



DIFFICULTIES CADETS FACE WHILE PRACTICING LISTENING AND THE WAYS OF ELIMINATING THEM

Namozova Dilnoza Berdimurotovna

*Senior Teacher, Department of Foreign Languages, Military-Technical Institute of
The National guard of the Republic of Uzbekistan, Tashkent, Uzbekistan*

ABSTRACT

The article discusses the main difficulties faced by cadets in the process of listening. It also gives examples of some problems with listening and ways to solve them as well as the main types of listening and processes of mastering audio material. The most common problem that cadets face while listening is related to the fundamental aspect of understanding, processing perception, and the problem regarding the audio scenario. Cadets who know some words by sight can't recognize them by sound, or their vocabulary is not developed enough to listen to them. This undeveloped vocabulary can be directly related to how students learn new words. Many of them learn by memorizing the spelling of words and often forgetting how they sound. This article is devoted to the explanation and analysis of these problems and recommendations for eliminating the above difficulties that cadets face in the process of listening to various sources.

KEYWORDS: *listening difficulties, solving problems, top-down, bottom-up, listening sub-skills.*

INTRODUCTION

For cadets of the Military Technical Institute of the National Guard, one of the most difficult skills is listening. Listening is a receptive part of the oral communication of a language and means the ability to understand sound speech. The means of transmitting oral speech is not only the perception of meaning, but also the interpretation, analysis, evaluation and judgment of spoken words. The International Listening Association recognizes the universal definition of listening as "the process of obtaining, constructing meaning from and responding to oral and/or non-verbal messages" [1, c 61–63].

There are several problems that cadets face in the process of listening to English speech. These problems stem from a number of factors that include: speed of speech, limited vocabulary, and lack of concentration. Most of the cadets face difficulties when listening to the target language.

CLASSIFICATION

You can classify the four most common difficulties of listening to English among cadets:

1. Cadets quickly forget what they hear:

Cadets can't remember certain words and phrases they hear. One of the most common

complaints is that they can understand what is being said when they hear it, but they forget it as soon as they start listening to another part of the message.

As suggested by Anderson, the three phases of language understanding do not always occur at different stages, but can be recursive and overlapping. In this way, listeners can try to preserve one part of the input signal that they have successfully received, while paying attention to the acoustic signals for the next part. Short-term memory is constantly cleared for new input, and if some form of association or fixation in long-term memory does not occur immediately, the information will be permanently erased from the individual's memory [2, c 96-98]. This is the problem that cadets often face while listening.

2. Cadets don't recognize the words they know:

The second most common problem that cadets face while listening is related to the fundamental aspect of understanding and processing perception. Some cadets may have problems with the sound script. So even though they know some words by sight, they can't recognize them by sound. In other words, their listening vocabulary is not sufficiently developed. Their ability to understand spoken words



is severely limited because they have not stored the sounds of lexical elements effectively in long-term memory. This undeveloped vocabulary can be directly related to how cadets learn new words. Many of them learn by memorizing the spelling of words and often forgetting how they sound. Another possible explanation for this problem is that the meanings of words cannot be automated. Cadets know the words, but slowly activate this knowledge. Some cadets are aware of the possible connection between the practice of teaching and this particular listening problem.

3. Cadets understand the words, but not the intended message:

Cadets cannot fully understand the message, even if they understand the literal meaning of the words. This is a usage problem, as it relates to the listeners' ability to draw useful conclusions or act on the intended meaning of the message.

4. Cadets cannot form a mental representation from the words they hear:

The last common problem occurs during the parsing stage. Cadets cannot get a reasonable mental picture of the information they hear by linking the words they hear.

METHODOLOGY

Other listening problems and suggestions on how to solve them.

It often happens that cadets cannot separate speech streams into recognizable words or phrases. This problem seems to be largely due to the lack of local or specific context that can be presented in the previous parts of the text. The extent to which this lack of local context affects understanding and may depend on how much prior knowledge the cadets can transfer into their interpretation. Those with extensive background knowledge can often make up for this lack by engaging in top-down processing to fill in the gaps. Those who can't do this may have no choice but to return to input-based parsing, which becomes even more difficult when there are many unfamiliar words.

Studies show that cadets have problems with perception and beliefs about their listening comprehension, some of which include the characteristics of the text being listened to, the characteristics of the speaker, and the degree of visual and written support. It has also been found that ineffective listening strategies, such as listening to every detail to get the basic idea of the spoken text, can hinder cadets' listening comprehension of the text. It is assumed that activating the cadets' memory before listening can solve this problem, since the cadets will not try to process the listened passage word by word, but will try to build a meaningful interpretation of the text as a whole.

When designing to teach cadets to listen and get them to focus, it is very important to consider the listening process, not the listening product. Integrating the process approach into regular listening exercises will increase cadets' awareness of the process of successful listening and help them better control their listening efforts. The first task that the teacher must solve is a table that the cadets must fill in in their forecasts about what information and keywords they expect to hear in a given text. The cadets then listen to the text and compare their predictions. The second task is to help the cadets understand the spoken text with some written support provided to them prior to the hearing. The task is aimed at understanding the sequence of events of a particular story.

Listening-related processes

An experienced listener does not passively perceive what the speaker says. It actively constructs meaning. It highlights the main points and supporting details; it distinguishes fact from opinion. He guesses the meaning of unfamiliar words. These are the cognitive aspects of listening. There are also affective or emotional aspects of listening. The listener agrees or disagrees with the speaker. Like or dislike the tone of the voice or the choice of words of the speaker. He may find the speakers' choice of topic morally unacceptable or absolutely boring. Moreover, listening is a difficult skill, consisting of certain processes that must be explained. These processes can be summarized as follows:

Top-down processing

When a listener hears something, it may remind him of something from his previous knowledge, and this in turn leads him to predict the kind of information he is likely to hear. When this happens, it is said to use "top-down" processing. When the listener can talk about what he is going to hear, he already knows, this will help him better understand what he is hearing [3, p. 105-110]. This is why pre-audition warm-ups are held to help cadets see how the text they have listened to relates to what they already know.

Bottom-up processing

If what he hears evokes nothing in the previous knowledge, then the listener will resort to what is called "bottom-up" listening, the slow accumulation of meaning block by block through the understanding of all the linguistic data that he hears. This type of processing is a much more difficult way to solve this problem, however, you should not focus the student's attention on the "building blocks": pronunciation, knowledge of words, etc. People listen to words and sounds. They listen to the meaning. Therefore, we should teach our cadets to list the meaning: use any hints they can get from the context, i.e. who is talking about what topic, for what purpose, to whom, where, etc. to understand the meaning of what they are hearing. They should, for



example, try to guess the meaning of unknown or partially heard words from the context. They should be taught to focus on listening fully and completely as they listen. They should work on understanding the entire message and use grammar, vocabulary, and sounds only as aids to the task, not as important in themselves. [4, pp. 161-176].

Listening skills and sub-skills

Listening skills are an important component of learning a foreign language. However, the skill is not considered "sustainable". It is complex in nature and can be broken down into several sub-skills, which can be summarized below:

- Guessing the topic;
- Topic prediction;
- Note while listening;
- Request for repetition to identify the main ideas;
- Request to reduce the speed of speech to identify the main ideas;
- A quick read on the subject of global ideas or essence;
- Read for specific information about who, what, when, and where;
- Guessing the meaning from the context;
- Memorizing important details.
- Identification of the words cause and effect.
- Identification of the words of explanation / explanation.
- Definition of output words.
- Definition of comparison words.
- Identification of contrast words.
- Identification of exemplification words.
- Identification of generalization words.
- Identification of what the speaker said.
- Finding out why the speaker said it.
- Determining when the speaker changes the subject.
- Recognition of parts of speech.
- Distinguishing between facts and opinions.
- Detect keywords to determine the meaning.
- Distinguishing between literal and implied meaning.
- Identification of meanings expressed in various grammatical forms.

These skills are complex, and one skill can overlap with one or more other skills.

CONCLUSION

To improve listening skills, the teacher should encourage cadets to develop their confidence in their ability to cope with listening problems. It is important that the teacher gives feedback so that he can judge where the audience is going and how it should be directed. Teachers should also teach cadets to understand that individual words are best learned

in the context of sentences. Listening materials, tasks, and activities should be categorized according to the level of the students and provide authentic materials, because the ultimate goal of listening classes is to understand natural speech in real life. In addition, the teacher may try to find visual aids or draw drawings and diagrams related to listening topics to help students actively guess or imagine them.

In conclusion, it should be noted that the provision of various types of input data, such as radio news, movies, TV shows, everyday conversations, English songs, etc., effectively contributes to the development of listening skills.

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