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 Research Article

PURPOSE AND PROBLEMS OF LISTENING COMPREHENSION

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ABSTRACT

This article discusses the role of listening comprehension in native language classes today, the formation of an understanding of this skill in students, training them to work with this skill task, the teaching of listening comprehension skills abroad and in our native language classes, problems and solutions.

KEYWORDS

Communicative skills, listening comprehension, verbal competence, linguistic knowledge, non-linguistic knowledge, “in front of the microphone, speech”, task.

INTRODUCTION

Listening means having the ability to understand information during listening activities or having the ability to transmit information in written or oral communication. It is associated with the ability to understand what is heard, communicate and respond. Having good listening skills is one of the main skills that language learners need to

master, because it is closely related to the communication process. Students' communicative abilities work well together with their listening skills. Because in any communication, by listening and correctly understanding the idea expressed, it is possible to

give a clear answer to it, that is, to engage in correct communication.

In other words, if the listening process is not supported by the formation of skills and competence, communication will not work well, and communication will decrease. Today, the main goal of teaching a native language is to improve this communicative ability and form the student's speech correctly and fluently. Listening is one of the main activities in the process of daily communication. According to experience, 35% of people are engaged in the process of listening, 35% in speaking, 16% in writing, and 9% in reading. Therefore, if the listening process is not organized correctly, communication will not be effective. Today, learning English is becoming increasingly popular. One of the most difficult skills for English learners is the skill of listening and understanding. In order for English learners to properly develop this ability, they must first enrich their basic language knowledge, such as vocabulary, grammar, pronunciation, and other language components. In the Uzbek language, students must first strengthen their linguistic knowledge. Because the tasks are directly related to grammar and vocabulary. The English scholar Brown emphasizes that there are two types of knowledge used in listening; linguistic and non-linguistic knowledge. Linguistic knowledge in listening comprehension is related to students' ability to understand phonology, syntax, lexis, semantics, and speech structure. Therefore, non-linguistic knowledge is the concept of topic, context, and general knowledge. Both of them are very necessary in the process of understanding

auditory information, because listening is a complex process. Therefore, in the listening process, the student will have to use all his knowledge and attention. Lack of knowledge of the meaning and synonyms of words used by speakers in a conversation or monologue affects the ability of listeners to absorb information, especially since language learners, who usually still have a limited vocabulary and are not free from dialects, often face difficulties in completing tasks.

They face serious problems in transmitting and receiving information in the speech process. Next, a good understanding of sentence structure can also affect students' listening skills. For example, it makes it easier for students to recognize the sequence of parts of a sentence, the tense of sentences, determine the temporal sequence of the oral information they hear, and help them do tasks well. Another factor that can affect listeners' listening skills is related to their ability to correctly pronounce each word, because in the communication process: words, phrases, and sentences cannot be separated from each other during the pronunciation process. Therefore, students must improve their basic "language skills": intonation, listening strategies, pronunciation, and grammar to support their listening activities. English scholar Buck also emphasizes that there are some components that should be taken into account when working on and designing a listening comprehension task. They are: phonology, stress, prosodic features, speech rate, pauses, and speech structure. In other words, listeners engage with these

components during the listening comprehension process. In addition, students should have general knowledge related to current issues, history, scientific research, and other topics, because each communicative process has background information that is purposefully presented. A student who knows or has read a certain topic before the teacher presents listening comprehension tasks in class will be able to absorb information more easily than others.

This is because someone's background, worldly knowledge, can have a good effect on the listening comprehension process. Therefore, students should constantly improve and update their general knowledge to help them in their listening activities. They should also prepare listening strategies to help them identify problems they encounter during the listening process. When students or learners have difficulty completing some listening comprehension tasks related to listening comprehension skills, they can use a strategy to help them complete the task. In this case, students can use the note-taking strategy to notice important points from the audio. Then, they can use the notes they have written to answer all the questions. Students can also use bottom-up or top-down strategies to make it easier for them in the comprehension process. In the bottom-up strategy, students activate their background knowledge on the topic that may be discussed in the audio before starting the listening process. They quickly recall the knowledge they have on the topic that may be discussed. Or they assume what the dialogues will be about. In the top-down strategy, students can

start the listening process by listening to the audio text to work on the task. In short, students need to have the ability to use listening strategies in their listening activities. However, these strategies and results cannot be achieved without practical training and practice. Students' listening practice is also one of the influential factors in improving their listening comprehension skills. They need to have a lot of practice in improving their skills, especially in understanding monologues or dialogues spoken by speakers. When conducting a practice test, students stated that the speaker's speech causes students a lot of confusion, even if the teacher plays the audio two or three times. In fact, this is not a big problem, they just do not know the communication styles of native speakers well, or they mainly use dialects in their speech and do not follow the norms of the literary language, or they have problems with synonymous words.

It can be seen that effective work has been carried out on the listening comprehension skill and its tasks in teaching English abroad, mainly in English-speaking countries. It is clear that these processes have a long history. It is noteworthy that laboratories have been established for dissertations, monographs, and even experimental tests in this area. Even in the most popular foreign language proficiency certificates today, listening comprehension is considered one of the main skills. However, in the process of teaching the Uzbek language, listening comprehension is somewhat neglected. We have mainly focused our attention on teaching

grammar, and our language teaching process has also stagnated.

This phenomenon has become one of the major obstacles to students' fluent and free expression of speech. Grammatical literacy has always developed in students, and verbal literacy has decreased. If we pay attention, even in our current "national certificate" that determines the level of knowledge of the native language, there are no tasks specifically related to the listening comprehension skill. However, our new generation textbooks are distinguished by the fact that they have not bypassed this skill, and are created in a more harmonious way with the native language textbooks of countries with developed education quality in the world, and serve the student to a great life and free thinking, and to expand their worldly knowledge. However, we can see that they have allowed uniformity and shortcomings in the development of tasks, in particular in the composition of listening comprehension tasks. It is clearly noticeable that after each topic, 4 tasks related to the competences that form the speech skills of this topic are not included, and there are very few tasks related to listening comprehension skills, and the audio texts for the tasks are not organized into a single system. For example, in a single 6th grade native language textbook, there are a total of 14 "listen to the audio text" tasks from the beginning to the end of the textbook, but there are relatively few audio texts. However, the book consists of 26 topics. The format of the tasks is almost the same. This indicates a lack of practice and exercises. In English or other international

languages, the format of the tasks consists of at least 4 or 6 parts, and they are different. The biggest drawback is the lack or unavailability of equipment in our schools or educational institutions to work on all skills.

The development of society is directly related to the development and progress of science and technology, education. At the lower stages of the initial education and upbringing processes, the processes of providing education and upbringing to the student, as well as assignments and textbooks, were organized in the form of very simple requirements and processes, but in today's era of advanced science and technology, the educational process is becoming more complex, because one of the main problems is to interest today's students and organize an effective educational process for them. Therefore, the scope of the educational system, which is developing in tandem with social life and development, is also expanding. Naturally, the above situation is reflected in school textbooks. Mother tongue textbooks are no exception to this. If we pay attention to our initial mother tongue textbooks, you can see that more attention is paid to grammar and the student's written literacy. With the development of information technologies and the introduction of modern teaching methods, the content of our textbooks has also been updated.

There have also been major changes in assignments and exercises. In particular, the scope of assignments and exercises has expanded. Today's textbooks, based on the content of education, are aimed at raising a student who

thinks freely in all areas of life, finds a way out in any situation, and can express his or her thoughts fluently in writing and orally. Native language textbooks have also taken on a new look in accordance with the same content. Special attention is paid to the skill of listening comprehension, which helps the student to respect and listen to the opinions of others, and to give the right opinion through direct listening. The teacher's book, i.e. the methodological manual, co-authored in 2020 for the 5th grade native language textbook, explains the listening comprehension competency as follows: "It is important to practice listening comprehension skills in native language lessons. Through this process, the student's ability to maintain attention for a long time, the ability to understand the oral thoughts of others, monological and

dialogical speech, and the content of the text are formed. Students should be able to understand professional scientific and popular speech, extract the main information from the listened text, perceive the content and purpose of current information in the media, understand it by listening, understand the correctness, logical consistency, purity, and expressiveness of speech, and distinguish and understand the semantic features of stable terms and professional words." Through these ideas, it is recognized that listening comprehension is also one of the important competencies, and exercises and tasks are given to develop skills in students. Based on the above definition, the following results are expected to be achieved from the 5th grade native language lesson:

No	Listening comprehension:
1.	can listen and understand monologic and dialogic speech and conversation;
2.	understands the listened text (audio text, narrative text);
3.	understands the main information and events in the video;
4.	listens to and understands the grammatical principles and information given in the textbook;
5.	understands, compares, distinguishes, summarizes and concludes the necessary details and ideas from information in various simple texts and tables;
6.	listens to audio material, narrates it orally and writes it down in text form;

This result is expected from the assignments given in the textbook, but we can see that the assignments are not at the required level. It is from the 2020 edition of the 5th grade native language textbook that listening comprehension assignments have been given, but the lack of

audio podcasts of the assignments indicates that the listening comprehension assignments have not been fully formed. All assignments in this area are given in text form. The textbook is in text form, but there are a total of 19 listening comprehension assignments that require

listening. The condition of the assignment is set in the form of listening. No audio podcast is given for listening. The conditions are created for the student to read the text directly on his own. Such an assignment mainly corresponds to the reading comprehension competency. It would be appropriate if audio were given for the listening comprehension assignment and the text were cited as a reference on the last pages of the book. For example, on page 14 of the textbook, the following listening comprehension task is given:

Assignment. Retell the text. Retell the main idea of the given story, following the correct pronunciation rules.

A wise man was asked by his students:

- What should we do to live in peace and comfort? -
The wise man replied:

- Do not say a word to anyone anywhere, be silent,
- his students then said:

- But can we always remain silent? Another way

The wise man advised:

- If you cannot remain silent, speak, but speak briefly and meaningfully, and do not utter a single bad word. Bad words darken the listener's heart, avoid this.

Verse:

A good word reveals love and loyalty,

If you speak inappropriately, you will suffer greatly.

Yes, whether there is a language or not, it is a disaster. That is why wise people liken words to medicine and say: "Excessive speech is harmful." (From "Short Stories")

This assignment is in text form, and the audio version for listening is not provided anywhere. Students will immediately get acquainted with the finished text, and the results that the teacher intended and noted from the tasks given above for listening comprehension cannot be fully achieved. True, this text can be read and listened to by a teacher or a fluent student, but if it were used with audio tools and podcasts, the intended result would have been achieved. We can see that all the tasks included in the 5th grade native language textbook are formulated in the same way. But we can admit that the text was chosen very well from a didactic and educational point of view and taking into account the age of the student. The above task was one of the first tasks in the native language textbook. Now let's pay attention to the tasks on the last pages and topics. On page 118 of the book, the task on the topic "Lesson 76. Working on the text and vocabulary" is presented in the form "Listen to the parable".

There was a young, tiny peacock who loved to dance on a rainy day. He would sing songs in the garden, mesmerized by the flowers. No matter what he did, his harsh voice would remind him of his shortcomings. The peacock would hear the sweet, gentle song of a nightingale walking nearby, and every time his eyes would fill with tears of sorrow.

He began to wonder why he was in such a state. At that moment, the owner of the garden appeared with a bunch of herbs in his hand and turned to the peacock:

- Why are you sad? May I give you these herbs to cheer you up?

- The nightingale has such a beautiful voice. I can't get past it when I dance. Why don't I have it? - said the peacock.

- Yes, the nightingale has a sweet, sweet voice. But you are also blessed with beautiful and bright feathers! It's all in how you perceive it and how you use it.

The owl began to compare itself to other birds. It realized the uniqueness of its gift. (From "Short Stories")

This task was also given as "listen", but it was included in the textbook in text form. If the task was given in audio form, and students listened to this task and tried to find similar and meaningful words in the text, the task would be even more interesting for students and would serve as a means of developing their concentration. If we pay attention to the two tasks above, although they are different in content, their similarity in form is striking. We can note that almost all the tasks in the book are in this form.

Gradually, our textbooks are being developed in a similar way to textbooks in developed countries, but there are still shortcomings. When developing a native language textbook, each topic should be enriched with all the elements of speech

competence. If we pay attention to English textbooks, which are specifically developed in terms of teaching, all types of speech competence are found in each topic in all textbooks and in all topics included in the textbook. We see that the form of assignments is also different. In the 5th grade native language textbook, all assignments have the same form, which creates boredom in the student and leads to a decrease in interest in learning. It would be convenient for both the student and the teacher to develop high-quality audios for each listening comprehension competency and provide them with QR codes under or before the assignment. In cases where there are many forms of assignments, it is necessary to develop audios recorded on separate discs for each grade textbook. In order to provide effective education to children, we must first of all pay attention to the full formation of material conditions. To do this, fully equip each classroom technically, paying special attention to the number of students. In the case of a large number of students, it is necessary to teach the mother tongue lessons separately, like foreign language or Russian language subjects. Only then can we work with all students individually and achieve effective education. This highlights the need to revise the mother tongue textbooks in a systematic manner, without neglecting grammar, in order to incorporate all elements of speech competence in the topics. If we say that there are no tasks on listening comprehension in the new 5th grade mother tongue textbook, we can see that among the tasks in the topics there is a task in the form of "listen to the text", and in the methodical manual specially developed for

teachers, information is included about the listening comprehension competence and its intended purpose. To solve this problem, it is necessary to change the word “listen” in the textbook to “read the text”, and it is necessary to remove the sentences in the methodical manual about the concept of listening comprehension competence, its purpose, and expected results. Or it is necessary to develop audio options for each task. Therefore, it is necessary to pay special attention to the approach and form of tasks, to work more seriously on new textbooks, and when working on these textbooks, to pay special attention to the structure of listening comprehension competence: form and content, to diversify the form of tasks, which will further increase the quality and level of interest of textbooks.

CONCLUSION

In conclusion, pupils and students need to practice listening activities, in the process of improving their listening skills, pupils encounter language learning and linguistic knowledge and their study. Then, pupils and teachers need to work together at this stage. The role of teachers in the teaching and learning process in the classroom, as well as the correct organization of listening skills, leads to the success of students. In order to present the listening comprehension

tasks in an interesting way, teachers can do some practical work. For example, if there are no conditions for presenting the tasks, they can read them in a fluent and beautiful speech themselves, or they can achieve this by writing the text on a sheet of paper and teaching one of the students in each lesson using the “in front of the microphone” method. With this method, not only the audio text tasks are worked on, but also the student’s reading literacy and the students’ listening skills are well formed. However, all language teachers should be able to provide intensive listening classrooms that guide students to overcome all the difficulties in listening activities, only then can the intended goal be achieved.

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