

IMPROVING LISTENING SKILLS; WORKING WITH LISTENING EXERCISES ON REAL-LIFE TOPICS

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Annotation: *This article provides a comprehensive analysis of the importance of developing listening comprehension skills in the process of foreign language acquisition. The author conceptualizes listening not merely as a passive reception of sounds but as an active cognitive and reflective process involving interpretation and understanding. Emphasis is placed on the use of authentic materials, drawn from real-life contexts, as an effective strategy to enhance learners’ auditory competence. Furthermore, the article highlights a three-phase instructional model — pre-listening, while-listening, and post-listening — which facilitates a more structured and engaging learning experience. Empirical research cited in the text underscores the significance of integrating metacognitive and cognitive strategies to improve learners’ comprehension outcomes. Overall, the article advocates for the implementation of innovative pedagogical approaches to cultivate effective and confident listeners in real-world communication settings.*

Keywords: *Authentic materials, active cognitive and reflective process, listening comprehension skills, innovative pedagogical approaches, three-phase instructional model, metacognitive and cognitive strategies*

Anotatsiya: *Mazkur maqolada chet tilini egallash jarayonida tinglab tushunish kompetensiyasini rivojlantirish muhimligi keng qamrovli tarzda tahlil qilinadi. Muallif eshitishni faqat passiv jarayon sifatida emas, balki kognitiv va reflektiv anglash faoliyati sifatida talqin etadi. Real hayotiy kontekstda qo‘llaniladigan autentik materiallar orqali tinglash ko‘nikmalarini mustahkamlash samarador metodika sifatida ko‘rsatiladi. Shuningdek, maqolada tinglash jarayoni bosqichma-bosqich yondashuv asosida — ya’ni pre-listening, while-listening va post-listening — tashkil etilishi natijasida til o‘rganuvchilarning muloqotga tayyorgarligi va nutq faolligi ortishi qayd etiladi. Ilmiy tadqiqotlar asosida metakognitiv va kognitiv strategiyalarni integratsiya qilish tinglab tushunish darajasini oshirishi ta’kidlanadi. Umuman olganda, maqola til o‘rgatish jarayonida innovatsion yondashuvlarni qo‘llash orqali eshitish kompetensiyasini rivojlantirishga oid muhim tavsiyalarni ilgari suradi.*

Kalit so‘zlar: *kognitiv va reflektiv anglash faoliyati, bosqichma-bosqich yondashuv, muloqotga tayyorgarlik va nutq faolligi, metakognitiv va kognitiv strategiyalar, innovatsion yondashuvlar*

Nowadays, language learning has become essential in almost every sphere of life. Knowing a foreign language allows individuals to handle documents and navigate various

processes without significant difficulties. One of the most crucial aspects of acquiring a language is developing effective listening skills. To enhance listening comprehension, there are several engaging and efficient activities that can accelerate the learning process.

According to Hornby (2005) the act of listening means, ‘‘To pay attention to somebody/something that you can hear. [1] However, greater emphasis should be placed on truly engaging with what we hear — not merely perceiving sounds, but actively understanding and interpreting the message being conveyed. It’s not enough to just hear something; we must grasp its meaning and comprehend the context in which it is spoken. While hearing is a passive process that occurs naturally without conscious effort — for example, the chirping of birds or the sound of a stone hitting the ground — it does not necessarily involve interpretation or reflection. In contrast, listening requires focused attention and cognitive engagement. It involves processing the sounds we hear, identifying their relevance, and responding appropriately.

Therefore, developing effective listening skills is about moving beyond simple auditory perception and cultivating the ability to make sense of spoken language in real-life contexts. Active listening has even been referred to as the “measurable dimension of empathy” (Olson & Iwasiw, 1987, p. 104). [2] Utilizing exercises and activities based on real-life topics is an exceptionally effective approach for language learners aiming to enhance their listening comprehension skills. Engaging with authentic content allows learners to familiarize themselves with natural speech patterns, everyday vocabulary, and various accents, which significantly improves their ability to understand spoken language in practical, real-world contexts. This method not only boosts listening accuracy but also fosters greater confidence and fluency in communication. Another definition of authentic materials is given by Miller (2003: 1) [3] who says, “Authentic materials are any spoken texts which have not been specially prepared for language learners, and they are often delivered via technologies like radio, television/video, and the internet or CD- Translate in uzbek ROM”. During the lesson, a teacher can provide students with effective and engaging listening comprehension exercises by incorporating television or video materials. Language learners often enhance their listening skills while enjoying the process of watching films. According to Miller, [4] the significant advancement of internet networks and CD-ROMs enables teachers to direct language learners to numerous websites that support the development of their listening abilities.

Lindsay Miller (2003) [5] cites the discovery that listening exercises could be divided into three main categories: pre-listening, while-listening, and post-listening activities as one of the major breakthroughs to emerge from research into listening tactics. Both teachers and students have greatly benefited from this division. For example, during the pre-listening stage, the teacher may engage learners in a brief conversation to gauge their opinions and perspectives on the topic to be discussed. During the while-listening phase, the teacher guides students to listen attentively and comprehend the material effectively. In the post-listening stage, the teacher then asks the learners to articulate their overall understanding of

the text. This approach benefits not only the teacher but also the learners, as it enables both to draw on personal and global knowledge.

According to Hinkel,[6] several studies published in the 1990s indicate that language learners often face difficulties with listening comprehension and expressing their understanding. Additionally, the meta-cognitive and cognitive strategies employed by language learners have attracted considerable attention from researchers[7](e.g., Rost & Ross, 1991; Vandergrift, 1999, 2004). Their findings suggest that listening instruction should incorporate the use of meta-cognitive and cognitive strategies. According to Rost’s (2005) discussion[8], the key meta-cognitive strategies widely used in listening comprehension include planning the listening process, monitoring comprehension and self-performance, evaluating understanding, articulating meaning, and identifying comprehension difficulties.

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