

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ БІЛІМ ЖӘНЕ ҒЫЛЫМ МИНИСТРЛІГІ

Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУРАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ  
ХАЛЫҚАРАЛЫҚ ҚАТЫНАСТАР ФАКУЛЬТЕТІ

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Төраға – Қосыбаев М.М., PhD, Л.Н. Гумилев ат. ЕҰУ халықаралық қатынастар факультетінің деканы  
Жауапты редактор – Мейрамбекова Л.К., PhD, Л.Н. Гумилев ат. ЕҰУ халықаралық қатынастар факультетінің шетел тілдері кафедрасының меңгерушісі  
Ғылыми редакторлар – Бейсембаева С.Т., ф.ғ.к.,  
Есенғалиева А.М., п.ғ.к.  
Техникалық редакторлар – Милованова Н.В., магистр;  
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Жинаққа «Азия елдерінде шет тілдерін оқыту: тәжірибесі мен инновациясы» халықаралық ғылыми-тәжірибелік онлайн конференцияның материалдары енді. Конференцияға Ресей Федерациясы, Франция, Испания, Түркия, Әзірбайжан, Қырғызстан және Қазақстан білім берудегі саласының мамандары қатысты.

Жинақта білім беру ісінің өзекті мәселелері, осы заманғы озық технологияларды меңгеру мен оны оқыту ісінде қолданудың тиімді әдістері, кредиттік оқыту жүйесінің теориясы мен әдістемелік негіздері, педагогикалық қызметтің теориясы мен практикасы, халықаралық білім беру технологияларын тиімді пайдаланудың әдіс-тәсілдері кең көлемде қамтылған.

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## PROBLEMS IN TEACHING LISTENING COMPREHENSION IN FOREIGN LANGUAGE CLASSROOM

**Amirkhanova Balkhiya**

balhi\_83@mail.ru

Master Student

L.N. Gumilyov ENU, Nur-Sultan, Kazakhstan

**Saule Beisembayeva**

Candidate of Philological Sciences, Associate Professor

L.N. Gumilyov ENU, Nur-Sultan, Kazakhstan

Listening is an important part of oral communication, ensuring the adequacy of speech behavior in a variety of situations of intercultural foreign language communication at the everyday and professional level. When intensifying the process of listening, a comprehensive consideration of psychological, linguodidactic and communicative factors affecting the quality of learning is provided. The result of listening is the understanding or misunderstanding of a speech message. The main form of listening is internal, unexpressed, consisting of the following mental processes:

- listening comprehension;
- attention;
- recognition;
- comparison of linguistic means, their identification;
- comprehension;
- grouping, generalization;
- retention in memory, inference [1;111].

Listening should occupy an important place at the initial stage of learning a foreign language. It helps to teach students to listen carefully to the spoken word, to develop the ability to anticipate the semantic content of the statement and thus to cultivate a culture of listening not only in the foreign language, but also in the native language. Listening also serves as a powerful means of teaching a foreign language. It provides an opportunity to master the sound side of the spoken language, its phonemic composition and intonation: rhythm, accent, melody. Through listening there is an assimilation of the vocabulary of the language and its grammatical structure. In this way, the comprehension of structures of different types is also taught: affirmative, questioning, and negative. At the same time, listening facilitates the acquisition of speaking, reading, and writing.

Ideally, students should be able to perceive and respond to the speech of native speakers, based on the demands of the listening situation. Listening instruction involves the use of audio recordings in addition to the teacher's speech. The success of the process of comprehension and memorization of information perceived by hearing

is determined by both objective and subjective problems. Objective problems include the conditions under which the presented text is perceived by ear:

- the presence of unfamiliar grammatical phenomena;
- unfamiliar vocabulary;
- the tempo of speech and its individual characteristics;
- uniqueness;
- the brevity of the perceived information.

Subjective problems are determined by the peculiarities of the psyche of the person perceiving foreign-language speech by hearing and the level of development of listening mechanisms (presence of skills of phonemic and speech hearing, auditory memory, attention, internal articulation, imagination, predictive abilities) [2;31].

Each, including the smallest, degree of mastering listening in a foreign language implies the development of a number of actions required for this type of speech activity:

- recognition of the sound stream;
- understanding of the meaning of audible units;
- identifying important information in the listening text.

In the process of selecting a text for listening, its characteristic linguistic features, extensive characterization and compositional features are provided for. The importance of the factor of emotional and psychological traits of the learner is noted: first of all, speech hearing, attention and memory, the ability to verbal guessing and probabilistic modeling, motivation and the degree of formation of inner speech are taken into account. Following all of this, we can say that listening in a foreign language classroom does not always correspond to listening comprehension in real life. In order to teach listening comprehension as well as to prepare students for listening outside the classroom, listening material should take into account real-life situations. It follows that:

- most listening texts must be based on natural spontaneous (unexpected) speech, or a good imitation of it;
- listening can have a visual support, in many variants video means can be applied;
- when teaching listening comprehension, secondary listening should follow [3;257].

It is commonly believed that listening is associated with difficulties of an objective nature, independent of the listener. It is possible to agree with this statement only partially. The student is not able, as it is known, to establish neither the nature of the speech message, nor the conditions of perception. Together with this, the success of listening directly depends on the ability of listeners to use probabilistic forecasting, transferring skills and abilities acquired in their native language to a foreign language. Individual characteristics such as a student's intelligence and wit, ability to listen and respond quickly to various cues of oral communication (pauses, logical accents, rhetorical questions, etc.), ability to switch from one thought process to another, ability to quickly enter the subject of a message, etc. play a huge role. The process of listening comprehension is characterized by an active, purposeful nature associated with the

performance of complex thought-memory activity, the success of which is facilitated by a high degree of concentration of attention [4; 34].

The final result of listening influences, in particular, the desire of students to learn something new, the presence of interest in the topic of the listened information, awareness of the objective need to learn, etc., i.e. the so-called subjective factors contributing to the emergence of the attitude to cognitive activity. The skill of probabilistic prediction, transfer of developed skills from the native language to a foreign language also determines the success of listening. Of colossal importance are such features of the learner himself / herself as his / her resourcefulness, ability to listen and hear, ingenuity, quick reaction to various signals of oral communication (pauses, rhetorical questions, phrases of a connecting nature, logical accents). The ability to move quickly from one thought operation to another, to quickly engage the topic of a message, to connect it to a larger context, etc. is also important.

Given the enormous role of listening in mastering a foreign language, teachers should begin to develop theoretical and practical issues of listening methodology from the initial stage. One of the difficulties is the selection and organization of the language material, which were carried out, guided by the foreign language curriculum. It is known that the program assumes practical knowledge of a foreign language. Listening in educational institutions is given little time for historical and technical reasons. The fact is that a few decades ago listening in a foreign language could only be done with the help of a teacher. Technical means of sound reproduction were not yet sufficiently developed and widespread to solve this problem. As a result, the main emphasis in the methods of learning a foreign language was on working with printed texts, as they were the only available means of recording and transmitting information. To partially solve the problem with listening, transcription was used, but it does not convey the foreign pronunciation to the full extent.

This led to the fact that even foreign language teachers in most cases had far from perfect pronunciation and could not perceive fluent speech by ear. Perhaps a good solution to this problem in those days would have been to employ people who were native speakers of the foreign language as teachers, but it would have been very difficult to implement on a national scale, especially given the political climate and the foreign language's affiliation [5; 285].

Thus, when selecting materials for listening, the lexical and grammatical material of the first stage of training should be taken into account. At the initial stage, students can be offered entertaining texts with an interesting plot with a gradual transition to substantial texts with new and useful information. In addition to new information texts can contain already known facts, that is, those that are built on familiar language material.

Listening involves problems of an objective nature that are independent of the listener. We can only partially agree with this statement. It is known that the student cannot determine the nature of the speech message, nor the conditions of perception. At the same time, the success of listening depends on the ability of the listener to use probable prediction, transferring skills and abilities developed in the native language to the foreign language. Of great importance are such individual characteristics of the

student as his resourcefulness and ingenuity, his ability to listen and respond quickly to all kinds of signals of oral communication. Gradual overcoming of listening problems is carried out with the help of a system of exercises. Conventionally, these exercises can be divided into three groups:

- preparatory;
- speech
- post-text exercises.

It is worth noting that problems with the perception of speech can arise due to the lack of visual images. The absence of gestures and nonverbal signs, greatly complicates the process of listening. In this case the use of a picture of talking people or a series of pictures that need to be placed in the correct order according to the text that is being listened to can help. It should be noted that often in educational institutions only audio recordings are used for teaching listening, and the introduction of video fragments into the course of the lesson will greatly facilitate the process of teaching listening. Another problem in teaching listening comprehension can be listening problems. The obvious solution to this problem is the fact that the listener should sit as close to the sound source as possible. It is also necessary to add the use of transcripts to the learning process to make learning easier and accessible to foreign language acquisition.

In conclusion, it should be noted that the analysis of the phenomena that make listening comprehension difficult allows the proper selection of material used to teach listening comprehension, and serves as the basis for the development of a system of exercises aimed at teaching students to overcome the difficulties considered. When teaching listening comprehension, it is necessary to put the student in such conditions from a certain point in which he or she will have to face these difficulties. The teacher first singles them out and limits their number, then gradually increases this number and finishes the work with the procedure of listening in natural conditions, when all these difficulties appear as a whole. In the process of teaching various professional listening skills, the work on improving the skills that the students have already mastered continues.

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