

WORK ON LISTENING COMPREHENSION PROBLEMS

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Annotation: *This article provides an analysis of the main problems in students' listening skills and some strategies and techniques to help improve their listening skills.*

Key words: *listening skills, methods of developing understanding, group skills.*

Listening or listening comprehension is the first skill and the most important skill that language learners need to master in learning a new language. This is a receptive skill, meaning that new language learners learn new words from what they hear or listen to. The ability to receive affects the ability to produce. If only they knew how to listen; as a result, they understand effective skills, namely speaking and writing, and even have good speech. To be a good listener, students need to think actively while listening. Listening is involved in many language learning processes, both in and out of the language classroom. Improving listening skills is the basis for developing other language skills. For many years, listening comprehension skills were not a priority in language teaching. Educational methods emphasized productive skills, and it became clear that the relationship between receptive and productive skills was not well understood. Until recently, the nature of second language listening comprehension was ignored by applied linguists, and it was often assumed that listening skills could be acquired through exposure but not actually learned. This position was replaced by an active interest in the role of listening comprehension in second language acquisition, and the development of strong theories about the nature of language comprehension. Sometimes people think of listening as a passive skill. In fact, the ability to listen requires the active participation of the listener. The listener must actively incorporate knowledge from linguistic and non-linguistic sources to reconstruct the message the speaker is trying to convey. Listening is an active process in which the receiver takes responsibility. It also requires a response from the listener.

The answer can be movement, facial expression and applause. Listening is very important in learning English. Anyone who wants to learn English well should be able to master listening comprehension as one of the English language skills. By learning listening skills, people can learn English faster than before. Listening also plays an important role in conversation because people can respond after listening to the speaker. Since listening is important for understanding the spoken message, listening skills cannot be neglected in teaching English. Developing teaching and learning strategies for teachers to help students develop listening

skills. Listening practice is probably the most reliable way to lead to real communication, because the students' speaking skills can be considered weak because they do not know how to express their feelings and thoughts during listening, conversation, communication. In fact, listening to English is very useful for all students to deepen or improve their language skills.

Listening material in a language class usually challenges students' language knowledge and skills and rarely affects cognitive skills, while material in a content class is concerned with thinking processes and specific content. requires the exception of related terms. During a language lesson, students usually listen to recorded real-life situations that show, for example, how a foreign language is used. an excerpt from a story, dialogue, debate, film or radio show. The listening material in the subject lesson focuses on the academic context, the focus is on information, and the speaker is often of secondary importance. Active listening is an example of understanding. Today, using active listening is worth becoming a better communicator, improving productivity and improving relationships. Perhaps the most important skill children learn is the ability to listen carefully and understand what they hear. The level of students' listening skills can affect their academic performance as well as the classroom environment. By using a variety of creative activities, teachers can help students develop strong listening skills that will help them throughout their academic careers.

By raising students' awareness of listening as an active participation skill and teaching specific listening strategies, teachers can help their students develop the ability and confidence to handle communication situations they may encounter outside of the classroom. In this way, they create the basis for communicative competence in the new language. Using the general knowledge of developing language skills, we can list some recommendations for developing listening skills:

Listening skills are developed through face-to-face communication. By communicating in English, students have the opportunity to introduce a new language and test their listening skills. Face-to-face communication develops the ability to listen for meaning.

Listening develops by focusing on meaning and trying to learn new and important content in the target language. By focusing on the meaning and real reasons for listening in English, students can develop their linguistic and non-linguistic comprehension skills.

Listening skills are developed by working on comprehension activities. By focusing on specific listening goals, students can assess their own efforts and abilities. With clearly defined comprehension activities, students have the opportunity to assess and revise what they have achieved.

Listening is developed by paying attention to accuracy and analyzing form. By learning to correctly perceive sounds and words, our students can achieve sustainable development if they carry out meaningfully oriented activities. By

learning to hear sounds and words more clearly, students are confident they understand the meaning.

Listening as understanding is a traditional way of thinking about the nature of listening. In fact, in many methodical manuals, listening and hearing are synonymous. This view of listening is based on the assumption that the primary function of listening in second language learning is to facilitate comprehension of spoken language. Some scholars offer the following views:

The first principle of improving listening is to choose appropriate resources for students at different levels and according to their different needs. There is a wide variety of listening material we can use: videotapes, films, BBC news, songs, recorded tapes and even 'live' material. In addition, it is easy for teachers to prepare well for the audition before coming to class. But teachers should listen to the materials themselves before bringing them into the classroom, because teachers need to know where students might be having trouble and when to pause and explain.

The second principle of improving listening skills is how to plan appropriate tasks, exercises or activities for students. When designing listening exercises, we should consider the following factors. First, keep in mind the real-life situation we are preparing for students and the specific challenges they may face and need practice to overcome, and one of the goals of teachers in teaching listening is to teach students to listen with goals and expectations. should be. By setting a listening goal, students listen more attentively and thus listen more successfully because they can listen selectively without having to memorize every detail of what they hear. Second, we need to plan activities or activities according to the characteristics of the classroom, such as class size, number of students, or availability of equipment.

Third, and most importantly, try to increase students' interest and motivate them. Student motivation is a critical factor in successful learning, so if a student can successfully complete simple tasks, he or she will have more confidence to practice other skills. Conversely, students who are given tasks that are difficult to understand are less motivated because they are unable to complete the tasks. Failure to complete the tasks can even lead to the formation of one of the passive and unsuccessful listening habits. Because listening is a complex and complex skill, students must develop it through practice. Listening is key in learning a foreign language. It serves as a key factor for learning and developing other language skills. According to scientists, the following exercises are specially designed to improve listening skills:

1. Listening to the main meaning - as the name suggests, the main mechanism of this activity is that the information necessary to perform the task (for example, attending a meeting) is distributed among 3-4 groups in the class. Each group listens to the recorded material and writes the available information on a sheet. The groups then come together to pool their information.

2. Vague conversations - students listen to a short conversation (or a fragment of a long conversation) that gives very little information about what the speakers are talking about. Students decide who is speaking, where they are, what they are talking about, and possibly what happens next should do. So this type of listening naturally leads to discussion (and writing, if you like).

3. Decision-making - students are presented with some information, for example, about the city (directions, facilities, etc.) in the form of a conversation or conversation, based on which they should plan a visit. Planning involves discussion and note taking. Decision-making activities may also include, for example, choosing between locations, events, activities for which basic information is available in recorded form.

In conclusion, listening is a complex skill that must be developed through practice. Teachers should provide opportunities for their students to reflect on their listening processes and practices. The role of the teacher is very important, because the teacher not only guides the students in the listening process, but also motivates them and allows them to control their own knowledge. Most English programs do not focus on listening comprehension. Listening is a difficult process. Listening comprehension strategies should be used simultaneously. When we listen to a text, we need to understand it, retain the information in memory, integrate it with the next one, and make sense of what we heard through previous knowledge and subsequent information.

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