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THE PROBLEMS OF LISTENING AND EFFECTIVE WAYS TO SOLVE THEM
ПРОБЛЕМЫ АУДИРОВАНИЯ И ЭФФЕКТИВНЫЕ ПУТИ РЕШЕНИЯ
УГУУ ЖӨНДӨМДҮҮЛҮГҮНДӨГҮ КӨЙГӨЙЛӨР ЖАНА АЛАРДЫ ЧЕЧҮҮНҮН
ЭФФЕКТИВДҮҮ ЖОЛДОРУ

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Annotations: This article deals with the problems of listening skills in language learning. It gives information how to develop listening skills and includes various exercises and activities which can help to improve teachers' potential in teaching English.

В этой статье рассматриваются проблемы аудирования в изучении английского языка и дает информацию как развивать навыки аудирования и включает различные упражнения и виды деятельности, которые могут развивать опыт и потенциал учителей в преподавании английского языка.

Макалада англис тилин окутууда студенттердин угуу жөндөмдүүлүгүнүн көйгөйлөрү каралган жана аны кантип өнүктүрүү боюнча маалымат берилип, ошону менен бирге ар түрдүү көнүгүүлөрдү жана оюндарды камтыйт.

Listening is receiving language through the ears. It involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. This language skill in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus. We learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, you can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as you can. To become a fluent speaker in English, you need to develop strong listening skills. Listening not only helps you understand what people are saying to you. It also helps you to speak clearly to other people. It helps you learn how to pronounce words properly, how to use intonation, and where to place stress in words and sentences. This makes your speech easier for other people listening to you to understand!

Listening plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information. As for foreign language learning, listening is a very important skill. Without understanding input appropriately, learning simply cannot get any improvement. In addition, without listening skill, no communication can be achieved. As for that, language learners, especially those who learn English as a foreign language in a non-native setting, find it difficult to acquire good listening skill.

If you cannot hear it well you will find it hard to communicate or perhaps you cannot pass your listening examination for instance. In fact, students often take the wrong way when listening and this leads them to the poor result. It should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively (Wenden, 1986). Thus, in order to help students get improved with their listening skill, it is needed finding out their listening problems which cause difficulties to them. According to Yagang (1994), the problems in listening were accompanied with the four following factors: the

message, the speaker, the listener and the physical setting. Furthermore, a numbers of research have been carried out to pick out the problem in listening. The problems were believed to cause by the speech rate, vocabulary and pronunciation (Higgins, 1995). As Flowerdew & Miller (1996) assumed that the problems of the students were for the speed of delivery, new terminology and concept, difficulty in focusing and the physical environment. As Nguyen Ngoan stated in his article "*listening to VOA: advantages, problems and solutions*" the students have to face these three problems. First of all, the students find it hard to understand proper names as they have never heard about it before. In other words, they have no background knowledge about what they are listening. The second problem is believed to rise from the unfamiliar, uninteresting and too long listening which makes the students feel strange, discouraged and bored of what they are hearing. The last one is assumed to be about the sound connections and intonation spoken by native speakers with different accents.

Why your students have problems with listening comprehension

Modern textbooks are awfully clever in the way they slip seamlessly from an interesting listening text into explanation and practice of a grammar point. It is hard to see how such a system could possibly be worse than just launching into a grammar point- until, that is, your students have listened three times and still haven't understood enough to answer the first question, let alone move onto the final language point. You can only imagine that none of the teachers who reviewed the textbook before publication had that problem, and indeed listening comprehension skills vary a lot from country to country and from person to person. The reasons why some people find listening in a foreign language difficult vary just as much, so eleven possible reasons why it might be so are given below, along with some ideas on how to tackle each point.

Why some students find listening difficult:

1. They are trying to understand every word
2. They get left behind trying to work out what a previous word meant
3. They don't know the most important words
4. They don't recognize the words that they know
5. They have problems with different accents
6. They have a mental block
7. They are distracted by background noise
8. They can't cope with not having image
9. They have hearing problems
10. They can't tell the difference between the different voice.

This research has finished finding the common problems which the students in the faculty of foreign language have to experience in listening comprehension. Based on the fact and figure, a number of strategies are also suggested to help them with better listening. To confirm what have been written above and my ideas about the solution to improve the listening skill of the students, I conclude with these ideas:

Firstly to the students, they should spend much more time on practicing. They should listen to a variety of topics in order to get familiar with them. The background knowledge will be enriched as well as the skill. In addition, the students should know to apply suitable strategies to each kind of listening text in order to get the best result.

However, the skill of students will not be improved the best without teachers. Teachers play such a significant in building up their skill. By each lesson, the teachers show his students the ways in each stage of listening comprehension. Generally, there are three stages: pre-listening, while-listening and post-listening. Furthermore, he or she will advise their students with the syllabus they can self-study at home. In short, this research of mine does not focus on how

teachers carry out their lesson but it is a chance to understand more about the student's problems. As (Willis, 1981) suggested that here are the micro skills that needed in an enable listener:

- predicting what people are going to talk about
- guessing unknown words or phrases without panicking
- using one's own knowledge of the subject to help one understand
- identify relevant points; rejecting irrelevant information
- retaining relevant points (note-taking, summarizing)
- recognizing discourse markers, e. g, Well, Oh, Another thing is, Now, Finally, etc.
- recognizing cohesive devices e. g such as and which, including link words, pronouns, references, etc.
- understanding different intonation patterns and uses of stress, etc, which give clues to meaning and social setting.
- understanding inferred information, e. g, speaker's attitude or intention

Characteristics and examples of good listening exercises.

Good listening exercises:

- provide listening content
- include listening preparation
- offer visual support
- encourage a specific whole-message listening
- encourage listening for specific details
- communicate real meaning
- require listener response

Most of the exercises are more than just listening. In our exercises we are trying to create "real life" situations, and in real life, listening is part of an interaction. Two people in a conversation take turns in listening and speaking. In the same way we will see that while the main focus is on listening, at a certain point in most of the following exercises our students are expected to respond by interacting in some way with whoever is speaking.

For example, if we here about an incident where a cow is truck by lightning, or travelers get stranded because a bridge is washed out, you can use these incidents in our class as is shown in this exercise, "Pictures in order".

1. Prepare by drawing a simple strip cartoon version of the story, using about 10 pictures, each picture being on a separate piece of paper or card. Work on developing a dramatized version of our story.
2. Divide our class into groups and give each group a complete set of the 10 pictures.
3. Tell our story of the cow and the lightening to the group. Ask them to listen to the story and then, as a group, to put the pictures in the right order.

We can develop variations, too. For example, after telling the story, we could ask the groups to use the picture cards as prompts and to give a dramatized telling of the story to the rest of the class.

Another exercise involving simple mathematical language is "Guess the Distance".

1. Divide the class into groups. Give each group some kind of equipment for measuring distances. Indicate any two objects in the room and ask each group to guess how far apart the objects are. Write down the groups' guesses on the board.
2. Ask a representative from each group to measure the distance between the two objects. Compare the guesses with the actual distance. The group with the most accurate guess scores a point.

Repeat this activity until the guesses of all the groups become more accurate.

Taking the time to prepare our students means taking time to work on their motivation.

We will be aiming to stimulate their interest, to make the purpose of the listening clear, to explain

the specific post-listening task, and to convince them that they can and will be successful listeners. Our preparation will progress through various stages.

1. Give an overview. For example, if we are going to tell a story you can say: “This is a story about a farmer and his family living in the mountains who decided to visit relations in the city”.
2. Add some guiding questions, which could be written on the board. “I want you to listen carefully and then tell me the answers to the following questions: What was life like in the mountains? Why did the family decide to visit the city? What did the family think of life in the city?”
3. Develop our students’ ability to predict what might happen. Discuss with them: “Do you think a farmer in the mountains will have an easy life? Why do you think a farmer and his family might want to visit the city? What might surprise the farmer and his family about life in the city? Do you think the family will want to stay in the city?”
4. Preview vocabulary items or key phrases or sentences which will come up in the story. We can do this by including them in the discussion and by writing them on the board after we are sure everyone understands them.
5. Make your post-listening task clear. “When I’ve finished telling you this story, I’m going to ask you to draw a cartoon of the story.” Or “I’m going to ask you to complete a true/false exercise.”

In conclusion it can be said that, listening is important not only in language learning but also in daily communication. However, the students seem to have problems with listening. Here are the most common problems collected from the learners: the time they spend on studying themselves is too little to improve the skill, the inappropriate strategies of learner would be a hindrance for their listening comprehension. The problems are also caused from the listening material and physical settings. To acquire an acceptable listening skill, students themselves should have much more exposure to variety of listening. Simultaneously, they should learn the tips or strategies through each of their learning themselves. Teachers play an important role in teaching learners strategies and how to apply them into the listening task. These are suggestion to solve the problems as well as to upgrade the listening skill for students.

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