

**PSYCHOLOGICAL AND PHYSIOLOGICAL NATURE OF  
AUDITORY-RECEPTIVE SKILL***Mirsalixova Robiya**Mirsalikhova Robiya**Student of Uzbekistan State World Languages University**E-mail: [mirsalikhovar@gmail.com](mailto:mirsalikhovar@gmail.com)*

**Abstract:** The article is intended to profoundly discuss the psychological and physiological nature of auditory-receptive skill, usually known for all as “listening”. This skill implies much more complex approach and attention than it is thought, and incorporate the utilization of other skills and aspects of language. Additionally, difficulties arising in listening and methods to improving it are provided within the article.

**Key Words:** Auditory-Receptive skill, perception, artificially facilitated listening, Communicative listening teaching, Listening and Understanding Method, Listening method with tasks, Listening and discussion method, Listening method with reflection.

**Introduction**

As we have already said, listening is a receptive type of speech activity and represents perception and understanding of speech. To carry out the act of communication, the following components are necessary: source (speaker); message (text) transmitted through the auditory canal; recipient (listener). In this case, the act of communication is performed in a certain situation - the sounding text is always addressed to a specific listener. It is necessary to establish who is speaking and to whom he is addressing. The listener not only perceives the text, but interacts with it. Texts, in essence, do not have meaning, they acquire it as a result of the interaction of the text with the activity of the listener in understanding this text, so there are situations when we understand much more than was actually said in a given message.

The text emits signals that prompt the listener to consult his memory in search of this information, which is then applied again in the text. The text continues to emit signals that encourage the listener to recombine, to add new knowledge to existing ones. The changed balance of knowledge (information) is a prerequisite for further understanding of the text. Information flows both from the text to the listener and from the listener to the text. Consequently, despite the fact that we attribute listening to receptive types of speech activity, the listener is active, therefore listening is a perceptual mental-mnemonic activity. Perceptual - because there is a direct active

reflection of external and internal objects by the cognitive sphere of a person. Mental - because its implementation is associated with basic mental operations: analysis, synthesis, induction, deduction, comparison, mnemonic (from the Greek *mnemonicon* - the art of memorization). Actions of recognition and identification occur as a result of comparison with a standard stored in memory.

### **Difficulties arising in listening and methods to improving it.**

The most significant difficulty in listening should be considered the auditor's lack of ability to regulate the activity. Listening is the only type of speech activity in which nothing depends on the person performing it. The listener, unlike the reader, writer or speaker, is powerless to change anything in the activity being performed, to facilitate it, to adapt it to the possibilities and thereby create favorable conditions for receiving information. Listening, requiring extremely intense mental activity, causes rapid fatigue and loss of attention of the listener. Thus, the presence of significant and varied listening difficulties is an indisputable fact. It is obvious that for successful teaching of listening, a methodological system is needed that takes into account these difficulties and ensures their overcoming.

Removing difficulties makes it easier to master listening and gives quick and tangible results. But artificially facilitated listening does not prepare for the perception of natural speech, since all the eliminated difficulties are present in the latter, and students are not prepared to overcome them. Therefore, what is considered correct is not elimination, but gradual and consistent overcoming of difficulties in the learning process.

Thus, training in which fairly difficult exercises are performed, but provided that these difficulties are feasible, should be considered useful for improving listening comprehension. For the convenience of learning listening, all difficulties can be classified as follows:

- 1) difficulties associated with the linguistic form of the message;
- 2) difficulties associated with the semantic content of the message;
- 3) difficulties associated with the conditions for presenting the message;
- 4) difficulties associated with the source of information.

Communicative listening teaching techniques use various methods to help students develop listening and listening comprehension skills. Below are some of these methods:

#### Listening and Understanding Method

This method involves listening to audio material and understanding its content. Students can listen to various audio recordings such as dialogues, lectures, interviews, etc. While listening, they should actively listen and try to understand the main idea, key facts and details.

#### Listening method with tasks

This method involves completing tasks while listening to audio material. Tasks can be of different types, for example, choosing the correct answer, filling in the blanks, writing a summary, etc. This helps students actively participate in the listening process and check their understanding.

#### Role playing method

In this method, students play the roles of different characters and listen to dialogues or situations related to their roles. They must actively listen and respond to situations using their listening and communication skills. This helps them develop not only listening skills, but also communication and interaction skills.

#### Listening and discussion method

In this method, students listen to audio material and then discuss it with a partner or in a group. They can discuss the content, their impressions, ask questions and share opinions. This helps them deepen their understanding and develop analytical and critical thinking skills.

#### Listening method with reflection

In this method, students listen to audio material and then write a reflection or report on what they listened to. They can describe their impressions, main ideas, key facts and details, and draw conclusions and connections to their own experiences. This helps them deepen their understanding and develop their writing and reflection skills.

These are just some of the methods that can be used in communicative techniques for teaching listening. It is important to choose methods that most effectively meet students' goals and needs and create interest and motivation for learning listening.

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