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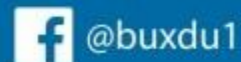


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CHALLENGES IN LISTENING COMPREHENSION THROUGH A COMPARATIVE (ON THE EXAMPLE OF JUDITH MCNAUGHT AND ABDULLA KODIRI'S WORKS)

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Abstract. *Listening comprehension, a crucial aspect of language acquisition, can present various challenges for learners, particularly when engaging with literature. This paper delves into the intricacies of listening comprehension by comparing two novels from different cultural backgrounds: "Almost Heaven" by Judith McNaught and "The days gone by" by Abdulla Kodiriy. Through a comparative analysis, the study aims to identify common difficulties encountered by readers when listening to narratives and explores strategies to enhance comprehension skills. By examining linguistic features, narrative structures, and cultural nuances present in both texts, this research offers insights into improving listening comprehension proficiency across diverse literary contexts.*

Keywords: *listening comprehension, challenges, accent, dialect, case study, cultural awareness, comparison, syntax, grammar, cognitive load.*

ПРОБЛЕМЫ С ПОНИМАНИЕМ НА ПРОСЛУШИВАНИЕ ЧЕРЕЗ СРАВНИТЕЛЬНЫЙ (НА ПРИМЕРЕ ПРОИЗВЕДЕНИЙ ДЖУДИТ МАКНОТ И АБДУЛЛЫ КОДИРИ)

Аннотация. *Понимание на аудирование, важнейший аспект овладения языком, может представлять собой различные проблемы для учащихся, особенно при изучении литературы. Эта статья углубляется в тонкости понимания на аудирование, сравнивая два романа из разных культур: «Почти рай» Джудит Макнот и «Прошлые дни» Абдуллы Кодирия. Посредством сравнительного анализа исследование направлено на выявление общих трудностей, с которыми сталкиваются читатели при прослушивании повествований, и исследует стратегии улучшения навыков понимания. Изучая лингвистические особенности, повествовательные структуры и культурные нюансы, присутствующие в обоих текстах, это исследование дает представление о том, как улучшить навыки понимания на слух в различных литературных контекстах.*

Ключевые слова: *понимание на аудирование, проблемы, акцент, диалект, тематическое исследование, культурная осведомленность, сравнение, синтаксис, грамматика, когнитивная нагрузка.*

QIYOSIY TINGLASH ORQALI TUSHUNISHDAGI QIYINCHILIKLAR (JUDIT MAKNAUT VA ABDULLA QODIRIY ISHLARI MISOLIDA)

Annotatsiya. *Tilni o'zlashtirishning muhim jihati bo'lgan tinglab tushunish, ayniqsa, adabiyot bilan shug'ullanganda, o'quvchilar uchun turli qiyinchiliklar tug'dirishi mumkin. Ushbu maqola turli madaniyatlarga mansub ikki roman: Judit Maknautning "Deyarli jannat" va Abdulla Qodiriyning "O'tgan kunlar" romanlarini solishtirish orqali tinglab tushunishning nozik jihatlarini o'rganadi. Qiyosiy tahlil orqali tadqiqot hikoyalarni tinglashda o'quvchilar duch keladigan umumiy qiyinchiliklarni aniqlashga qaratilgan va tushunish ko'nikmalarini oshirish strategiyalarini o'rganadi. Ikkala matnda mavjud bo'lgan lingvistik xususiyatlar, hikoya tuzilmalari va madaniy nuanslarni o'rganish orqali ushbu tadqiqot turli adabiy kontekstlarda tinglab tushunish malakasini oshirish bo'yicha tushunchalarni taqdim etadi.*

Kalit so'zlar: *tinglab tushunish, qiyinchiliklar, urg'u, dialekt, vaziyatni o'rganish, madaniy xabardorlik, taqqoslash, sintaksis, grammatika, kognitiv yuk.*

Introduction. *Listening comprehension stands as a cornerstone of language acquisition, playing a pivotal role in the development of proficiency in any language. Defined as the ability to understand spoken language, it encompasses not only decoding individual words but also comprehending their meaning within the context of a conversation, lecture, or narrative. In the realm of language learning, listening comprehension*

holds immense significance, serving as a gateway to effective communication, cultural understanding, and academic success.

The challenges inherent in listening comprehension are manifold, often presenting formidable barriers for learners, particularly when engaging with literature from diverse cultural backgrounds. When comparing the novels "Almost Heaven" by Judith McNaught and "The days gone by" by Abdulla Kodiriy, these challenges come to the forefront, offering valuable insights into the complexities of understanding spoken narratives.

Within the context of these literary works, listeners encounter a myriad of hurdles ranging from linguistic intricacies to cultural nuances. Accents, dialects, and unfamiliar vocabulary can pose significant obstacles, requiring listeners to decipher meaning amidst linguistic diversity. Moreover, the cultural contexts embedded within the narratives may be unfamiliar to listeners, demanding not only linguistic competence but also cultural literacy for comprehensive understanding.

Through a comparative analysis of these novels, this study aims to shed light on the specific challenges faced by listeners in comprehending spoken narratives, offering strategies to overcome these difficulties. By examining linguistic features, narrative structures, and cultural references, we seek to unravel the complexities of listening comprehension and provide valuable insights for language learners and educators alike.

In the subsequent sections, we will delve deeper into the selected novels, analyzing their linguistic and cultural dimensions had better understood the challenges inherent in listening comprehension. Through this exploration, we hope to illuminate pathways towards enhancing listening comprehension skills in literary contexts, facilitating more profound engagement with spoken narratives across diverse cultural landscapes.

Methodology. *Challenges in Listening Comprehension.* While engaging with spoken narratives in English or Uzbek languages, listeners may encounter various challenges that hinder comprehension. These challenges include:

1. **Accent and pronunciation:** Different accents and variations in pronunciation can pose difficulties for listeners, especially if they are unfamiliar with regional dialects or speech patterns.
2. **Vocabulary:** Unfamiliar vocabulary or idiomatic expressions may obscure the meaning of spoken dialogue, requiring listeners to infer meaning from context or consult external resources.
3. **Cultural reference:** Cultural references embedded within the narrative may be unfamiliar to listeners from different cultural backgrounds, leading to confusion or misinterpretation of contextually significant elements.
4. **Speed of speech:** Rapid speech or unclear articulation can make it challenging for listeners to process information in real-time, necessitating focused attention and active listening strategies.
5. **Background Noise:** Environmental factors such as background noise or poor audio quality can disrupt the listening experience, making it difficult to discern spoken words and follow the narrative.
6. **Complex Syntax and Grammar:** Sentences with complex syntax or grammatical structures may require additional cognitive effort to parse and understand, particularly for learners at lower proficiency levels.
7. **Cognitive Load:** Processing spoken language in real-time while simultaneously attending to visual cues or contextual information can impose a significant cognitive load on listeners, affecting comprehension and retention.

Navigating these challenges requires patience, persistence, and strategic use of listening comprehension strategies, such as active listening, context clues, and vocabulary development. By actively engaging with spoken narratives and employing effective listening strategies, learners can enhance their comprehension skills and deepen their understanding of the linguistic and cultural nuances embedded within the text [1, 58].

Linguistic Complexities

In "Almost Heaven," Judith McNaught employs a formal and eloquent style of language, characteristic of historical romance novels set in 19th-century England. The dialogue is rich with period-specific vocabulary and syntax, reflecting the social conventions and linguistic norms of the era. Readers encounter complex sentence structures and ornate prose, which contribute to the immersive quality of the narrative but may pose challenges for listeners unfamiliar with the linguistic nuances of the time.

On the other hand, "The days gone by" by Abdulla Kodiriy is written in Uzbek, reflecting the linguistic and cultural context of early 20th-century Central Asia. Kodiriy's prose imbued with the rhythms and cadences of Uzbek language and culture, incorporating colloquial expressions and idiomatic phrases that capture the essence of everyday life in the region. While the language may be more accessible to native Uzbek speakers, non-native listeners may encounter difficulties with unfamiliar vocabulary and cultural references specific to Uzbekistan.

Narrative Techniques.

McNaught employs a linear narrative structure in "Almost Heaven," unfolding the story of Elizabeth and Ian's romance in a chronological sequence of events. The plot is driven by interpersonal conflicts, misunderstandings, and moments of emotional revelation, with dramatic twists and turns that keep readers engaged until the resolution. McNaught skillfully interweaves multiple subplots and character arcs, creating a tapestry of interconnected relationships and motivations that contribute to the complexity of the narrative.

In contrast, Kodiriy adopts a more fragmented narrative style in "The days gone by" weaving together the stories of diverse characters from different social strata and backgrounds. The novel unfolds through a series of vignettes and flashbacks, offering glimpses into the lives of ordinary people amidst the backdrop of historical events. Kodiriy's narrative technique creates a mosaic of perspectives and experiences, inviting readers to piece together the larger tapestry of Uzbek society during a period of profound change and upheaval.

Research. *Model Case Studies: Exploring Challenges in Listening Comprehension.*

Case Study 1: Bringing Linguistic and Cultural Gaps

Being a Master student at Bukhara State University and having advanced proficiency in English, we embarked on reading "Almost Heaven" by Judith McNaught, drawn to its romantic storyline set in 19th-century England [4,18].

Challenge: As we delved into the novel, we encountered linguistic complexities such as archaic vocabulary and formal syntax, which pose initial difficulties in comprehension. Additionally, cultural references specific to English society during the Regency era, such as aristocratic titles and social conventions, are unfamiliar to me, further complicating my understanding of the narrative.

Strategy: we adopted a multi-faceted approach to overcome these challenges. It was utilized online resources, such as dictionaries and historical guides to decipher unfamiliar vocabulary and contextualize cultural references. Additionally, in the audio book versions of the novel, focusing on pronunciation and intonation are enhanced the listener's listening comprehension skills. Through active engagement with the text and supplementary materials, I gradually bridged the linguistic and cultural gaps, gaining a deeper understanding and appreciation for the nuances of "Almost Heaven."

Study 2: Embracing Cultural Immersion

Also, being a native Uzbek speaker studying English as a second language, we endeavored to explore "The days gone by" by Abdulla Kodiriy, intrigued by its portrayal of Uzbekistan during the early 20th century. **Challenge:** In the audio book version of "The days gone by" it was confronted the linguistic complexities inherent in the Uzbek language, including colloquial expressions and regional dialects. Moreover, cultural references specific to Uzbekistan's history and traditions, such as folklore and social customs, were unfamiliar to me, posing challenges in comprehension and interpretation.

: Cultural immersion as a strategy was implemented to navigate these challenges. Supplementary materials such as historical documentaries and online forums were used to deepen my understanding of Uzbek history and culture. Additionally, native speakers and explored authentic Uzbek music and literature to familiarize myself with the nuances of the language. Through this immersive approach, I enhanced my listening comprehension skills and gained a deeper appreciation for the cultural heritage embedded within "The days gone by".

These case studies illustrate how learners can navigate challenges in listening comprehension by employing strategic approaches tailored to the linguistic and cultural complexities of the selected novels. By actively engaging with the text, utilizing supplementary resources, and embracing cultural immersion, learners like me can enhance their comprehension skills and develop a deeper appreciation for the rich tapestries of language and culture represented in "Almost Heaven" and "The days gone by". Through such experiential learning journeys, learners not only expand their linguistic repertoire but also foster cross-cultural understanding and appreciation [5, 40].

Analyses. *Pedagogical implications.*

Incorporating Authentic Materials: The comparison of "Almost Heaven" and "The days gone by" highlights the importance of incorporating authentic literary materials from diverse cultural contexts into language education. Language educators can select novels, audio books, and other authentic texts that reflect the linguistic and cultural diversity of the target language, providing learners with immersive learning experiences that enhance listening comprehension and cultural literacy. **Developing Cultural Competence:** The analysis of cultural references in both novels underscores the significance of developing cultural competence in language education. Educators can design curriculum activities that expose learners to the historical, social, and cultural contexts depicted in the selected novels, fostering a deeper understanding of cultural nuances and enhancing intercultural communication skills.

Integrating Multimodal Resources: The use of audio book versions and supplementary materials in language learning exemplifies the effectiveness of integrating multimodal resources to support listening comprehension. Educators can leverage a variety of resources, including videos, podcasts, and online forums, to engage learners in interactive listening activities that reinforce vocabulary acquisition, pronunciation practice, and comprehension strategies.

Promoting Critical Thinking Skills: Comparative analysis of literature encourages learners to engage in critical thinking and analysis, thereby enhancing higher-order cognitive skills. Educators can design discussion-based activities that prompt learners to compare and contrast linguistic features, narrative techniques, and cultural themes across different texts, fostering analytical thinking and literary appreciation.

Differentiate Instructions: Recognizing the diverse needs and preferences of learners, educators can employ differentiated instruction strategies to accommodate individual learning styles and proficiency levels. Providing learners with options for accessing texts in various formats, such as print, audio, and digital, enables personalized learning experiences that cater to diverse learning preferences and promote autonomy in language learning.

Almost Heaven by Judith McNaught: Set in the glittering world of 19th-century England, *Almost Heaven* is a captivating tale of love, betrayal, and redemption. The story follows the passionate romance between Elizabeth Cameron, a spirited young woman from the English countryside, and Ian Thornton, a dashing nobleman with a mysterious past. As their love blossoms amidst the opulence of high society, they must navigate treacherous social conventions and personal demons to find happiness. Against the backdrop of ballrooms and grand estates, McNaught weaves a tale of enduring love and the power of forgiveness.

"The days gone by" by Abdulla Kodiriy: In *Past Days*, Abdulla Kodiriy offers a poignant glimpse into the tumultuous history of Uzbekistan during the early 20th century. Set against the backdrop of political upheaval and social change, the novel follows the lives of ordinary people grappling with the challenges of revolution and modernization. Through the intertwined narratives of multiple characters, Kodiriy explores themes of identity, loyalty, and resilience in the face of adversity. With vivid prose and rich historical detail, *"The days gone by"* offers a compelling portrait of a nation in transition [9,128].

Cultivating Empathy and Global Citizenship: The exploration of diverse cultural perspectives in literature cultivates empathy and promotes global citizenship among language learners. Educators can facilitate discussions on themes of identity, diversity, and social justice depicted in the selected novels, fostering empathy and understanding towards individuals from different cultural backgrounds and fostering a sense of interconnectedness with the global community.

The comparative analysis of *"Almost Heaven"* and *"The days gone by"* offers valuable insights for language educators and curriculum development, highlighting the importance of incorporating authentic materials, developing cultural competence, integrating multimodal resources, promoting critical thinking skills, differentiating instruction, and cultivating empathy and global citizenship in language education. By leveraging these pedagogical implications, educators can create dynamic and culturally responsive learning environments that empower learners to engage meaningfully with language and literature across diverse linguistic and cultural contexts [3,999].

Cultural References

In *"Almost Heaven,"* McNaught incorporates cultural references specific to 19th-century England, including societal norms, customs, and traditions prevalent during the Regency era. Readers encounter references to aristocratic titles, social etiquette, and historical events that shape the characters' lives and relationships. McNaught's meticulous attention to detail transports readers to a bygone era, immersing them in the cultural milieu of high society and romance.

Similarly, in *"The days gone by"* Kodiriy embeds cultural references that reflect the historical and cultural context of Uzbekistan during the early 20th century. Readers encounter references to Uzbek traditions, folklore, and customs, as well as historical events such as the Russian Revolution and Sovietization of Central Asia. Kodiriy's portrayal of everyday life in Uzbekistan offers readers insights into the cultural heritage and identity of the region, illuminating the complexities of societal transformation and cultural continuity.

In conclusion, while *"Almost Heaven"* and *"The days gone by"* differ in setting, language, and narrative style, both novels offer rich tapestries of linguistic complexities, narrative techniques, and cultural references that enrich the reading experience. Through a comparative analysis, readers can gain a deeper appreciation for the diverse literary traditions and cultural landscapes represented in these two compelling works of fiction.

Conclusion. The comparative analysis of *"Almost Heaven"* by Judith McNaught and *"The days gone by"* by Abdulla Kodiriy provides valuable insights into the challenges and opportunities inherent in listening comprehension within literary contexts. Through the exploration of linguistic complexities, narrative

techniques, and cultural references, several key findings emerge, shedding light on strategies to enhance listening comprehension skills in language education.

Firstly, the analysis underscores the importance of exposure to authentic literary materials from diverse cultural backgrounds in language learning. Authentic texts such as novels offer learners immersive learning experiences that enhance listening comprehension and cultural literacy, fostering a deeper understanding of language and culture.

Secondly, the study highlights the significance of developing cultural competence in language education. By engaging with cultural references embedded within literary texts, learners gain insights into the historical, social, and cultural contexts depicted in the narratives, enhancing intercultural communication skills and fostering empathy towards individuals from different cultural backgrounds.

Furthermore, the analysis emphasizes the effectiveness of integrating multimodal resources to support listening comprehension. By leveraging audiobook versions, supplementary materials, and interactive activities, educators can create dynamic learning environments that cater to diverse learning preferences and promote active engagement with the text.

In conclusion, while the comparative analysis of "Almost Heaven" and "The days gone by" provides valuable insights into challenges in listening comprehension, it also suggests avenues for further research in improving listening comprehension skills in literary contexts. Future research endeavors could explore innovative pedagogical approaches, technology-enhanced learning environments, and cross-cultural comparative studies to enhance listening comprehension proficiency and foster appreciation for language and literature across diverse cultural landscapes.

By continuing to explore and innovate in the realm of language education, educators and researchers can contribute to the development of effective strategies and resources that empower learners to navigate the complexities of listening comprehension in literary contexts, ultimately enriching their language learning experiences and fostering a deeper appreciation for linguistic and cultural diversity.

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