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**BARRIERS AND SUGGESTIONS IN IMPROVING LISTENING AND READING
COMPREHENSION IN A CLASSROOM**

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Annotation: As language learners progress and encounter increasingly complex curricula, the importance of the ability to effectively understand spoken and written discourse in the target language becomes greater. Developing these receptive skills is crucial for improving overall language proficiency and enabling learners to successfully engage in academic and real-life communication.

Key words: activity, predetermined steps, framework, theoretical analysis, methods and procedures, listening, reading, comprehension competence.

Teaching students to understand spoken language is one of the most important and difficult goals of teaching a foreign language in secondary schools. There are objective difficulties of listening and reading, which can be conditionally grouped into the following groups:

1. Difficulties caused by listening conditions: external noises, interference, poor acoustics, sound recording quality, and reading conditions: small font, long texts, unclear structure, the quality of the equipment used in the classroom, the visible presence or absence of a speech source.

2. Difficulties caused by the individual characteristics of the source of speech: lack of practice of listening to the speech of people of the opposite sex, of different ages; features of diction, timbre, tempo, pauses, as well as possible violations of articulation; • various dialects of a foreign language. It is the level of language difficulties that is the subject of consideration of the last group of typological difficulties of listening.

3. Difficulties caused by the linguistic features of the perceived material (linguistic difficulties).

a) In reading, dialogues in texts may also cause difficulty because students must understand who is speaking and follow the structure without hearing intonation.

b) In reading, long monologues or descriptive paragraphs may be difficult because students must follow logical connections and text organization.

c) Grammar difficulties appear both in listening and reading. In listening, students must quickly recognize forms. In reading, they must analyze complex sentence structures.

d) Phonetic difficulties mainly affect listening, while reading difficulties are connected with spelling and word recognition.



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e) Lexical difficulties affect both listening and reading, especially with idioms, phrasal verbs, polysemantic words, abbreviations, and academic vocabulary.

Knowledge of the above-mentioned groups of difficulties allows the teacher to correctly assess the difficulties of the educational text for listening, take them into account when organizing work, or it is possible to create artificially, bringing the learning task as close as possible to situations of real communication.

Teachers often face the problem of understanding speech by ear. For many, the question of why this happens and what to do about it is relevant. Speaking about the reasons for this situation, it is worth noting that from a cognitive point of view, the sound image is the easiest to block: the child sees a picture or a printed word and remembers it, since the image is easier to perceive, it is easier to understand and remember. The sound image consists of unusual sounds in an unusual sequence. And like everything foreign, the brain tends to block such information.

Another reason for problems with listening is the insufficient volume of linguistic auditory materials. Of course, there are children who have an auditory channel of perception of information. This feature often facilitates the development of listening skills in such children, but not always. And there are not many such children.

In conclusion, I would like to emphasize that it is the teacher's deep and systematic preparation for working with listening and reading that will ensure a good result. And since motivation is one of the key aspects of learning, tasks that precede listening to the text, created in order to increase interest in the material being listened to, will also be appropriate. The development of listening skills contributes not only to the realization of educational, educational and developmental goals, it teaches you to anticipate the content of auditory material, listen carefully to the spoken speech and, in turn, develops communicative competence.

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