

**LISTENING DYSFUNCTIONS AS ONE OF THE PROBLEMATIC SKILLS IN
TEACHING LISTENING**

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ABSTRACT

Developing listening skill in a foreign language is an essential part of language learning and teaching process. Listening is a vital skill for the achievement of full mastery of the four language skills in order to enable students to fulfil academic tasks at tertiary level

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In encouraging listening understanding we should be mindful so as not to go to limits, by the same token by being concerned too solely with speculations without pondering their application to instructing, or by unyieldingly following frozen schedules opening the course book and clarifying new words, playing the recording device, and asking/replying questions. It is fundamental for an instructor to have a general comprehension of what listening is, the reason it is hard for unknown dialect students, and what a few arrangements might be. The crucial inquiry is the means by which to overcome any issues between an investigation of tuning in furthermore, real study hall instructing.

EFL learners have crucial problems in listening comprehension because universities pay attention to grammar, reading, and vocabulary. Listening and speaking skills are not significant parts of many books and teachers do not consider these skills in their classes. Hamouda (2013) emphasized that comprehending speech is a very difficult activity for students. Learners face a lot of problems when they listen to a language. If teachers are expected to assist learners to improve their listening comprehension, they should comprehend their listening difficulties in understanding spoken passages and teach them effective listening comprehension strategies to be able to solve their listening comprehension problems. Listening is a difficult skill in second language learning. The difficulty is caused by many factors varying from the difference of sound between the second language learners' first language and the second language he or she is learning, his or her lack of vocabulary, his or her grammatical unawareness, to pragmatic differences between two languages.

For language teachers the main problem is either not to know what to do with the listening skills or absolute obedience to the course book they have selected. If they cannot adopt, edit or change listening activities for their learner, the listening skill becomes the main anxiety source for them and instead of supporting the learners with a kind of comprehensible input it may become the reason for learners' discouragement. The solution of making listening skills digestible for learners is in two ways: at word level and at sentence level. At word level, in the early stages, the students need practice in hearing and saying the sounds of isolated words as they are ideally pronounced by a native speaker, without the distortions or blurs which commonly occur within the context of natural speech. The exercise types those early level pupils can be given are repetition which they are only expected to repeat what they hear, asking if what they hear is English or not and to decide if they hear the same or different utterances. At sentence level recognizing colloquial and spontaneous speech becomes easier for learners. So the exercise types at this level are again repetition but this time the length of the utterance is either the phrase or sentence they have heard, identifying word divisions which they are to

determine the spoken and the written forms of the utterances, identifying the stressed or unstressed words are in a sentence, and dictation which the teacher seeks for students' understanding the sounds and utterances. The third type is meaning based activities Ur (1984), divides the comprehension exercises into different purpose based activities in listening comprehension. The first exercise type in this activity is problem-solving, where the students discuss the listening activity individually or in groups. The text is short and students are given the chance to listen two or more times to be able to discuss the problem mentioned in the listening text.

The second one is jigsaw listening, in which the students are given half parts of the whole listening activity and after listening they join together and come to a conclusion or catch the general idea of the activity. In this listening activity the learners need more than one tape-recorder and cassettes or another solution may be taking the students into the listening activity group by group; after one group listens, the other comes in and while they are listening the first group is outside the class. The third one is commonly used exercise type; involving complementary texts where the students complete some information on a chart or in a dialogue. The last one is interpretative listening in which the students try to make some interpretations about the speakers' personalities, their relationships. All of these listening tasks are given here to suggest to both learners and the teachers some alternative techniques which may enhance the current curriculum. It is important here to apply these tasks at the appropriate level with the appropriate students. The instructor has also an important role in planning and knowing the task because the wrong type of exercise may discourage the learners. EFL classrooms need more practice than theory.

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