

## DIFFICULTIES OF LISTENING

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In this paragraph we make target to consider the main difficulties in understanding and perception of the oral speech. Listening is not an easy type of speech activity at all. As the learning of the foreign language and development of auding skills are implemented mainly through listening, so it causes the largest difficulties. Auding is the only type of speech activity, at which on behalf of its performing, almost nothing depends. So to overcome these difficulties at training to listening and to form on this base skills promoting successful functioning in natural conditions of given type of voice activity, it is necessary to clarify that these difficulties can be caused: 1) by nature of language material; 2) by language form of the message; 3) with semantic contents of the message or composition; 4) with the conditions of presentation the message; 5) with the sources of the information; 6) difficulties concerning the listener, his additive experience.

It is to be noted that some methodologists consider 4) and 6) to extra linguistic, and 1), 2), 3), 5) - to linguistic difficulties. So it is necessary to describe each of items more closely: Difficulties caused by the nature of language material, in turn can be separated as follows: a) phonetic, b) lexical and c) grammatical difficulties; phonetic difficulties of informal speech sometimes are considered the main, if not the only ones. Phonetic difficulties can be both common for all foreign languages, and specific for a separate foreign language. The common difficulty lies in the absence of sharp boundary between sounds in the word and between words in the sentences; and in presence in the foreign languages of such phonemes which are not exist in native language. Discrepancy between spelling and words pronunciation particularly is typical for the English language. Phonetic difficulties appear because the phonic system of English and Russian differ greatly. The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding. In foreigner's speech familiar words change a usual sounding in response to progressive or regressive assimilation. Deep penetration into context is required by multiple-meaning words, paronyms (which differs only with one sound), antonyms and synonyms. During the perception of such words it is necessary to keep in the memory all context or situation, otherwise the word acquired earlier and better, is heard instead of others. Words, sounding as the words of native language, but having different value, are understand hardly; 6) To the lexical difficulties it is necessary first of all to refer the

presence in English language of homonyms (hour – our) and homophones. Great difficulty is caused as well by the word, very much alike on sound form, particularly paronyms (economic-economical), words expressing pair concepts (answer – ask, give – take, west-east), words having identical combinability, or simply for the first time met beside, – to put it otherwise all that it is possible to confuse. Lexical difficulties are closely connected with the phonetic ones. Pupils often misunderstand words because they hear them wrong. For example: The horse is slipping. The horse is sleeping. They worked till night. They walked till night. The opposites are often misunderstood, for the learners often take one word for another. For example: east – west, take – put; ask – answer. The most difficult words for listening are the verbs with postpositions, such as: put on, put off, put down, take off, see off, go in for, etc.; в) In the grammar the great difficulty comes with the unusual word order (referring of pretext in the proposal to the very end). Understanding of oral speech is complicated very much by presence of morphological homonymic forms. So, for example, various parts of speech in English language coincide very frequently on form: to work-work, to answer-answer. In grammar big difficulties in understanding of English speech arise because in overwhelming majority of cases communication between words is implemented through various syntactic words not having independent lexical value. Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of infinitive and participle constructions. Besides, English is rich in grammatical homonyms, for example: to work – work; to answer – answer; -ed as the suffix of the Past Indefinite and the Past Participle. Difficulties connected with the condition of the message presentation. Correct rate of speech messages defines, as it is known, not only speed and accuracy of their understanding, but also storing efficiency. 200 and 300 syllables are designated per minute as rate “below the middle” and “higher than middle”. In learning the foreign language and learning to listen the oral speech, it is necessary to start with a natural tempo of speech: Englishmen say 220 syllables per minute. For the 5<sup>th</sup> form the speed of the information presentation should be 90-100 syllables per minute, in the 6<sup>th</sup> form – 110 syllables. In the forms, where the level of understanding is rather low, it is possible to give the information, dividing the text into parts and increasing duration of pauses between phrases, sentences and paragraphs for better and closer entering the content. The number of times of presenting the material for auding: whether the pupils should listen to the text once, twice, three times or more. Pupils should be taught to listen to the text once and this must become a habit. They sometimes can grasp only 50% of the information and even less, so a second presentation may be helpful. In case the

pupils cannot grasp most of the information, practice proves that manifold repetitions when hearing do not help much. It is necessary to help pupils in comprehension by using a “feed back” established through a dialogue between the teacher and the class 1 which takes as much time as it is required for the repetitive presentation of the material.

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