

TEACHING LISTENING COMPREHENSION

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ABSTRACT

Listening comprehension can take place in a variety of situations. For example, in direct communication with the interlocutor, in training sessions, in the theater, on the radio while listening to the radio, etc.

Foreign language teachers, on the other hand, need to be creative with these requirements. The following psychological mechanisms serve for listening comprehension: the ability to listen to speech, attention, long-term and short-term memory, anticipation, and reasoning.

The ability to listen to speech consists of the following components:

- a) Ability to listen phonemically,
- b) Ability to listen phonetically,
- c) Ability to listen to intonation.

The ability to listen phonemically serves to think about the phonological (semantic) features of phonemes. As a result, the listener thinks of the word clock from the word clock by the sign of the length or shortness of the vowel [a].

The ability to listen phonetically serves to think about the phonetic (meaning inseparable) properties of speech sounds. The inability to distinguish the phonetic properties of speech sounds and, as a result, the inability to express them leads to an accent.

The ability to listen to intonation serves to differentiate the intonational structure of a sentence. Attention plays an important role in the process of listening comprehension. Listening to and understanding a speech in a foreign language requires students to focus on the content and form of the speech. Teaching students to listen and understand is reflected in the formation and development of skills and abilities to understand the content and form of speech. Such skills and competencies are formed and developed through special exercises. Students first complete preparatory exercises that focus on form.

Gradually, attention is paid to the content.

Listening comprehension occurs in a limited time environment. One of the most important mechanisms of listening comprehension is memory, which consists of two types:

- a) Long-term;
- b) Short-term (operative) memory.

Long-term memory preserves a person's knowledge of all areas. The process of listening comprehension, recognizing phonemes and words, understanding sentence structure and meaning depends on long-term memory.

Short-term memory serves to remember acoustic signals that occur in series as an object of perception in the process of direct communication.

The sequence of signals complicates the analysis and synthesis process. To select a word, the listener must remember the sequence of sounds in the word. This function is performed by short-term memory, i.e., operative memory is stored until the newly understood units of speech,

words, sentences, several sentences, a whole message, the information is understood by the listener.

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

1. Difficulties associated with the individual-age characteristics of the listener;
2. Difficulties associated with listening comprehension conditions;
3. Linguistic difficulties.

It is known that people's speech rates vary. Therefore, it is necessary to teach students not only to listen to the teacher's speech but also to listen to other people's speech.

The size of the audio text depends primarily on the stage of learning, the complexity of the material, the sources of information, and the location of the exercise.

The following requirements must be met when selecting audio text:

1. Texts have an ideological educational value;
2. Adequacy of students' age, their native language, and speaking experience in a foreign language;
3. Coverage of the issue of interest to the student;
4. Clear, simple, and logically correct construction;
5. Coverage of various forms of speech;
6. Not written in first person;
7. Lack of additional information elements.

Audirovanie - listening and understanding, listening comprehension.

Receptive - on prescription; receptive speech on cognition and perception.

Auditive - intended for listening; audit tool exercises and software.

Acoustic - acoustically related, acoustic difficulty; pronunciation acoustic auscultatory apposition, articulatory difficulties.

Visual is a means of seeing, an object, an event, a visual medium.

Phonetics is an exercise that serves to regulate phonetic pronunciation.

Intonation - hang, high - low hang.

Random-access memory type, short-term memory.

A phoneme is a type of speech sound that serves to distinguish the meaning of a word and a morpheme.

The individual is the principle of an individual approach.

The difficulty is that the product of linguistic differences is the result of organizational failure

Audiotext - audio text material, size, content; listening, preparing, understanding, listening to audio text.

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Foreign language teachers, on the other hand, need to be creative with these requirements.

The following psychological mechanisms serve for listening comprehension: the ability to listen to speech, attention, long-term and short-term memory, anticipation, and reasoning.

Conditionally a) the addition of auditory and visual bases in the process of listening comprehension facilitates the understanding of the content of the text.

The listener not only faces psychological difficulties but also linguistic difficulties.

However, it is also possible to observe a general situation that is difficult to understand in all languages. Linguistic difficulties can be related to phonetics, vocabulary, grammar, and stylistics.

Lexical difficulties are related to understanding the meaning of words.

Grammatical difficulties may be related to morphology and syntax. Grammatical homonymy also makes listening difficult.

The result of the listening comprehension process is whether or not the listener understands the content of the text.

Understanding sentences depends largely on the syntactic nature of the sentence. The main difficulty arises from understanding the logical-grammatical structure of compound sentences. The authors of the «Methods of teaching foreign languages in secondary school» N.I. Gez, M.V. Lyakovitskaya, A.A. Mirolyubov note that there are the following stages of the understanding process:

1. Superficial understanding;
2. General understanding;
3. Full understanding;
4. Critical understanding.

Listening comprehension is taught using a special exercise system. Such exercises can be divided into two groups:

- 1) preparatory exercises;
- 2) speech exercises.

Preparatory exercises aimed at overcoming linguistic difficulties form several skills in the listener.

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