**The main difficulties of listening comprehension as the main condition for teaching listening**

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Listening constitutes a multifaceted cognitive process encompassing the intricate domains of perception, comprehension, and active cognitive processing associated with oral discourse. The intricacies inherent in the cultivation of listening skills are underscored by a substantial body of research both domestically and internationally, illuminating its multifarious nature and paramount relevance within pedagogical contexts. Educational scholars have delved into an extensive spectrum of facets pertaining to the enhancement of listening proficiency, thereby encompassing a diverse gamut of inquiries concerning this speech activity.

These inquiries encompass an examination of the optimal conditions for the presentation of oral information, elucidation of the interrelationships between listening and other forms of speech engagement, delineation of strategies for comprehending foreign-language oral discourse contingent upon its provenance, exploration of the cultivation of monologic and dialogic listening competencies, and an in-depth analysis of the faculties essential in comprehending foreign-language speech. The holistic scholarship on this topic attests to the intricate tapestry of elements requisite for the mastery of listening skills within the framework of language pedagogy [1].

Speech communication constitutes an inherently bidirectional phenomenon, necessitating the fundamental underpinning of speech perception as an essential component. Disregarding the pivotal role of listening skills within this communicative framework carries the potential for profoundly adverse repercussions on students' educational endeavors. However, it is imperative to recognize that the influence of listening extends beyond its autonomous realm, permeating the entirety of the pedagogical trajectory by offering invaluable support to various other forms of speech engagement. Within the broader landscape of communication, listening and speaking are intrinsically interconnected facets that mutually inform each other.

The construction of a comprehensive regimen of listening exercises demands meticulous consideration of several facets [2].

* Firstly, cognizance must be given to the dual dynamics of listening and speaking, as these serve as two distinct yet symbiotic modes of oral communication.
* Secondly, the integration of preparatory and speech-oriented exercises necessitates a judicious dosage and sequencing contingent upon students' linguistic acumen and their prior experience in the domain of listening comprehension.
* Lastly, a deliberate progression in exercise complexity is indispensable, serving to accommodate the diverse stages of learners' cognitive evolution.

This strategic orchestration of listening exercises acknowledges the profound interdependence between speech perception and production, shaping a pedagogical framework that recognizes listening as a linchpin of comprehensive language development[3].

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| Difficulties in Listening | Description | Solution |
| Accents and Dialects | Difficulty in comprehending various accents and dialects, leading to confusion. | Exposure to diverse accents through authentic listening materials, practice, and gradual acclimatization. Utilize resources like podcasts and videos featuring different accents. |
| Rapid Speech | Struggling to keep up with fast-paced speech, resulting in missed information. | Start with slower speech materials, gradually increasing the speed. Practice with clear and enunciated speakers. Repeated listening and transcription exercises to improve processing speed. |
| Vocabulary and Idioms | Lack of familiarity with specific vocabulary and idiomatic expressions. | Pre-teach key vocabulary and common idioms before listening tasks. Encourage contextual guessing and inference. Post-listening activities focusing on new vocabulary understanding and usage. |
| Lack of Context | Struggling to understand due to insufficient context or missing visual cues. | Introduce topics or context before listening tasks. Encourage predictions based on context. Use videos or images to provide visual context where applicable. |
| Complex Sentence Structures | Challenges in decoding complex sentence structures or convoluted syntax. | Begin with simpler listening materials and progressively move to more complex ones. Provide guided exercises focusing on sentence parsing and structure analysis. |
| Lack of Concentration | Difficulty maintaining sustained focus during listening tasks. | Develop active listening skills through note-taking and summarizing. Encourage mindfulness techniques to enhance concentration. Break large tasks into smaller segments for focused attention. |

Table 1- Difficulties and solutions of listening process

A system of educational audio texts that has been carefully chosen, processed, and organized is an efficient way to teach listening. An audio text has a compositional structure and semantic organization much like any other text. An auditory text differs from a written text in that it is internationally planned, given at a specific rate, and in real communication, is distinguished by a single, permanent perception of a speech act [3].

I spent a lot of time conversing with eighth-grade children at 62 School Lyceum during my insightful internship, illuminating the nuances of listening comprehension. This experience made clear the typical difficulties students in this field encounter, such as dealing with accents, quick speaking, and complex language. I tried to incorporate specific solutions to these problems, such as exposing students to different accents through real-world materials, gradually acclimating them to different speech rates, and using pre-teaching techniques to help them become familiar with difficult vocabulary and idiomatic expressions. These observations emphasize the necessity of creating listening proficiency preparation procedures.

These observations emphasize the necessity of creating listening proficiency preparation procedures. In order to establish a solid foundation for students to successfully navigate the complexity of listening comprehension, I advise the systematic incorporation of pre-listening exercises, covering contextualizing subjects, introducing crucial terminology, and activating past knowledge. This strategy, supported by focused tactics, is anticipated to give pupils a more thorough and sophisticated auditory learning experience.

Summarizing, the effectiveness of an exercise-based framework for teaching pupils listening comprehension is highlighted by the educational consensus. As a result, a thorough listening comprehension curriculum should include activities designed to promote focus and develop logically coherent memory. Unfortunately, instructional materials frequently lack the supporting materials needed to help teachers teach listening comprehension and assess students' competency levels, which is a major factor in students' subpar understanding of this type of speech interaction. The difficult task of maximizing the listening process' effectiveness within the prevailing contextual limits is placed on educators in this situation.

References

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