

## Productive Ways to Improve Listening Skill

Zokirjonova Maftuna Zokirjon qizi <sup>1</sup>

Khudoyberdiyeva Filura Ziyadinovna <sup>2</sup>

### Abstract

This article talks about how important it is to listen well when learning another language, especially in Japanese schools where this skill is often overlooked. It explains how students may be good at English in class but struggle to understand native English speakers in real life. It looks at why some people think speaking is more important than listening when learning a language. The article also points out problems with how listening is taught, like not using real English enough. It suggests that schools need to change how they teach listening by making it more like real-life situations.

**Keywords:** Interpersonal activities, group activities, audio segments, and video segments, listening comprehension, techniques.

<sup>1</sup> Faculty of Foreign language and literature, Uzbekistan State world Language University, Tashkent, Uzbekistan

<sup>2</sup> Graduate student of Turkestan New Innovation University

### INTRODUCTION

Listening tends to be the most overlooked skill among the four language abilities in second-language classrooms, as teachers often don't focus on it much and teach it without much care. In language teaching and learning, proficiency has typically been defined by speaking and writing skills, placing listening and reading skills in less prominent roles. This may be because listening is seen as more challenging. However, with the widespread use of IT technology for information sharing in Iranian society, listening skills have gained renewed importance in language education. Despite this, it is important to recognize that a significant portion of classroom time is devoted to listening activities. Yet, the significance of listening is often underestimated, even though it is the most essential skill in language acquisition. Without effective listening, productive communication becomes difficult. Therefore, if teachers aim to develop fluent and proficient language learners, they should prioritize teaching listening skills with proper attention and emphasis.

### LITERATURE REVIEW AND METHODOLOGY

Some educators argue for actively discouraging speaking in language learning settings. This preference for prioritizing listening over speaking is based on a specific viewpoint. Those who advocate for speaking

prioritize language as a product, viewing language acquisition as a behavioral process where speaking serves as the tangible outcome of learning or acquisition. Conversely, alternative approaches place greater emphasis on the importance of listening. In these methods, listening is considered the cornerstone of language learning. All necessary language knowledge required for effective communication is believed to be acquired through receptive skills, namely listening and reading. Once learners have established a solid foundation of language knowledge through these skills, they can then progress to writing and speaking. Essentially, without sufficient input, there can be no meaningful output in language acquisition.

Regardless of the teaching method employed for enhancing listening skills, it is crucial to consider a few key instructional strategies that benefit both educators and learners. Firstly, it is advisable to maintain realistic expectations, recognizing that even experienced listeners may struggle to recall every detail of a message accurately. Secondly, providing clear instructions and allowing students opportunities to seek clarification and learn from their mistakes is essential. Thirdly, addressing communication apprehension by tailoring activities to students' skill levels and fostering their confidence through positive reinforcement, regardless of incremental progress, can greatly enhance their learning experience. Hedge confirms that listening comprises two concurrent, reciprocally dependent mental activities, which are identified as bottom-up and top-down processes. Bottom-up processing entails analyzing every single sound in order to reconstruct the speaker's message, while top-down managing comprises previous information acquired by the listener[1].

Contemporary effective approaches to teaching listening encompass a wide range of techniques, from interactive exercises to multimedia resources. The most effective methods prioritize simple and engaging activities that emphasize the learning process over the final outcome when aiming to develop or refine listening skills.

**RESULTS AND DISCUSSION.** Whether you are working with small or big groups of students, you may create your own strategies for teaching them how to listen well by utilizing any of the following techniques.

**Interpersonal activities.** Interpersonal exercises like role-playing interviews and storytelling provide students with a safe and efficient means of strengthening their listening abilities. After being given a specific listening task to accomplish, students are divided into small groups of two or three. For example, you might have a newspaper story or an interview with a student for a position with a corporation. Students can even pose another question during a storytelling exercise and then use that opportunity to practice active listening[2].

**Group activities.** Through the use of a useful technique for teaching listening skills to students, large group activities also provide the possibility for student assistance. Start with a basic group exercise as well. The first task assigns students to work in groups of five or more, with the goal of teaching each group member something about the interests or hobbies of at least two other students in the group. Students should be encouraged to ask clarifying questions during the activity, and you should feel free to let them take notes as it is beneficial. However, you should restrict pupils to writing notes just after the first task is finished as their skills develop with time. As they sit in a big circle for the second half of the activity, students are asked to introduce themselves and the hobby or interest of the person they just met from the group. More listening activities follow this second section of the activity[3].

**Audio segments.** Students can also be taught listening skills using audio content, including podcasts, radio shows, lectures, and other audio messages. It is essential to use interactive listening resources with kids in the classroom before giving them the go-ahead to perform the activity independently. First, tell students to think about what they would like to learn from the audio segment's content in order to get ready for listening. For this kind of practice, you have the freedom to select audio portions that are longer or shorter, as well as more difficult or easier-to-understand content.

Although many students are performing well in the English classroom, they frequently struggle when it comes to listening to foreigners. Some students remark to teachers that while ALTs (Assistant Language

Teachers) talk clearly and slowly, they are able to grasp what they are saying; nevertheless, in real life, they find it difficult to understand native English speakers. Why does this issue arise? What is the issue with listening instruction in Japanese schools? The primary issue, which is likely the largest, is that while listening skills are valued highly in Japan, there has not been enough instruction or access to resources to help build them. During a standard listening session, students either listen to the reading textbook's taped script or, following their exposure to various materials, respond to multiple-choice questions that are based on the information presented in the hearing materials. Correct responses are stressed in this type of instruction, but the listening skills and tactics required to understand the information should be covered, and the process of decoding information should be performed. In other words, rather than receiving instruction on how to listen to English, students are only examined on their ability to provide accurate answers. Second, there is a time constraint on the duration of listening lessons in comparing reading, writing, and speaking in English I and II. For instance, it is expected that each class spends five minutes a day on listening exercises on average. Additionally, students are not exposed to a wide enough range of real materials. In other words, even though they can understand English spoken slowly and clearly in school materials, they become embarrassed and irritated when they hear real English spoken at a normal pace. Thirdly, they are not accustomed to the distinction between written and spoken English. There are various characteristics of spoken English, including grammatical errors, false beginnings, hesitancy, assimilation, and redundant information. If those phenomena are unfamiliar to them, they might need help comprehending English spoken to them.

**CONCLUSION.** In conclusion, in listening lessons, teachers don't have the specific notion that listening should be integrated with other skills, for example, speaking, reading, and writing. When analyzing communication in the real world, we always appropriately conclude a verbal exchange by acting on what we have heard. For instance, we must answer someone when we are conversing with them. Communication is never one-way. When attending a class when the teacher is speaking, students typically take notes. There are numerous scenarios that come to mind where hearing is combined with the other three abilities. Speaking, listening, reading, and writing are all interconnected and necessary for effective communication in the real world.

## REFERENCES

1. Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. 1st ed. Oxford: Oxford University Press.
2. [https://www.researchgate.net/publication/334134857\\_Issues\\_and\\_Strategies\\_in\\_Improving\\_Listening\\_Comprehension\\_in\\_a\\_Classroom](https://www.researchgate.net/publication/334134857_Issues_and_Strategies_in_Improving_Listening_Comprehension_in_a_Classroom)
3. <https://www.theclassroom.com/modern-methods-teaching-listening-skills2458.html>
4. Babadjanova, N. (2020). Effective Classroom Management Techniques for Curriculum of 21st Century. *Science and Education*, 1(7)
5. Babadjanova, N., Eshonkulova, S. & Shodiyeva, N. (2020). Using grammar as a factor to enhance practical parts of linguistics. *European Journal of Research and Reflection in Educational Sciences*, 8 (11), Part II, 185-189.
6. Eshonkulova, S. (2020). The importance of interactive methods and principles in English language lessons. *Science and Education*, 1(7), 356-361.
7. Абдуллаева, Ш. А. (2017). Диагностика уровня воспитанности учащихся и коррекция их поведения. Ташкент. Фан ва ахборот технологиялари.