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The Cognitive Mechanism of the Listening Comprehension

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Annotation: *The article deals with the issue of the listening comprehension process and its cognitive skills, effective methods of listening to the English language learning process. The author analyzed the research and commentary of researcher-researchers on the issue of how to create a listening comprehension skills in the process of studying foreign languages and presented them in this article.*

Key words: listening skills, speaking, reading, speaking, listening comprehension, communicative method, qualification, pronunciation, rhythm, intonation, writing, pronunciation, psychology, listening comprehension, language skills.

Nowadays, knowing foreign language perfectly is the major thing of achieving high professional skill. Today, we can see a lot of success, and new scientific approaches in using new pedagogical technologies in teaching foreign languages.

In Uzbekistan scientific points of view about foreign language methodic has great history as European countries. Our great ancestors knew many languages and they add great contribution in developing world science. In 20th century teaching FL as a subject had begun teaching FL at school. Today we have such great scientists who have great contribution in developing Uzbek FL teaching methodology.

Professor J.J. Jalolov is the first Uzbek professor who put first stone to this building of science, and followed by T.Q. Sattorov, Q. Musayev, S. Missirov, G.T. Makhkamova and others. They are great teachers and great scientists of Uzbek FL teaching methodology. Professor. J.J. Jalolov (2) said about it in his book "Foreign Language Teaching Methodology" and that problem was given in the chapter "Teaching listening".

He discussed following problems in the given chapter:

1. Listening as a speech activity and skill
2. Difficulties while listening FL
3. Psychological mechanisms of listening
4. Teaching and checking listening material
5. Exercises of teaching listening

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Research suggests that the integrated use of modern techniques can yield positive results and lead to the improvement of communicative competence. Learning English by using new methods in education and traveling and working abroad encourages students to learn the language, develops their ability to speak fluently, and helps them overcome the language barrier. There are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking.

The problem of teaching foreign language had been analyzed by the scientists of the world and scientists of Uzbekistan (H.Palmer, M.West, I.A.Zimnya, L.S.Vygotskiy, J.J.Jalolov, and others). Today, this problem has international importance and there are a lot of researches which deals with it.

According to G.Makhkamova: "In innovative technological approach the following psychological principles will help to improve the efficiency of teaching a foreign language by forming interest and motivation for learning a target language:

1. Efficiency of teaching is depended on the activity, interest, personal or individual abilities of the pupils. They are especially meaningful for learner-centered teaching.
2. Efficiency of teaching is depended on the teachers' ability and professional skills of a teacher.

Efficiency of forming and developing communicative competence is dependent on the degree of acquisition of language knowledge and skills and on degree of creative thinking"... (3, б. 27)

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

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Listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. In common the word "speech" means speaking, listening, reading and writing. It would be better if we say "listening-speaking comprehension".

During the history of teaching foreign languages listening comprehension come to the methodology of foreign languages teaching in the 1960. Listening was the brunch of speaking. There were not special exercises for listening before. As we know it is difficult to understand listening than speaking. In this sphere we can compare two words, like "listening" – to understand the speech and "hearing" – one of the senses of human.

The man who is able to hearing tries to understand the information and by this way he will listen. When we say "Did you listen?" we try to analyze did he understand or not. In one word "listening comprehension" means to understand others opinion. "Listening" and "understanding" happens in one time. Just we can divide them in different sentences to express different meaning.

Listening, writing and reading will help you to get perfection. In getting information the main skill is listening. But among language skills the speaking and the listening are the part of oral speech. It is difficult to divide them when we use the term "Listening comprehension". (4, p. 389)

Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. Listening has a "volitional component". While listening; the desire to listen, as well as the capability to listen (comprehension) must be present with the listener for the successful recognition and analysis of the sound.

A listener as a processor of language has to go through three processes using three types of skills:

a. Processing sound/ Perception skills: As the complete perception doesn't emerge from only the source of sound, listeners segment the stream of sound and detect word boundaries, contracted forms, vocabulary, sentence and clause boundaries, stress on longer words and effect on the rest of the words, the significance of intonation and other

language-related features, changes in pitch, tone and speed of delivery, word order pattern, grammatical word classes, key words, basic syntactic patterns, cohesive devices etc.

b. Processing meaning/ Analysis skills:

It's a very important stage in the sense, as researches show, that syntax is lost to memory within a very short time whereas meaning is retained for much longer. They say that, 'memory works with propositions, not with sentences'. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing them and avoid too much immediate detail.

c. Processing knowledge and context/ Synthesis skills:

Here, 'context' refers to physical setting, the number of listener and speakers, their roles and their relationship to each other while 'linguistic knowledge' refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rules of spoken behavior and particular topic which instigate particular understanding. Listening is thought as 'interplay' between language and brain which requires the "activation of contextual information and previous knowledge" where listeners guess, organize and confirm meaning from the context.

However, none of these micro-skills is either used or effective in isolation or is called listening. Successful listening refers to 'the integration of these component skills' and listening is nothing but the 'coordination of the component skills'.

It is very important to make and choose the text. It should be interesting and be adequate to learner's age. If the learner is interested in the text, he/she will read it with pleasure. Activities in this stage would be interesting and easy including face to face interaction, using visual and tangible topics, clear description of the listening procedure, minimum use of written language, and immediate and ongoing responses and etc. So that learners can easily keep pace with the text and activity.

Listening to short chunks, music image, personal stories, teacher- talk, small question- answer, and interview may be applied in this stage.

The main source of getting information by listening is teacher's speech, tape recorder, radio: Any way, recording must be of an English

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speaker. Copying recording two to three times is preferred in order to avoid rewind which may discrete attention of the listeners, films, filmstrip, TV program and many others.

The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

The level of understanding is connected with repetition inside the speech listened, the person who listens repeats the text he/she listens inside. He/she repeats difficult or unknown parts of audio text, but he/she understands the text well the quantity of repeated text becomes less, it is recommended to teach listening and speaking together.

In listening there is a mechanism of comparison of the signals coming to the memory. Comparison may be correct or incorrect depending on the person's previous experience.

Listener's experience is the trace left by listening and speaking in brains while comparison them listener becomes successful in recognizing them.

It the trace left by listening is strong recognizing mechanism acts well, Information listened does not leave in brains in full and only the trace is left. Listening comprehension plays a vital role in language learning. When designing listening tasks, instructors have to consider how to enable learners to be more conscious of their listening comprehension.

As learners learn how to adequately adjust themselves during the listening process they will gradually become skilled, active listeners.

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