



PSYCHOLINGUISTIC BASIS OF LISTENING COMPREHENSION

Shaxnoza Qo'liyeva Rustamovna

Alisher Navoi Tashkent State University of the Uzbek Language and Literature 2nd year master's student

Article history:		Abstract:
Received:	20 th January 2023	The article examines the theoretical information on listening comprehension skills and explores the psycholinguistic foundations of listening comprehension skills. The effect of listening comprehension on the quality of education and the difficulties in this process, the experiences of practical teaching of listening and comprehension in various ways are covered as much as possible.
Accepted:	26 th February 2023	
Published:	30 th March 2023	
Keywords: listening comprehension, speech activity, vocal speech (speaking), listening, perception and understanding, listener experience, audio-visual tools.		

Listening comprehension means listening, perceiving and understanding during vocal speech (speaking). A person usually attains spiritual maturity through hearing, seeing (observation) and, moreover, reading. Of the three activities in information gathering, listening comprehension is the most important.

It is known that listening comprehension, which is considered a type of speech activity and a skill, is the goal and means of education. The development of listening skills, memory, attention characteristics, listening conditions, speed of speech, size and form of language material and how long the spoken speech lasts, and, finally, the linguistic aspects of the used material (whether it matches the language experience of the listener) are taken into account.

Interlocutors speak in turn and try to understand each other by listening. It is known from life experience that expressing one's opinion orally (speaking) is a type of speech activity that many people like. Different information is obtained by listening to another person. Being in speech communication is a necessary need for a person. In the process of listening, there are cases of partial or complete misunderstanding of the speaker's opinions. The main reason for this is that listening comprehension is not given enough attention.

Listening comprehension means vocal speech (speaking), listening, perception and understanding. In general, "speech" means speaking, listening comprehension, reading comprehension and writing. It is necessary to distinguish between two terms related to this field: "listening" - listening (In short - listen more) and "hearing" - receiving sound using the sense of hearing (ear).

When listening to speech in the native language, the form and content are perceived as a whole, the means of expression (language material) and the expressed content (text) are combined with difficulty in a foreign language. In order to progress (notice) the content, one must master lexical-

grammatical events, in other words, lexical and grammatical skills of listening comprehension should be well formed. It is also necessary to develop the ability to distinguish the sound side of a foreign language (sound, sound combinations and tone).

So, as a result of formation of lexical, grammatical and pronunciation skills of listening comprehension, competence in this type of speech activity is formed. When the language units used by the listener (auditor) and the speaker (speaker) match, understanding becomes easier. This in turn is a matter of language experience.

Listening comprehension is a three-stage activity, the content of the speech is perceived, learned and understood behind the general auditory perception (acoustic apperception), distinguishing the sound side of words (phonemics) and understanding the essence.

It is known that listening comprehension, which is considered a type of speech activity and a skill, is the goal and means of education. At this point, it is necessary to distinguish between two categories, that is, on the one hand, understanding through words (based on actual experience in language) and on the other hand, with the help of things (due to life experience, knowledge of the speech situation). Therefore, the speech topics and situations recommended at the initial stage of foreign language education are familiar to the students, known in advance, and the language material is completely new and unfamiliar to them. There is a lot to say when choosing or creating text (audiotext) for listening. An audio text that is age-appropriate, engaging, logically clear, and includes a monologue and dialogue format will appeal to its audience. The teacher's speech, tape recorder and gramophone recording from auditory technical devices, as well as sound slide film, movie (or its fragment) and television programs from radio broadcasting, audiovisual means serve as the main sources of information acquisition through the auditory sense and analyzer.



For the successful implementation of listening comprehension, the following three factors are considered: dependence on the listener (developed listening skills, memory, attention), listening conditions (speech speed, volume and form of language material, and how long the spoken speech lasts), and finally, Linguistic aspects of the used material (whether it corresponds to the listener's language experience) are taken into account. Another important issue is to determine why the listening text is easy or difficult to understand. It is also important to know the difficulties and their causes.

Listening Comprehension Difficulties:

- a) related to language form (homophone, passive verb);
- b) content-related (facts and their weight);
- c) conditions of perception (speed of speech, tone...);
- d) according to the form of speech (monologue, dialogue);
- e) in language material (vocabulary, grammar, pronunciation);
- f) in audiotext structure (sentence, paragraph, context...);
- g) and others (once, listening, live and recorded speech).

One of the main types of speech activity is listening comprehension and seeking to know. Any cognitive process has emotional and logical aspects. The set of mechanisms of comprehension is sufficiently studied in science. The first mechanism is called speech perception by psychologists. Arousal of certain senses is implied. A person who does not know a foreign language does not understand it, but is deprived of the ability to hear speech in this language. This mechanism is closely related to the auditory memory mechanism. Remembering the speech passage during perception makes it possible to understand the audio text. According to the activity of the internal speech mechanism, the speech movement analyzer works during the perception of the audio text (Prof. Nikolay Ivanovich Jinkin proved this point in his mature scientific works on the psychology of language teaching). The level of understanding is directly related to the repetition of the listening speech in internal speech.

A person imitates what he hears. The more difficult parts of the audio text are mentioned inside, the volume of repetition is less if the language material is thoroughly mastered. Therefore, it is recommended to learn speaking and listening comprehension together. A mechanism for comparing the signals coming to the auditory sense to a template stored in memory. The comparison may be incorrect depending

on the person's previous experience, intuition and feelings.

The listener's experience refers to the imprint on the brain created by the sensations of hearing and speech movement. As a result of comparison, it is possible to recognize. The stronger the auditory trace, the more active the recognition mechanism. The full reflection of the heard event is not stored or restored in the brain, only its trace is left. The next mechanism is called anticipation. It's better to say precognition more simply. When this mechanism is activated, it is possible to know in advance the structure of the audio text or its content. Another mechanism is called audiotext comprehension. Understanding, that is, logical understanding, takes place on the basis of the analytical-synthetic process of brain activity and within the framework of other possibilities. As a result of forming these mechanisms, students' listening comprehension skills are formed.

Listening comprehension skills are formed and developed only by doing the necessary exercises in a foreign language. What we value in teaching listening comprehension. First, it is necessary to know what to teach, secondly, how to teach, and finally, how to measure understanding. These three issues will be considered separately.

Different approaches to teaching listening comprehension are used in practice. One of them is to study language material first, then speech activity. According to this methodical idea, students learn to learn words and phrases, and then the students' attention is drawn to the content of the studied material. In this way, the effectiveness of teaching listening comprehension is low, it takes too much time, therefore, it is not considered the most appropriate methodological method. According to the second approach used by teachers, listening comprehension is directly related to the formation of speaking skills. In the process of teaching speaking, reading and writing, students engage in listening comprehension.

According to the purpose of the system of exercises for listening comprehension, they are divided into two types: special and non-special exercises. In non-specific exercises, listening comprehension is taught along the way. For example, speech training at the beginning of the lesson, listening to the teacher's story while explaining the meaning of words; Non-special exercises include listening to the teacher's grammar presentation, recording someone else's speech on a magnetic tape.

In conclusion, it should be noted that in the current situation, where teaching communication and exchange of ideas is becoming a priority, it is necessary to organize listening comprehension training in schools and universities based on communicative



principles, develop its methodical technology, and include it in the curriculum as a separate lesson stage. , the need to define evaluation criteria for this type of communication training is being promoted.

It is known that listening comprehension training sessions are organized after the formation of grammatical, lexical, perceptive (perceived) skills and competencies of students on specific educational material. Non-observance of such a system can lead to failure to perceive the phonetic, grammatical, lexical laws of the heard speech, and as a result, to a complete lack of understanding of the heard information.

The conclusion is that the formation of listening comprehension skills and competencies is inextricably linked with the formation of pronunciation, lexical, grammatical skills and competencies. At this point, it is also important that the content of the audio text broadcast is related to the lexic-grammatical material learned earlier, the speed of hearing the speech, the orientation of the organized exercises to the development of the students' auditory memory, and that the content of the audio text has a comprehensive impact on all the senses of the students.

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<https://doi.org/10.36078/1673348607>