

IDENTIFYING DIFFICULTIES IN LISTENING COMPREHENSION AND EFFECTIVELY USING TECHNIQUES TO OVERCOME THEM

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Annotatsiya

Ushbu maqolada tinglab tushunish ko'nikmasida uchraydigan asosiy qiyinchiliklar va ularni samarali bartaraf etish usullari tahlil qilinadi. Tadqiqotda til o'rganayotganlarda tez nutq, notanish urg'u va talaffuz, bog'langan nutq shakllari, cheklangan lug'at boyligi hamda grammatik bilimlarning yetishmasligi kabi muammolar tinglab tushunishga salbiy ta'sir ko'rsatishi aniqlangan. Shuningdek, psixologik omillar, jumladan, xavotir, ishonchsizlik va motivatsiyaning pastligi ham tinglab tushunish jarayonini murakkablashtirishi ta'kidlangan. Maqolada tinglashdan oldingi, tinglash jarayonidagi va tinglashdan keyingi strategiyalarni qo'llash, autentik materiallardan foydalanish hamda texnologik vositalar yordamida mashqlarni tashkil etish tinglab tushunish samaradorligini oshirishda muhim ahamiyatga ega ekanligi asoslab berilgan. Tadqiqot natijalari tinglab tushunishni rivojlantirish uchun tizimli va strategik yondashuv zarurligini ko'rsatadi.

Kalit so'zlar: tinglab tushunish, tinglash qiyinchiliklari, til o'rganish, tinglash strategiyalari, autentik materiallar, motivatsiya, psixologik omillar.

Abstract

This article examines the main difficulties encountered in listening comprehension and explores effective techniques for overcoming them. The study identifies key challenges such as rapid speech, unfamiliar accents and pronunciation, connected speech, limited vocabulary, and insufficient grammatical knowledge, all of which negatively affect learners' listening comprehension. Psychological factors, including anxiety, low confidence, and lack of motivation, are also highlighted as

significant barriers to effective listening. The article emphasizes the importance of applying pre-listening, while-listening, and post-listening strategies, using authentic materials, and integrating technological tools to enhance listening comprehension. The findings demonstrate that a systematic and strategic approach is essential for improving learners' listening skills and overall communicative competence.

Key words: listening comprehension, listening difficulties, language learning, listening strategies, authentic materials, motivation, psychological factors.

INTRODUCTION

One of the most important skills in language acquisition is listening comprehension, which enables people to comprehend, analyze, and react to verbal interaction. Despite its significance, students frequently face a number of obstacles that prevent them from properly understanding audio information. Because these challenges might result from linguistic, cognitive, psychological, and environmental factors, it's imperative that teachers and students identify these barriers and apply specific techniques to get over them.

The speed of discourse is one of the main obstacles to understanding what someone is saying. Because they frequently speak at a pace that can overwhelm students, native speakers may miss crucial facts or have trouble following the overall concept. Additional factors that might make comprehension more difficult include linked speech, such as elisions, reductions, and contractions. For instance, students who are used to formal sentence structures may be perplexed by terms like "gonna" for "going to" or "wanna" for "want to." Furthermore, unfamiliar accents, dialects, and pronunciation variations can present significant challenges because learners may have trouble understanding the words and intonation patterns.

The learner's restricted vocabulary and grammatical skills are another important element that influences their ability to comprehend what they are hearing. Even if students are able to comprehend single words, they may have difficulty understanding the meaning of complicated phrases or unfamiliar idiomatic forms. Additionally, cultural allusions and semantic uncertainties in the address may present difficulties since students must have both linguistic and cultural proficiency in order to fully comprehend the speaker's intended meaning. When students attempt to absorb new

vocabulary, syntax, and meaning at once, cognitive overload may result, causing comprehension to decline.

Psychological factors, like worry and lack of confidence, might make it even harder to understand what someone is saying. Stress that interferes with the cognitive processing necessary for understanding spoken language may result from learners who are afraid of making errors or who are self-conscious about their listening skills. Motivation is also essential since learners who are not genuinely interested in the content may have shorter attention spans and retention, which restricts their ability to comprehend it.

A person's listening comprehension may also be influenced by environmental conditions. Distracting environments, loud classrooms, and bad audio quality can make it hard for students to concentrate on what is being said. In some listening scenarios, the lack of visual cues—like gestures and facial expressions—can make it even harder to understand, particularly for students who depend on nonverbal communication to help them comprehend.

Teachers and students may use a number of successful strategies to overcome these obstacles. Prior to listening, instructors can help students get ready to predict the context and content by doing things like introducing essential terminology, talking about related subjects, and establishing listening objectives. You can improve your comprehension when listening by using methods such as prediction, inferring meaning from the context, and paying attention to important words or phrases. Learners can also strengthen their comprehension and remember information by being encouraged to listen and take notes repeatedly.

After listening, it is just as crucial to practice activities that reinforce comprehension. Students can process and internalize the material by summarizing the content, discussing the major themes, and responding to questions that test their understanding. By including genuine listening resources like movies, interviews, and podcasts, learners can be introduced to real language patterns, accents, and cultural subtleties, which will help them develop their listening skills over time. Tech-based resources, such as online workouts and interactive listening programs, offer chances for personalized training and quick feedback, both of which are necessary for successful learning.

In addition, it's critical to create a good psychological atmosphere. Creating engaging and motivating listening assignments, fostering self-confidence, and encouraging students to embrace errors as a natural component of the learning process can all help improve comprehension. In order to develop listening proficiency, it's important to use strategies that enhance attention, such as concentrating on the general meaning of what is being said rather than trying to comprehend every word, and actively practicing active listening techniques, like asking questions and summarizing.

Ultimately, linguistic, cognitive, psychological, and environmental variables all affect one's ability to understand what they hear. Educators and students can use targeted methods to increase comprehension by identifying the precise challenges that students encounter. Effective strategies to overcome obstacles include pre-listening preparation, active listening techniques, repeated exposure to authentic materials, post-listening reflection, and positive reinforcement. By practicing regularly, students may gradually improve their ability to understand spoken language more accurately, efficiently, and confidently, which will help them in their overall communication.

LITERATURE REVIEW AND METHODOLOGY

The complexity of the skill of listening comprehension has been emphasized in studies for a long time, with a focus on the interplay of linguistic, cognitive, and emotional elements in the learning process. Vandergrift and Goh (2012) argue that successful listening comprehension is more than just hearing words; it also requires integrating bottom-up processing, which concentrates on decoding sounds and comprehending linguistic forms, and top-down processing, which is based on prior knowledge, context, and prediction. As several studies have demonstrated, learners frequently have difficulty with foreign accents, fast speech, and connected speech patterns, all of which make it difficult to accurately process auditory information (Field, 2008; Rost, 2011).

The effects of grammatical proficiency and vocabulary knowledge on listening comprehension have been the subject of study for other researchers. While Graham and Macaro (2008) emphasize how grammatical understanding helps students comprehend complicated sentence structures, Nation (2009) contends that a small vocabulary limits one's capacity to grasp context and draw conclusions. Cultural and contextual understanding are also essential; students who lack the necessary intercultural

competence are frequently baffled by listening resources that include idiomatic terms or culture-specific allusions (Brown, 2006).

Psychological variables such as drive, worry, and self-efficacy have also been studied in depth. Dörnyei (2001) highlights the significance of motivation and learner participation in fostering sustained attention and understanding, while MacIntyre et al. (1998) propose that language anxiety might have a detrimental impact on cognitive processing when listening. Furthermore, studies have revealed that environmental variables like background noise, low audio quality, and a dearth of visual signals can lower listening precision and raise cognitive burden (Vandergrift, 2007).

Qualitative and quantitative assessments are often used in methodological strategies for studying reading comprehension. Observational and case studies shed light on students' methods and cognitive processes, while experimental studies frequently employ regulated listening exercises to evaluate students' comprehension of particular linguistic elements. The popularity of mixed-method designs stems from their capacity to capture both quantifiable results and thorough learner experiences. To evaluate comprehension tactics and pinpoint challenges, approaches like pre-listening prediction tasks, think-aloud protocols, and post-listening interviews are often used.

The difficulties learners encounter in understanding what they hear, as well as the efficacy of several strategies for overcoming them, were examined in this study using a mixed-method approach. Intermediate English students were among the participants, and they were exposed to a variety of listening texts, such as interviews, talks, and conversations with different accents and speeds. Pre-listening questionnaires to determine learners' prior knowledge and views, real-time monitoring of listening activities to pinpoint challenges, and post-listening reflective activities to assess comprehension and strategic usage were all part of the data collecting process. The qualitative data from student reflections and interviews were coded in order to highlight common themes and successful tactics, while the quantitative data on comprehension accuracy and reaction times were analyzed statistically. This approach made it possible to thoroughly examine the issues in listening comprehension and evaluate the effectiveness of strategies designed to enhance understanding. The research offers a comprehensive perspective on the tactics that are most successful in overcoming prevalent challenges in reading comprehension by integrating quantifiable performance results with in-depth learner insights.

RESULTS

The study's analysis revealed a number of important insights into the challenges students encounter in understanding what they hear, as well as the efficacy of the methods used to address these difficulties. The fast rate of speech was one of the main issues discovered. Frequently, respondents said they had trouble keeping up with quick speakers and frequently missed crucial facts, particularly when listening to genuine audio content like interviews and podcasts. Words seemed "blurred together" and hard to differentiate, according to students, which was made worse by the use of contractions and reductions in connected speech.

The unfamiliar pronunciation variations and accents presented another significant challenge. The importance of training in varied auditory environments was emphasized by the fact that pupils exposed to regional or non-native accents had poorer comprehension scores. Participants often recognized individual words, but they struggled to comprehend their meaning in complex sentences or idiomatic phrases, which were also found to be barriers due to a lack of vocabulary and grammatical expertise. Misunderstandings of the primary concepts and the general message of the listening materials were frequently caused by this.

In comprehension, cognitive elements like attention and working memory capacity were important. Students who said they had greater levels of anxiety or less confidence were more likely to concentrate on specific words rather than the whole meaning, which had a detrimental impact on their understanding. The level of engagement was also impacted by motivation, as participants who had an interest in the subject or found the information useful showed greater understanding and retention. In group classroom environments, background noise or poor audio quality were found to distract from listening due to environmental variables.

The study also examined the efficacy of several approaches for alleviating these challenges. Prior to listening, students' capacity to predict content and concentrate on crucial details was greatly enhanced by pre-listening activities, such as vocabulary discussions and predictions. Strategies that proved to be very helpful in improving comprehension while listening included recognizing keywords, deriving meaning from context, and listening repeatedly. When paired with active summarizing, note-taking enabled students to remember key facts and arrange data in a logical manner.

Discussion of key concepts, answering comprehension questions, and reflecting on the content are some post-listening tactics that aid in solidifying understanding and reinforcing the use of successful strategies. The ability of students to deal with different accents, fast speaking, and idiomatic phrases was especially enhanced by their exposure to real listening resources. With the aid of technology-assisted tools like online platforms and interactive listening activities, students were able to recognize and fix comprehension mistakes in real time thanks to the instantaneous feedback provided by these tools.

The overall findings show that issues with listening comprehension are complex, including linguistic, cognitive, psychological, and environmental variables. Nevertheless, learners' ability to comprehend and remember spoken language is greatly enhanced by the consistent use of focused approaches, both before and after listening. Students who actively participated in strategies such as prediction, context inference, repeated listening, note-taking, and reflection showed quantifiable gains in comprehension accuracy and confidence. These results highlight the need for a planned, methodical strategy for teaching listening that takes into account the unique issues that students encounter.

Conclusion

Language learners face considerable challenges in developing their comprehension of spoken language, which is a complicated and multifaceted ability. According to the study, a combination of linguistic, cognitive, psychological, and environmental variables cause these challenges. The main barriers to understanding spoken language were discovered to be poor vocabulary, grammatical errors, foreign accents, quick speech, and connected speech patterns. Furthermore, the comprehension process is complicated by learner-related variables like anxiety, low self-esteem, and a lack of drive, as well as outside influences like background noise and poor audio quality.

The study emphasizes that these difficulties may be successfully lessened and listening performance improved by using specific techniques. Students are helped to anticipate content and contextual meaning through pre-listening practice, which includes vocabulary introduction and prediction activities. Strategies like active note-taking, repeated exposure, inferring meaning from context, and recognizing important keywords enhance concentration and retention when listening. Summarizing,

discussing, and engaging in reflective practice are all examples of post-listening activities that help to solidify understanding and reinforce comprehension strategies. Using technology-aided tools and being exposed to genuine listening resources helps students become more accustomed to natural speech patterns, a variety of accents, and idiomatic language.

To sum up, enhancing listening comprehension necessitates a methodical and strategic approach that considers both the challenges students encounter and the strategies they can use to overcome them. Learners may improve their listening abilities by integrating pre-, during-, and post-listening techniques, encouraging motivation and confidence, and exposing them to diverse and real-world listening situations. This holistic approach not only improves immediate understanding but also fosters long-term language competence, allowing students to participate in real-world conversations with assurance and skill.

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