

IMPORTANT FACTORS IN DEVELOPING LISTENING COMPREHENSION SKILLS IN ENGLISH.

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Abstract: *Listening in English is one of the major challenges faced by students in the early stages of foreign language acquisition, specifically in comprehending foreign words. However, this issue can be addressed through consistent practice in English listening skills. Incorporate English listening into the learning process, especially when developing speaking skills. As vocabulary expands, listening in a foreign language enhances vocabulary growth. To practice English listening comprehension, utilize diverse audio materials. English listening skills are developed gradually, starting with slow songs, simple texts, and gradually increasing the pace of speech. This article will provide a detailed understanding of these concepts.*

Key words: *Listening in English, foreign language acquisition, comprehending foreign words, listening skills, developing speaking skills, vocabulary growth, audio materials, slow songs, simple texts, concepts.*

Introduction.

Listening comprehension is a much more complex process than just hearing, and it is based on the following psychological mechanisms:

➤ Short-term (operational) memory and long-term memory: During the listening process, the words and sentences we hear are stored in short-term memory. Then, this information is linked to our knowledge stored in long-term memory. This helps us understand and remember the information we hear.

➤ Thinking: During the listening process, we analyze the information we hear, understand its meaning, and adapt it to ourselves. In this process, we use logic, comparison, generalization, and other thinking methods.

➤ Anticipating the development of events: During the listening process, we try to predict the information we hear in advance. This helps us better understand and remember the information we hear. For example, when we listen to a story, we try to predict what will happen next.

It is important for students to focus on the content of the lecture, as this helps them to better understand and remember the information. In our opinion, students have difficulty focusing on the content of the lecture and writing it down at the same time. This is true, because these two processes compete with each other.

Therefore, it is very important to teach students to focus on the content of the lecture. You can use various methods to do this, for example:

- ✓ Recommending that students study the topic before starting the lesson. This will help them better understand the information they hear during the lesson.
- ✓ Asking students to write short notes during the lesson. This will help them remember the main points of the lesson.
- ✓ Discussing with students after the lesson. This will help them better understand the information they heard and retell it in their own words.

Another characteristic of listening comprehension tests is that the listener speaks internally while listening to the speech, based on the information he receives from it. This is usually done covertly. During the listening process, the examinee may not even notice that he is talking internally to himself, retelling the information he is listening to. The better prepared the listener is, the higher the rate of talking internally to himself. Talking internally is also observed during activities such as reading and writing. However, when it comes to listening comprehension, the rate of talking internally is of great importance. Insufficient speed of talking internally can lead to the listener not having time to fully listen to the content of the speech being spoken.

It would not be wrong to say that the ability to predict the development of events in listening comprehension tests is the most important factor in successfully completing the tests. With the help of such a psychological skill, it is possible to guess the content of the entire text by reading just one headline, to understand the content of the speech before it reaches the end, and to predict how the events being narrated will develop.

Analysis and Results.

“Listening comprehension is a type of speech activity, which is included in the receptive speech activity. Listening comprehension is the process of understanding and receiving information from the speaker’s speech by listening to it on the radio, tape recorder, CD, and during communication. It is also called auditioning in some literature. It is a complex speech activity, because the listener must be able to quickly perceive the form, retain it in memory, otherwise there is no source, conditions, or means for him to see it again, read, and understand it. Studies show that listening comprehension is less developed in pupils and students than speaking. When a student reads or watches, he receives six times more information than when listening to it. The reason is that he has worked on it less, and it is more complex. Listening comprehension is an integral part of speaking. Listening comprehension and speaking constitute oral speech.”

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

- A) phonemic listening ability,
- B) phonetic listening ability,
- C) intonational listening ability.

Phonemic listening ability serves to distinguish the phonological, that is, meaning-distinguishing properties of phonemes. Phonetic listening ability serves to distinguish the

phonetic properties of speech sounds, that is, the ability to correctly listen to speech sounds that do not distinguish meaning. Intonational listening ability serves to correctly perceive the tone in sentences and utterances. This type of ability is also of great importance, as are the above. Methodologist-scientist T. Sattarov studied the linguistic and psychological features of teaching listening comprehension in higher educational institutions and attributed the difficulties in listening comprehension to the following factors:

1. Individual age characteristics of the listener;
2. Rate of perception;
3. Conditions;
4. Speed;
5. Amount, volume of information;
6. Support for perception;
7. Fatigue

Yakubov I. assessed listening comprehension as an important type of speech activity and highlighted 3 types of difficulties in teaching listening comprehension:

1. Extralinguistic.
2. Linguistic.
3. Psychological.

Conclusions. Today, the demand for learning a foreign language is increasing. Foreign language learners develop the following skills: speaking, writing, listening comprehension, and reading. During the formation of such language skills, the learner faces a number of difficulties. If we take the listening comprehension skill as an example, problems in pronunciation, correct writing or comprehension, and lack of vocabulary among language learners are causing them to lose their enthusiasm for learning a foreign language. The inability to concentrate, not being meticulous, and listening comprehension skills in learners are at a low level.

Evaluating the listening material as uninteresting, criticizing the speaker, listening only to facts, and poor attention span are among these.

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