



LISTENING AND UNDERSTANDING THE SPEECH IN LEARNING A FOREIGN LANGUAGE

Daminov Bakhromjon,

International Islamic Academy of Uzbekistan

Senior Teacher of the "Arabic Language and Literature Al-Azhar" Department

Annotation

There are difficulties inherent in each type of speech activity. The difficulties that occur in listening and understanding are a bit Knowledge of them is one of the decisive conditions for teaching a foreign language. The problems of perception, including understanding speech as perception, have been developed more comprehensively in World Spirituality. This article shows ways to solve these problems.

Keywords: speech, listening, difficulties, audio text, dialogue, monologue, vocabulary, grammar.

Each type of speech activity has its own difficulties. There are many difficulties with listening comprehension. Knowing them is one of the decisive conditions for teaching a foreign language. The problems of perception, including the perceptual understanding of speech, have been elaborated on in world psychology. The science of foreign language teaching methodology effectively uses existing theoretical considerations.

One of the main types of speech activity is listening comprehension and seeking to know. And every cognitive process has an emotional and a logical side. In listening comprehension, these qualities apply in an integral way. The content of listening comprehension mechanisms has been sufficiently studied in science [14:185-186].

Psychologists call the first mechanism speech perception. This implies the stimulation of certain senses. A person who does not know a foreign language not only does not understand it but also does not have the ability to hear speech in this language.

This mechanism is closely related to the auditory memory mechanism. Keeping the speech in mind during perception makes it possible to understand the audio text.

According to the activity of the internal speech engine, the speech-action analyzer works during the perception of the audio text. The level of understanding is directly related to the repetition of the listening speech in internal speech. A person imitates what he hears. Unfamiliar or more difficult parts of the audio text are memorized, and if the language material is thoroughly mastered, there is less repetition. Therefore, it is recommended to learn speaking and listening comprehension together.





A mechanism for comparing the incoming signals to the auditory sense in a template that is imprinted in memory. The comparison may be incorrect depending on the person's previous experience, intuition, and feelings. Auditory experience refers to what the senses of hearing and speech create in the brain. As a result of the comparison, it is possible to recognize. When the auditory trace is strong, the recognition mechanism (better known as the comparison and learning mechanism) is more active. It should be noted that the full image of the heard event is not stored or restored in the brain; only its trace is left.

The next mechanism is called anticipation. It's better to say foreknowledge. When this mechanism is activated, it is possible to find out the structure of the audio text (the form of sentences or words) or its content in advance [1:13].

Another mechanism is called audio comprehension. Consciousness, that is, logical understanding, occurs on the basis of the analytical-synthetic process of brain activity and within the framework of other possibilities.

As a result of the formation of these mechanisms, students' listening comprehension skills are formed. Listening comprehension skills are formed and developed only through necessary exercises in a foreign language.

The described psychophysiological mechanisms of listening comprehension are called by some names only for analysis. And in speech activity, they are manifested as a whole.

As mentioned above, special time is allocated to teaching listening comprehension, and certain exercises are performed. From the first hour of teaching a foreign language until the student leaves school, the focus is on teaching listening comprehension.

In addition to the general requirements in the oral part of the curriculum, a list of sentences intended for listening comprehension only is provided. It is worth mentioning that these are sentences that students will learn only by listening to the teacher. It is clear to the teachers that listening and understanding the lexical and grammatical material learned in speaking and reading

The teacher's speech, which is a model for students to listen to, is of great importance. It is necessary to observe the methodical rules of teaching in a foreign language. Reinforcement and repetition of speaking and reading material through listening comprehension make this type of speech activity a learning tool [2:141].

Most of the exercises designed to create an artificial foreign language environment at the beginning of the lesson are based on listening comprehension. Listening comprehension exercises are important in the main part and at the end of the lesson. Unlike other types of speech activity, listening comprehension is studied as an educational goal and tool during foreign language teaching. As a goal, its practical





study means obtaining information in a foreign language. Content covered in all speaking and reading topics is mastered through listening comprehension. Information learned while speaking and reading is also relevant for listening comprehension.

As an educational tool, it is intended to use the language material (vocabulary, grammar, and pronunciation units) of listening comprehension. It is impossible to imagine the stages of presentation, practice, and application of new speech units without listening comprehension.

So, any of the four types of speech activities may not be practiced in this lesson, but this rule does not apply to listening comprehension. Speaking, reading, or writing may not be practiced in an optional activity. But as long as there is a lesson, there is listening and understanding. Because the teacher starts the lesson by speaking in a foreign language, passes the lesson, and ends it, the student participates in it as a listener.

What do we value in teaching listening comprehension? First, it is necessary to know what to teach; second, how to teach; and finally, how to determine understanding. These three issues should 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 grammatical structures; 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 learned language material in different combinations; understand speech written on technical means; once spoken (understanding an idea; understanding speech at a moderate (adopted in the curriculum) speed; understanding the general content and essence of the audiotext despite the presence of unfamiliar lexical units; understanding audiotext of different directions (descriptive, narrative, multi-plan) [4:113].

At different stages of education, the role and performance of these tasks will be in different order. In addition, it is recommended to practice such things as listening to male and female voices, listening to the teacher and others, listening to the speech of young and old people, and listening to the speaker with and without seeing him.

Different approaches to teaching listening comprehension are used in practice. One of them is to teach language material first, then speech activities. According to this methodical idea, by practicing to learn words, phrases, and sentences, students' attention is drawn to the content side of the studied material. In this way, the effectiveness of teaching listening comprehension is low; excessive time is spent on it; therefore, it is not considered the most appropriate methodological method.





According to the second approach used by teachers, listening comprehension is directly related to the formation of speaking skills. In the process of teaching speaking, reading, and writing, students engage in listening comprehension. At the same time, attention is paid to teaching the language materials. This methodological method is more effective.

It is known that the processes of speaking and listening comprehension are two integral aspects of oral speech. The lexical and grammatical phenomena used in them are common. That's why, when they begin to teach listening comprehension, it is definitely better to engage in listening during the period of learning to speak. This does not mean that listening comprehension is not given any special attention at all. Because the uniqueness of listening comprehension mechanisms has been proven in science. Therefore, any word or sentence spoken by the student is learned through listening comprehension.

Listening comprehension is also involved in practicing reading and writing. A person who is reading or expressing his thoughts in writing can listen and understand the language used. It turns out that when the studied language unit is mastered by listening (auditory sense/analyzer), speaking (speech-action sense/analyzer), writing (gesture sense/analyzer), and reading (visual sense/analyzer), it leads to the formation of a thorough dynamic stereotype. If some of them do not participate, it is difficult to achieve the desired result. The only way to remember the information that is intended to be received is to teach the types of speech activities in connection with each other. Their learning is directly related to their level of education, the nature of the language material, and the perceived content (information) [7:35].

In addition to listening to spoken, read, and written learning material, there are texts that are given only for listening comprehension. Based on the text listened to, the remaining three types of speaking activities can be practiced.

The listening text is intended to be heard and understood once, regardless of whether it is in familiar language material or partly in unfamiliar lexical material. For the second, third, and next time, a new assignment will be given. For example, on the first listening, "Find the answers to the following questions", on the second, "Research the information about such and such event (person)", and on the third listening, "State your reaction to such and such a place," and so on. It can be broadcast repeatedly, giving various educational tasks.

In order to teach listening comprehension as a practical goal, firstly, the selection (composition) of the audiotext; secondly, determining the organizational conditions for its broadcast (belonging to a class, some group, or a single student); thirdly, preparing students for listening (knowledge of the language material, appropriateness





of the content of the audiotext); fourth, processes such as recommending how many times to listen (preparation of learning tasks); and fifth, checking for understanding. The following procedure for working on the audio text is recommended: The teacher listens to (reads) the audio text himself, identifies its difficult areas and thinks of ways to eliminate them, uses educational tools that support understanding (pictures, writing on the board, tape, audio file, etc.), and prepares and develops tasks for the first and next hearings.

The steps in teaching listening comprehension while passing a lesson [10:129] are:

- 1) Expected difficulties in listening are eliminated;
- 2) An instruction (assignment) is given for the first hearing of the audio text;
- 3) The level of understanding is checked with the help of a task;
- 4) A second hearing is ordered;
- 5) will be checked, etc.

Methodological studies have shown that the second and third hearings help to understand the audio text almost completely, after which there is little benefit from subsequent listenings. It is possible to organize speaking on the basis of audio text. This method of work can be carried out on film and film clips.

Checking the understanding of the audio text requires certain methodological skills from the teacher. The purpose of the examination is to determine the level of listening comprehension skills and, as a result, the level of comprehension of what was heard. For this, it is necessary to know the stages of understanding in perception. They are: word stage, sentence stage, complex syntactic unit stage, and text stage.

Word comprehension deals with active and passive vocabulary. Understanding the sentence is based on its syntactic features. A simple sentence is easily understood by listening due to the fact that it is mastered in oral speech. A compound sentence is more difficult to understand.

In the process of understanding a complex syntactic unit, actions related to dividing it into parts and understanding the beginning and end of the thought are performed. The comprehension of the entire text is realized by understanding the predicative relations of the sentence, noticing its compositional-content aspect, and developing the style and genre.

This classification of steps reflects comprehension of the audio text but is not ideal for checking comprehension. With this goal in mind, the experienced Methodist scientist N. I. Gez [10:241] suggests the following division:

- 1) superficial understanding;
- 2) common understanding;
- 3) full understanding;





4) Levels of critical understanding The comprehension or lack of understanding of the content of the audio text is checked through the second, third, and fourth stages (the first stage is also taken into account at this time). In the stage of general understanding, comprehension is checked by answering the questions by choosing (multiple choice), that is, by finding the correct answers. The third stage (complete understanding) is checked by shortening or completing what has been heard. At this stage, methods of answering questions, telling the content in a foreign language and mother tongue, and creating an extended plan for speaking are used. At the stage of critical understanding, students are engaged in creative problem-solving tasks such as evaluating the content of the listened-to audio text, finding the main information, interpreting, and discussing.

As can be seen from the description, a modern test is added to the traditional methods during the inspection. It should not be forgotten that, along with the test, speech exercises are also effective.

It is clear from the description of the listening comprehension test that speaking, reading, and writing are widely involved in this process [9:55].

The following conclusions can be drawn from the above-mentioned studies: There are certainly specific difficulties in learning a foreign language. According to the educational setting, language learning can be classified as follows: Language learning in an academic or natural environment A foreign language is learned in an artificial environment under educational conditions; a native language and partly a second language are acquired under natural conditions; a second language is taught partly in artificial conditions (in class). So, the concept of "conditions" has three different meanings in all three languages. Their diversity affects the creation of educational methods in a unique way. In this case, the differences in language teaching in artificial and natural environments are the first form of aggregated classification: only the artificial environment is defined for the foreign language, the artificial (in the classroom) and natural (among the public) in the second language, and the real environment in the native language.

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