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PSYCHOLINGUISTIC BASIS OF LISTENING SKILLS

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ABOUT ARTICLE

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Abstract: The theoretical information about the listening comprehension skill is studied in the article, and the psycholinguistic basis of the listening comprehension skill is researched. The impact of listening comprehension on the quality of education and the difficulties in this process, the experiences of practical teaching of listening and understanding in various ways are covered as much as possible.

INTRODUCTION

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

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

The interlocutors take turns speaking according to human habit 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. Various information is obtained by listening to and understanding 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.

Speech 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 related terms related to this field: "listening" - listening (Speak less, listen more) and "hearing" receiving sound using the sense of hearing (ear).

When listening to and understanding speech in the native language, the form and content are perceived as a whole, in a foreign language, it is difficult to combine the means of expression (language material) and the expressed content (text). In order to progress (notice) the content, one must master the lexical and grammatical phenomena, in other words, the lexical and grammatical skills of listening comprehension must be well formed. Also, it is 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. Understanding becomes easier if the language units used by the listener (auditor) and the speaker (speaker) match. 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 and skill of speech activity, is the goal and means of education. At this point, it is necessary to make a distinction between two categories, i.e., on the one hand, understanding through words (based on actual language experience) and, on the other hand, using 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 texts (audiotexts) for listening. An informative audio text suitable for the age of the students, which arouses interest, includes the monologue and dialog form of logically clear speech will be liked by its listeners. The teacher's speech, tape recorder and gramophone recording from auditory technical devices, as well as radio broadcasting, audio-visual media, film (or a fragment thereof) and television shows 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 himself (developed listening skills, memory, attention characteristics), listening conditions (speech speed, volume and form of language material and how long the spoken speech is continuity) and finally, the linguistic aspects of the material used (whether it corresponds to the listener's language experience) are taken into account. Another important issue is to determine the reasons for which the listening text is easy or difficult to understand. It is also important to know the difficulties and their reasons.

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) By form of speech (monologue, dialogue);
- e) In language material (vocabulary, grammar, pronunciation);
- f) In the 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 listening comprehension has been sufficiently studied in science. The first mechanism is called speech perception by psychologists. Certain sensations it is meant to be aroused. 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. Keeping the speech fragment in mind 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 directly depends on 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, if the language material is thoroughly mastered, the amount of repetition is less. 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 previous experience of the person, his 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 audio text comprehension. Comprehension, i.e. logically, on the basis of analytical-synthetic operation of brain activity and within the framework of other possibilities understanding occurs. As a result of forming these mechanisms, the student's ability to listen and understand is formed.

Listening comprehension skills are formed and developed only through necessary exercises in a foreign language. What do we value in teaching listening comprehension? First, it is necessary to know what to teach, secondly, how to teach, and finally, how to determine what has been understood. These three issues will be considered separately.

Various approaches to teaching listening comprehension are used in practice. One of them is to learn language material first, and 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, and 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 listening comprehension (auditory) exercises system, 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 sentences in the presentation of grammar, recording someone else's speech on a magnetic tape.

CONCLUSION

In conclusion, it should be noted that in the current situation, where communication and mutual exchange of ideas are becoming a priority, it is necessary to organize listening comprehension training in schools and universities based on the principles of communication. , the need to develop its methodical technology, to include it in the curriculum plan as a separate lesson stage, to determine the evaluation criteria for this type of communication training is being promoted.

It is known that listening comprehension training is organized after the formation of grammatical, lexical, perceptive (perceived) skills and competences 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 connections. Here, the content of the audio text to be broadcast has been previously studied.

It is also important that the connection with the lexical-grammatical material, the speed of hearing the speech, the orientation of the organized exercises to the development of the auditory memory of the students, the content of the audio text is explained through audio-visual means that have a comprehensive effect on all the senses of the students.

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