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To the Review of Difficulties in Teaching Listening Comprehension to Law Students in English Classes

Abstract

The article deals with the issue of developing students' listening competences in the process of learning the English language at Law University. The author argues that little has been done by national researchers in this direction. In the article the works of some foreign scholars' have been considered. Some linguistic and extralinguistic difficulties in listening comprehension are analyzed and provided by examples in English-Uzbek.

Keywords: Law Students, Linguistic, Extralinguistic Difficulties, Listening Comprehension, General Meaning, Legal Meaning, Linguistic Competence.

Introduction

Globalization processes, socio-economic and political changes taking place in the world community, strengthening cultural, economic, diplomatic relations between countries have expanded opportunities for international contacts and exchanges of specialists of various professions. These conditions increase the demand for the study and knowledge of foreign languages.

The formation of a foreign language professional communicative competence has become an integral element in the training of highly qualified specialists who are able to adapt to rapidly changing living conditions. Knowledge of a foreign language, the development of foreign language professional competence play a significant role in the preparation of competitive specialists that is the key point to their successful professional activity in the international labor market (Shamsitdinova, 2020).

After Uzbekistan gained its independence, all conditions were created for the younger

generation to realize their full potential. There have been appeared opportunities to study at leading universities of the world in the professional and scientific fields. These opportunities are due to independence.

At present, intensive teaching of foreign languages has become a nationwide need in independent Uzbekistan and has become a state policy. Therefore, the adoption of the Decree of the first President of the Republic of Uzbekistan № 1875 of December 10, 2012 "On Measures to Further Improve the System of Learning Foreign Languages" provides the basis for the upbringing a high potential, healthy, free-thinking, modern - minded and intellectual young generation. In accordance with this decree, a new learning environment is being strengthened in the process of learning foreign languages based on international educational standards. In particular, the State Educational Standards and Curricula have been updated for all stages of continuous education, using some of the internationally recognized European Council Document "Common European Competences in learning the foreign language: Learning, Teaching and

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Assessment" ([Shamsitdinova, 2020). Particularly, in 2013 the levels of the European International Standard (A1, A2, A2 +, B1, B1 +, B2, B2 +, C1, C1 +) have been adopted for each level of education. The current level of foreign language teaching in the Republic of Uzbekistan complies with international educational standards and is highly appreciated by foreign experts. The application of these Common European Standards in Foreign Language Teaching provides students with a range of competencies in the acquisition of a foreign language as well as the acquisition of linguistic competence. This will enable to prepare highly skilled cognizant that are able to communicate freely in a foreign language.

As the above-mentioned decree states that it is necessary to organize continuous learning of foreign languages at all levels of the education system, systematically improve the professional competence of teachers, and to further improve the provision of teachers with modern educational - methodical, scientific - methodical manuals. After all, every foreign language teacher will be able to teach the younger generation a foreign language, radically improve the system of training graduates who can speak these languages, as well as the achievements of world civilization and world information resources through the creation of advanced teaching methods using modern pedagogical and information and communication technologies. The ultimate goal is to create conditions and opportunities for the wider use of international resources and further development of international cooperation and dialogue.

Nowadays, it is important to choose and develop the most effective methods, approaches, and techniques for teaching English in universities. The need for educational reform is dictated by the socio-economic needs of society. The social, economic and political changes in our country integrate education into the global education system, which further demonstrates the urgency of the modernization of the foreign language education system.

As the first President of the Republic of Uzbekistan Islam Karimov noted, "Today, for our country, striving to gain a worthy place in the community, in solidarity with our foreign partners, there is no need to underestimate the importance of foreign languages in building a great country." It is well known that teaching foreign languages is currently an important part of the system of training specialists and that any foreign language is an integral part of the general culture of a specialist graduating from a higher or secondary specialized educational institution (Boronov, 1998).

Literature Review and Discussion

The scientists of the Republic of Uzbekistan began to develop methods of teaching foreign languages on a national basis (T.K., Sattarov, J. Jalalov, M.H. Tuhtakhodjaeva, U. Khoshimov, etc.).

There are dozens of research works on listening comprehension, thousands of educational and methodological manuals (Listening Practice For Law Students by T.Sattarov), and textbooks for listening comprehension. There are linguistic, psychological, methodological, didactic aspects of listening comprehension, and the following scholars in this regard I.A. Zimnaya, N.I. Gez, V.A. Artemov, I.L. Bim, I.M. Berman, G.V. Rogova, Z.A. Kochkina, M.L. Weisburd, E. I. Passov, D.M. Schringer Berg, B.A. Lapidus, I.V. Rakhmanov, Sh.Begaliev, V. Yokubova, N. Mansurova and others have conducted various studies.

Russian scientist Zimnaya I.A. in her doctoral thesis pointed out that listening is closely related to speech (Zimnaya, 1973).

Researcher Schpring Berg D.M. wrote his doctoral dissertation on the theme "Lexical and grammatical difficulties of the method of listening and reading texts" for the third courses of higher educational institutions (Bim, 1996).

However, little has been done for the Uzbek language audience, with the Uzbek language in mind. There should be mentioned some works by our scholars; particularly, Begaliev Sh. wrote his thesis on "The difficulty of understanding verbs in passive voice in listening comprehension."

Yakubova V. wrote her thesis on "Methodology of Lexical-Grammatical Challenges of Listening and Understanding in High School."

Mansurova I. wrote her thesis on "Features of the development of psychological mechanisms in listening comprehension".

However, in the age of information technology, it has become clear that one of the most common problems is to develop a student's ability to listen to legal texts in a foreign language and to obtain the necessary information.

While learning literature on foreign language teaching, especially English language teaching methods and my experience at the law university shows that Listening comprehension is one of the types of speech activities in a foreign language and a student gets the main point of the information through listening and understanding. Listening comprehension has several features.

Speech refers to listening, comprehension, and comprehension during the spoken speech.

Although listening comprehension develops without external influences, it is an active process that requires intellectual strength. During listening comprehension, the listener performs complex perceptual-thinking activities, analysis, synthesis, induction, comparison, abstraction, refinement and reflection.

Successful listening comprehension is explained by objective and subjective factors. Objective factors are based on the characteristics of the presented text and conditions, including perception. Subjective factors are explained by the psychology of the listener and his / her preparation. When selecting text for listening comprehension, the structural features and compositional characteristics of the language are taken into account. In assessing the psychological characteristics of the listener his speech, attention and memory ability to speak and the level of development of the inner speech are taken into consideration.

The explanation is an important condition in developing the listening competence.

Listening comprehension can be seen in many areas. They are secondary schools, special schools, lyceums and gymnasiums, in nonphilological and higher educational institutions, economics, medicine, technology, social and humanities; as well as there are difficulties in teaching listening comprehension in

teaching the English, French and German languages to legal students.

Also, there are a number of unique challenges in learning how to read and understand legal texts, as we will see in the following examples.

1. The legal texts are long, and the student can have difficulties to remember, to understand while listening to legal texts: for example: ***Every person who may come to a corporation director here is relieved of any liability that might otherwise exist from this contract with the corporation for the benefit of himself or any firm.***
2. A foreign language listener should not only know an active vocabulary but also a passive vocabulary that appears in the main process.

A student who does not know the legal meaning of the following words will misunderstand the word, and through the word the whole text. Words may have both general and legal meanings. The same English word may have both general and legal meanings in Uzbek. For example:

These examples show that when listening to legal texts there must be awareness of the meaning of legal terms.

word	general meaning;	legal meaning
sentence-	гап	хукм қилмоқ
just-	хозир	адолат
fine-	яхши	жарима
drug-	дори	наркотик
bench -	скамейка	судья
exercise-	машқ,	амалга оширмоқ
body-	бадан,тана	орган, идора,тармоқ
board-	доска	кенгаш
bar-	бар, кафе	адвокат
case -	чамадон	суд иши
statement -	тасдиқлаш	расмий хисобот
suit -	костюм	суд иши
charge -	заряд олиш	айбламоқ

During a psychological test with the students, 15 out of 20 students translated the words as given in the first column, while the other students indicated both words. Even those freshmen or teachers who did not learn legal terms could make such a mistake.

For lawyers working in the international sphere, the formation and development of foreign professional competence involves the formation and development of the following types of competencies: (Bim, 1996)

- Linguistic competence, which involves knowledge of lexical units and grammatical rules that transform lexical

units into meaningful utterances, as well as the ability to apply these rules in the process of expressing and perceiving judgments in oral and written forms; (Azizov, 2017)

- Speech competence - knowledge of the rules of speech behavior, the choice of language forms and means and their use depending on the goals, communication situation and social status of participants in the process of sociocultural and professional communication;
- Linguistic-professional (subject, special) competence - the ability to perceive and

generate texts in a specific area of special subject activity, the cliché of the language for special purposes, the ability to operate with foreign language general scientific and special vocabulary, analyze, critically think and present the text material of professionally oriented issues; (Azizov, 2017).

Of course, there are several difficulties in teaching English to non-specialists, especially law students. Difficulties in hearing and understanding law students include:

As I mentioned above, students face a number of difficulties in listening to and understanding legal texts.

Djalalov, R.V. Rogova and others commented on the difficulty of listening comprehension.

Specific difficulties in listening comprehension are **linguistic** and **extralinguistic** difficulties.

1. **Linguistic difficulties:** (phonetic, lexical, grammatical).

1. Speech can be monologic and dialogical.

2. **Phonetic difficulties:**

When pronouncing a word correctly, listeners find it difficult to differentiate the meaning of those sounds as they listen to the following words. Words that have the same pronunciation but different meanings.

a. Different sounds that are very similar to each other in terms of acoustics (especially if there is no alternative to these translations in the native language):

- Short vowel sounds;
- Whether the consonants sound or not at the end of the word;

b. Receiving images of different expressions;

c. Determine the relationship of meaning groups or words (Shamsitdinova, 2021).

For example: **present.n.-pre`sent.v.t /, convict.n.-con`vict.v.t /, shall.n.-shall.v.aux / execute. v.t -exc`ution. n., write-righ`t / kid-kit / board-boat-bought / mete-meet / fast-forced** in these words students may have difficulties distinguishing these sounds when listening to words.

3. **Lexical difficulties**

a. Differentiate by listening to homonyms and homophones;

b. Differentiate the meanings of polysemous words;

c. Comprehension of speech consisting of unfamiliar words.

For example; -words have a familiar meaning: **steal – steel - stele / extend - extent / eat-it / three - tree / catch - cadge / sleep - slip / sheep - ship / work - walk / form - from / sea-see / sports - spot.**

e. g A thief **steals** something. He has found some **steels**.

Everyone should have the **right** to education. Everyone should **write** essay.

The Supreme Court is the highest court of civil, criminal and administrative law.

A dead body is found in the river.

In 1960 Mr. Blake was arrested and charged in 1961 no less than ten years in prison.

Make up two sentences for the text.

In this case, the law student will have to guess the translation of the unfamiliar word, or learn the translation according to the context (word formation, suffixes and international stems) (Shamsitdinova, 12).

Otherwise, you have to ignore all the unfamiliar words and draw conclusions based on the general content of the sentence.

4. **Grammatical difficulties;**

a. **The difference between the word order in the native language and the English language;**

familiarity of times, grammatical forms, sentence structures.

b. **Differentiate grammatical homonyms.**

For example, the word would be used as an auxiliary verb and a modal verb;

c. **Distinguish the meanings and adjectives of plural adjectives and auxiliaries.**

For example, “-ed” (“He used this tool yesterday” and “He used to smoke a lot”), “-(e)s”;

d. **Understand and distinguish abbreviated forms:** – ‘d (had, would)

– I’d let it go (I would, to be, I had may be Different in meaning); – ‘s (has, is) – He’s a son (He has or He is it can.

It’s different in meaning).

5. **Stylistic difficulties** - whether the speech is in the spoken or literary language.

II. **Extralinguistic difficulties**

• The speech may be mechanical speech when listening to the audio cassette, videocassette;

• Listening to the speaker;

• The tone of the speech;

• Speech rate;

• Speech delivery to someone, to something;

• Classroom conditions, student discipline, their number;

• Attention of the student:

• The presence of basic tools in the understanding, the presence of meaningful images.

According to G.V. Rogova, the listener considers the need to form and develop

perceptive skills as well as comprehension and interpretation skills as they are taught to listen and understand. The definition involves dividing words into meaningful groups, while the latter refers to understanding, interpreting and interpreting meaning.

G.V. Rogova (1985) has been working on a number of difficulties in listening and understanding, saying that listening is often misunderstood by listening to words, the reason is mislistening.

The comprehensible text should not be familiar to the listener. Other listening activities are related to speaking, writing, and reading.

Research on the topic shows that some aspects of listening comprehension have been considered. In particular, researcher M.D. Ribakov (2014) talks about teaching listening comprehension and offers the use of audio text information, suggests to teach students to listen to the text and after listening ask them to tell the name of the text and about its characters, as well as comment on the text.

Students should be taught that they need to be careful about listening to the text, mastering and remembering it, including teacher's preparation to the lesson.

One of the scholars, Miluse Souder, says that teachers 'practice and special supervision have a great impact on students' learning, and therefore, Miluse Souder teaches students to listen carefully. It is necessary to use some interesting listening materials in teaching, which makes 35% of the education process (Gez, 1977).

In general, although this type of speech activity is not sufficiently covered in research, there has been created some exercises to develop students' auditory skills by the following researchers N.V. Elukhina, N.I. Gez, I.A. Bim, J.J. Jalolov, T.K. Sattarov (Bim, 1996).

Conclusion

Describing in detail all the possible obstacles to the successful understanding of speech by ear, such as an objectively complex text; noise due to which it is hard to hear; specific features of the speaker - all this also creates problems, especially at first, when the listening experience is small. There is one recipe to develop your skills: listen, listen and listen again. Get used to different accents, pace of speech, noise ... For it is unlikely to change the text, the situation and the speaker.

When teaching English, it is difficult to teach law students to listen and understand in the same way. One of the way to overcome these difficulties, every law student needs to work on themselves and listen to a lot of audio CDs.

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