned, and finally understood behind general auditory perception (acoustic apperception), phonemic differentiation of the sound side of speech, and understanding of its essence" [1-4

In listening and understanding speech in the mother tongue, form and content are perceived as a whole, while in English, the combination of means of expression (language material) and the expressed content (text) is somewhat difficult. To grasp the content well, students are required to have mastered the lexical, grammatical and pronunciation skills of the language. Knowledge of vocabulary and pronunciation in comprehension of the text is of special importance

in understanding the general content, and mastering grammar in understanding the content with precise details.

In short, listening comprehension is the ability to perceive or comprehend the speech of a speaker directly or using technical means. In other words, listening comprehension means understanding the speech of others (live or mechanical) and understanding its content.

The main sources of information through auditory perception and analyzer in listening comprehension are teacher's speech, audit-technical tools - tape recorders, radio broadcasts, audio film, film (film) or excerpts from it, as well as television programs. In high school, the teacher, audiocassette, radio broadcast, voice dialogue, or English speech in film and film screenings serve as the basis for listening comprehension. The audio text is understood by listening once. After two or more hearings, a new assignment is given in each case.

For example,

- (1) Listen and answer the question;
- (2) Listen and pay attention to;
- (3) Listen and find .. and so on

Listening comprehension in school usually serves to introduce or recall new material to students, articulate relevant speech content, and form pronunciation and tone.

Listening comprehension is studied as an educational goal and tool in English teaching. Listening comprehension involves the practical study of a language - the acquisition of information in English. Listening comprehension involves the use of language

material (lexical, grammatical and pronunciation units) in speech as a learning tool.

Listening comprehension is taught in the form of goals and tools applied to the high school setting as one of the main types of speaking activities:

- Mastery of oral communication, ie speaking and listening at the same time, the interlocutors take turns speaking and listening;
- Listening comprehension is acquired as a separate type of communicative activity, in other words, oral information is absorbed in the form of a film [4-10].

The success of listening comprehension depends on several factors, the most important of which include the individual age characteristics of the listener, the speed of perception, and the conditions (speed, amount and volume of information, the basis of perception).

Listening comprehension is closely related to the types of reading and speaking activities. Because of this, the types of speech activities have similarities and differences. These are:

- Listening comprehension is also a receptive type of speech activity because reading is focused on receiving information.
- This type of speech activity is anticipation.
- As a key analyzer in the reading process visual perception and auditory perception serve. Oral speech serves as listening material, and written speech serves as reading material.

Now let's talk about the relationship between listening comprehensions to speaking. Listening, understanding and speaking are inextricably linked. But some features distinguish them. The auditory analyzer plays a key role in the listening comprehension process, while the

motor and vision analyzers play a supporting role. In the process of speaking, the main role is played by motor analyzers. In this sense, listening comprehension and speaking are interrelated.

Listening comprehension can be done in a variety of situations. For example interlocutors with directly in communication, in training sessions, in the theatre, in listening to the radio, in telephone conversations, and so on.

High school is faced with the task of developing the teacher's ability to comprehend a teacher's speech on a topic of everyday life that is focused on the student or class or recorded on a magnetic tape in a much simpler direct interaction process.

If the reader hears the information and knows its general content as well as some details, it can be considered that he has understood the text. It is not necessary to understand every word, phrase and. Thus, teaching listening comprehension in high school is done as follows. The feature of teaching English in primary school is as follows: I would like to emphasize again that the most effective way to teach English in primary school is through game technology, as well as a variety of picture cards.

This is the first step in a great development as English is memorized from elementary school. It is not in vain that our ancestors said, "Knowledge gained from youth is a pattern carved in stone." We will achieve our goal if we increase our children's interest in English from primary school and pay special attention to vocabulary. In particular, in grades IV-V, students are required to be able to understand stories based on oral material. From the 5th grade onwards, students are given texts with some unfamiliar words to listen to and understand. The volume of texts that students should listen to is increased from class to class by 0.5-1 minute.

Grade VI students should be able to listen and understand the teacher's speech at an average speed recorded on a magnetic tape. This speech should be based on class IV-VI material and consist of texts that cover 1 per cent of the unfamiliar word. The volume of information should be designed for 1.5 minutes. Grade VII students should be able to listen with a 2% unfamiliar word based on Grade IV-VII material written at an average student speed. In grades VIII-IX, students are required to be able to listen and understand information based on the curriculum of grades IV-VIII. A serious study of the requirements of the curriculum shows that they will be able to talk about themselves, their country, their culture, about their family. Foreign language teachers, on the other hand, need to take students seriously. To successfully implement the requirements of the curriculum, high school students must have a thorough knowledge of the psychological mechanisms of listening comprehension and their characteristics. The following psychological mechanisms serve for listening comprehension: The ability to listen to the speech, attention to long-term and short-term memory, anticipation and comprehension. Attention plays an important role in the process of listening comprehension. When students listen to a speech in their native language, their focus is mainly on the content of the speech. Listening comprehension of speech in a foreign language requires students to pay attention to the content and form of speech. Students' skills and abilities are formed and developed through special exercises. Simultaneous perception of form and content is done step by step. Students first perform exercises that focus on shape. Gradually, attention is paid to the content, that is, students perform speech exercises. Listening comprehension of speech is done in a limited time. The shortness of time and the irreversibility of speech reception make speech difficult to comprehend and comprehend. This

requires attention to observation and active functioning of comprehension-based memory. One of the most important mechanisms of listening comprehension is memory, which consists of two types: long-term and short-term memories [7-9]. Gradually, attention is paid to the content, that is, students perform speech exercises. Listening comprehension of speech is done in a limited time. The shortness of time and the irreversibility of speech reception make speech difficult to comprehend and comprehend. This requires attention to observation and active functioning of comprehension-based memory. One of the most important mechanisms of listening comprehension is memory, which consists of two types: long-term and short-term memories [8-10]. Gradually, attention is paid to the content, that is, students perform speech exercises. Listening comprehension of speech is done in a limited time. The shortness of time and the irreversibility of speech reception make speech difficult to comprehend and comprehend. This requires attention to observation and active functioning of comprehension-based memory. One of the most important mechanisms of listening comprehension is memory, which consists of two types: long-term and short-term memories [11-14].

Long-term memory preserves a person's knowledge in all areas. In the process of listening comprehension, recognizing phonemes and words and understanding their meaning is part of long-term memory.

Short-term memory is not directly related to the listener's previous experience. He pretends to understand himself because of his indifference to the interlocutor during the direct conversation, but short-term memory can be formed because his imagination is in other things and because he memorizes any information or text without understanding it. If we compare the level of development of students' short-

term memory in their native language and foreign language, it is observed that their short-term memory in a foreign language is underdeveloped. Insufficient development of short-term memory in a foreign language leads to a lack of understanding of sentences and text content in the process of listening comprehension. The long-term and short-term memory of students is developed through special exercises. The predictive activity also plays a very important role in the process of listening comprehension. How to achieve this: The teacher knows his subject well and has been able to keep students interested in his subject. The main purpose of the lesson is the same. As the student begins to learn a foreign language, he becomes interested in it as a new science. If any science studied gives joy to the student, the interest in his science will increase and the expected results will be achieved [14-16].

In the process of understanding speech in a foreign language, the listener must not only recognize the units of speech, texts, formulas, and sentences but also process the sentences heard in the brain and have an independent opinion. According to N. I. Jenkin, replacing one language unit with another constitutes an equivalent replacement.

The process of observation in the process of listening to comprehension of speech in a foreign language in students is also not sufficiently developed. It is advisable to perform certain exercises to develop this mechanism. For example, a brief description of the listened material, a shortening of the listened sentence or text, the content of the listened text in a few sentences, and so on.

For the listening comprehension process to be successful, the listener must overcome certain difficulties. These challenges include:

1. Difficulties related to the age characteristics of the listener
2. Difficulties associated with listening comprehension conditions. The challenges associated with the age characteristics of the listener are:

How the listener can pause the speech, memory, focus on the object being listened to, anticipate, observe, quickly access the content of the text being listened to, and so on.

In organizing the process of listening comprehension, the teacher must take into account the above facts and use audio texts that are appropriate to the knowledge and age of the students. Therefore, in the process of preparing students for listening comprehension, exercises should be performed to form and develop the above feelings.

We face the following difficulties in learning English. The most commonly used word groups in speech include verbs and prepositions.

Linguistic difficulties can be related to phonetics, vocabulary, grammar, and stylistics.

CONCLUSION

In the early stages of learning, phonetic difficulties are the key to listening comprehension. The lack of listening ability in students leads to incorrect hearing of sounds, confusion of foreign language sounds with native language sounds, as well as foreign language sounds with each other. Students change the emphasis, not being able to distinguish the tone of the sentences.

Lexical difficulties are related to understanding the meaning of words.

One of the reasons that make it difficult to understand listening to speech in a foreign language is that a form similar to the grammatical form in that language is not available to students in their native language.

The result of the listening comprehension process is whether or not the listener understands the content of the text. Education is also important to determine the listener's level of understanding in the process. In this way, the teacher will be able to determine the level of formation of students' listening comprehension skills and competencies.

In the early stages of learning, the listener distinguishes between individual words and non-difficult sentences. Word comprehension depends on the learner's active, passive, and potential vocabulary.

Understanding the content of a text depends on determining the connection between the sentences, the logical structure, style and genre of the text.

The authors of the Methodology point out that there are the following stages in the understanding process:

- Superficial understanding;
- General understanding;
- Full understanding;
- Critical understanding.

Exercises to determine the completeness and accuracy of understanding should be specific to steps 2-4. The general understanding of the content of the text by students can be determined by question-answer.

The listener's understanding of the content is determined by written answer tests. In addition, understanding the content of the text by answering

questions, speaking the content of the text in the native language in a foreign language and making an extended plan for the text is given by the listener's assessment of the text, an independent opinion about the text.

In conclusion, the development of listening comprehension is one of the key competencies and will have a major impact on the development of students' interest in a foreign language.

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