

PSYCHOLOGICAL AND LINGUISTIC ASPECTS OF LISTENING SKILLS DEVELOPMENT.*Rustamova Jasmina Uktam kizi**Undergraduate student of UzSWLU**Nazarova Nigora**Academic supervisor**Teacher of UzSWLU*

ABSTRACT: Listening is a fundamental skill in the process of language acquisition, closely tied to both psychological and linguistic factors. Developing effective listening skills requires more than just exposure to spoken language—it involves cognitive processing, attention, memory, and the ability to interpret meaning from context. From a linguistic perspective, learners must navigate vocabulary, grammar, pronunciation, and discourse features in real time. Psychologically, factors such as motivation, anxiety, and prior knowledge significantly influence listening comprehension. This article examines the psychological and linguistic dimensions that affect listening skill development and highlights modern strategies and approaches that integrate these aspects to enhance learners' overall listening proficiency.

Keywords: psychological aspect, linguistic aspect, grammar, vocabulary, contextual learning.

Every skill that learner develops is related to their mind and consciousness. People speak what they understood and thought, while others guess the rest of discourse during listening. All these processes have been managing by our mind. There are psychological and linguistic aspects of developing listening skills.

According to Birgitta Sahlen, K. Jonas Brannstrom, Viveka Lyberg Ahlander and Mary Rudner learning environment among preschoolers is particularly noisy. In their article it is stated that “Listening in context is the intentional act of focusing attention on a particular source of auditory information in a specific multimodal setting is crucial for linguistic, cognitive, and social development”¹ In parallel, it is crucial to admit that even low levels of background noise can cause the reduction of listening comprehension in children. Noise disturbs not only children’s attention, but also it annoys elder people during listening.

I see many people grappling with foreign language learning, despite the nationality or language they are attempting to learn. When linguistic aspects help to arise listening skills, psychological aspects are base for starting the process. Listening to podcasts and audios require tremendous patience from

¹ Sahlén B, Brännström KJ, Lyberg Åhlander V and Rudner M (2020) Editorial: Children Listen: Psychological and Linguistic Aspects of Listening Difficulties During Development. *Front. Psychol.* 11:584034. doi:10.3389/fpsyg.2020.584034 pp 1.

learners for the reason that every audio or podcasts continues at least 6 minutes, at most 30 minutes and even more. In this way the internal and external aspects like annoying environment, problems, or misunderstanding can cause the diminishing of patience during listening. In other words, the environment plays a crucial role in our ability to learn, hence it is important to understand this influence and how to use it to our advantage.

The point is that no matter what language one is trying to learn, the acquisition process is the same, so it's not the language itself that is difficult to learn. The difficult part is to accept the psychological changes that are associated with language learning. The good news is that by understanding how contextual learning works, language learning becomes a lot easier.²

In order to improve listening comprehension, learners should be psychologically ready for learning new skill. There are tips for acquiring new skill:

1. The person who wants to acquire a new language, should have an intention and ambition to learn it.
2. Watching different range of TV programs, talk shows, cartoons and films can lead to language learning or comprehension.
3. Listening to authentic materials, such as radio, movie, or e-books. It gives learner a chance to get an input in real-life situations.
4. Creating a language learning environment outside the classroom help gaining new information.
5. A learner's emotional state significantly affects listening performance. Motivation enhances engagement and persistence, while anxiety can hinder comprehension by narrowing attention and increasing cognitive load.

Linguistic aspects are not less important than psychological aspects on listening comprehension. To understand the speaker, student should have phonological, lexical, syntactic and grammatical knowledge, as well as discourse and pragmatic competence in L2 learning. When phonological knowledge helps students to understand the sound system of a language like phonemes, stress patterns, intonation, fall and rise of tone, lexical knowledge significantly impact listening success. The ability to recognize words rapidly and automatically allows learners to focus on meaning. Low lexical knowledge can cause breakdowns in understanding, especially in fast or authentic speech where there is limited time to infer meanings.

Moreover, knowledge of sentence structure helps learners parse spoken input. Understanding grammar allows listeners to make sense of complex clauses, identify relationships between ideas, and predict upcoming information. Grammar also aids in identifying the speaker's intention, especially in indirect speech or questions.

Psychological and linguistic factors are very linked to each other. For example, limited vocabulary may increase anxiety, which in turn impairs attention and comprehension. Therefore, students should make themselves psychologically ready to acquire and comprehend a second language.

² <https://adinad.medium.com/what-is-the-role-that-psychology-plays-in-language-learning-c8afd3cddb92>

In conclusion, the development of listening skills in second language acquisition is a complex process that is deeply influenced by both psychological and linguistic factors. While linguistic competence—such as vocabulary, grammar, and phonological awareness—provides the necessary tools to decode and interpret spoken language, psychological readiness plays an equally critical role. Motivation, attention, emotional state, and the ability to cope with challenges such as noise or unfamiliar contexts directly impact a learner's ability to comprehend what they hear.

This article has demonstrated that successful listening comprehension cannot occur in isolation from the learner's mental and emotional condition. Factors such as anxiety, lack of confidence, and environmental distractions can significantly hinder the ability to focus and process auditory input. On the other hand, a supportive and immersive learning environment, combined with consistent exposure to authentic language materials, can foster both psychological comfort and linguistic growth.

Moreover, the interplay between psychological and linguistic aspects should not be overlooked. For example, insufficient vocabulary can increase frustration and anxiety, which in turn further weakens listening performance. Therefore, language educators must address both areas simultaneously—equipping learners with the linguistic knowledge they need while also fostering a positive, resilient mindset toward learning.

Ultimately, listening is not just a passive activity but an active, dynamic process that requires cognitive engagement, emotional regulation, and linguistic competence. Recognizing and addressing the psychological and linguistic dimensions of listening skills development will lead to more effective teaching strategies and, most importantly, more successful language learners. As research continues to evolve, incorporating interdisciplinary insights from psychology, linguistics, and education will be essential for further enhancing the teaching and learning of listening in foreign languages.

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