TURKEY International scientific-online conference:
"THEORY AND ANALYTICAL ASPECTS OF RECENT RESEARCH"

Part 33
FEBRUARY 9th

COLLETIONS OF SCIENTIFIC WORKS
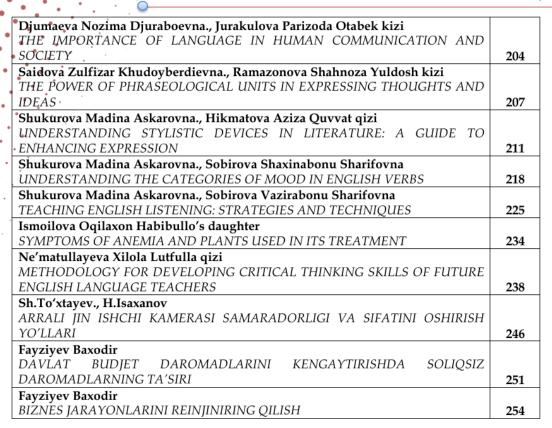
ISTANBUL 2025

~ 2 ~

www.interoncof.com

TEACHING ENGLISH LISTENING: STRATEGIES AND TECHNIQUES

Shukurova Madina Askarovna
Doctor of philosophy in philological sciences,
Associate professor of English linguistics department;
Sobirova Vazirabonu Sharifovna
the 2nd year student of BSU

Abstract: *Teaching English listening skills is fundamental to language acquisition. This article examines effective strategies and techniques for enhancing students' listening abilities, with a focus on pre-listening, focused listening, and post-listening activities. The article highlights the importance of repetition, varied listening materials, and the use of technology, such as podcasts, language learning apps, and speech recognition tools, to support students in improving their comprehension. By engaging with diverse resources and practicing active listening, learners can develop confidence in understanding spoken English, leading to overall fluency in the language.*

Keywords: *English listening, listening comprehension, language teaching, listening strategies, pre-listening activities, focused listening, post-listening activities, language learning apps, technology in teaching, listening skills, teaching techniques.*

Аннотация: *Обучение навыкам аудирования на английском языке является основой для освоения языка. В данной статье рассматриваются эффективные стратегии и методы улучшения навыков аудирования студентов, с акцентом на задания до прослушивания, в процессе прослушивания и после прослушивания. Подчеркивается важность повторения, разнообразных материалов для аудирования и использования технологий, таких как подкасты, приложения для изучения языков и программы для распознавания речи, которые помогают студентам улучшить их понимание. Занимаясь с различными ресурсами и практикуя активное слушание, учащиеся могут развить уверенность в понимании устной речи на английском языке, что способствует общему овладению языком.*

Ключевые слова: *аудирование на английском, понимание на слух, преподавание языка, стратегии аудирования, задания до прослушивания, в процессе аудирования, после прослушивания, приложения для изучения языков, технологии в обучении, навыки аудирования, методы преподавания.*

INTRODUCTION

Listening comprehension is a vital skill in language learning, especially when learning English. It is essential not only for understanding spoken language but also for improving other language skills such as speaking, reading, and writing. However, many English learners face challenges in listening due to the speed of native speakers, regional accents, and unfamiliar vocabulary. As a result, effective listening instruction becomes a critical aspect of language teaching. This article explores various strategies and techniques for teaching English listening skills, providing a detailed overview of pre-listening, focused listening, and post-listening activities, as well as the use of technology to enhance listening practice.

Listening is one of the most important skills in language learning. It allows students to understand spoken language, interact effectively with native speakers, and enhance their overall communication abilities. For English learners, listening is often considered one of the most challenging aspects of acquiring the language, due to the various accents, speed, and colloquialisms present in natural speech. Therefore, it is essential for teachers to develop effective strategies to teach listening comprehension and provide students with the skills they need to navigate the complexities of spoken English.
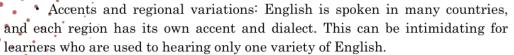
The Importance of Listening Skills: Listening skills are crucial for mastering a language. They not only help students understand native speech but also improve speaking, reading, and writing skills. Listening enhances vocabulary acquisition, exposes learners to the rhythm and intonation of the language, and allows them to grasp grammatical structures in context. In the real world, understanding spoken English is key to participating in conversations, watching TV shows and movies, listening to music, and consuming other media.

For English learners, developing listening skills can help with:

• Improving comprehension: Learners can better understand spoken texts such as conversations, instructions, podcasts, and news broadcasts.

• Building fluency: Regular practice with listening helps students become more familiar with sentence structures, word stress, and intonation patterns.

• Supporting speaking skills: By listening to English, learners absorb correct pronunciation, phrasing, and the natural flow of conversation, which in turn improves their ability to speak.

Challenges in Teaching Listening: While listening comprehension is crucial, many students face significant challenges. Some common obstacles include:

~ 226 ~

• Accents and regional variations: English is spoken in many countries, and each region has its own accent and dialect. This can be intimidating for learners who are used to hearing only one variety of English.

• Speed of speech: Native speakers often talk quickly, making it difficult for non-native speakers to keep up.

• Background noise and distractions: Real-life listening situations often involve background noise or distractions, which can hinder comprehension.

• Lack of context: Listening exercises without contextual support can confuse learners, especially if they don't have visual cues or prior knowledge of the subject matter.

Effective Strategies for Teaching Listening: To address these challenges, teachers must adopt specific strategies that can help students improve their listening skills. Here are some effective methods for teaching English listening:

Pre-Listening Activities: Before listening to any audio, it's helpful to engage students in pre-listening activities that prepare them for the material. These activities can:

• Activate prior knowledge: Ask questions related to the topic of the listening passage. For example, if the listening task is about traveling, ask students about their travel experiences or favorite destinations.

• Introduce key vocabulary: Pre-teach important words or phrases that students may encounter during the listening exercise. This prepares them to understand the context more easily.

• Predict content: Encourage students to predict what they will hear. Predictions create an expectation and can help focus attention on key details.

Focused Listening: After preparing students, it's time to engage in focused listening exercises. These exercises can take various forms:

• Listening for specific information: Provide a list of questions or tasks that require students to listen for specific details. For example, students could listen for names, numbers, dates, or key ideas.

• Listening for the main idea: Ask students to identify the main message or theme of the listening passage. This encourages active listening and helps students practice discerning the most important information.

• Listening for inference: Sometimes, students may need to infer meaning beyond what is explicitly stated. Activities that focus on implied meanings or emotions can develop this skill.

Repetition and Practice: Listening skills improve with repetition and practice. Here are some techniques that encourage students to listen multiple times:

• Repetition of the same listening passage: Have students listen to the audio more than once. The first time, they can focus on general comprehension; the second time, they can focus on specific details.

• Slow down the pace: Initially, play audio at a slower pace to help students follow the speech. Once they are comfortable, gradually increase the speed.

• Use transcripts: Provide students with a transcript of the listening exercise. Let them listen first, then read along with the transcript to compare understanding. This reinforces new vocabulary and helps with comprehension.

Using Varied Listening Materials: To expose students to different accents and contexts, it's important to use a variety of listening materials:

• Audio and video materials: Incorporate podcasts, interviews, songs, TV shows, and movies. This will expose students to different speaking styles and a range of accents.

• Real-world listening: Engage students with authentic, real-life materials like radio broadcasts, online lectures, or TED Talks. These materials provide learners with realistic listening practice and offer valuable exposure to diverse topics and speakers.

Post-Listening Activities: After students complete a listening task, post-listening activities help consolidate understanding and practice language use:

• Comprehension questions: Ask students to answer questions or discuss the main points of the listening passage.

• Discussion or reflection: Encourage students to talk about the content. This can include summarizing the material, expressing opinions, or relating the topic to personal experiences.

• Role-playing: Students can act out situations from the listening material, helping them practice speaking and understanding in context.

Using Technology for Listening Practice: In today's digital age, technology plays a pivotal role in enhancing listening skills. There are many tools and resources available online that can aid in listening practice:

• Language learning apps: Platforms like Duolingo, Babbel, and Memrise offer interactive listening exercises tailored to different levels.

• Online podcasts and videos: Websites like YouTube and TED offer a plethora of content in various English accents and contexts. Students can listen to a wide variety of topics and practice with subtitles when necessary.

• Speech recognition software: Tools like Google Speech-to-Text can help students check their pronunciation and listening accuracy in real-time.

Conclusion: Teaching English listening requires a thoughtful approach that combines preparation, practice, and real-world application. By focusing on

pre-listening activities, providing targeted listening exercises, and offering diverse materials, teachers can support students in overcoming the challenges of listening comprehension. Moreover, using technology and incorporating repeated exposure to authentic language will further enhance students' ability to understand spoken English in various contexts. Ultimately, improving listening skills is essential for achieving fluency and effective communication in English, benefiting students both in academic settings and real-life interactions. With the right strategies, learners can develop the confidence and competence needed to understand and respond to spoken English, paving the way for successful language acquisition.

In conclusion, teaching English listening skills requires careful planning, a variety of resources, and consistent practice. Teachers can help students improve their listening abilities by employing effective strategies such as pre-listening exercises, focused listening tasks, and post-listening discussions. By diversifying the materials and contexts used for listening practice, such as authentic audio recordings and videos, learners are exposed to different accents, speaking speeds, and topics. The integration of technology, including language learning apps and online resources, further enhances the learning experience and helps students build their listening skills in an engaging way. Ultimately, fostering strong listening skills enables learners to interact more confidently and fluently in real-world English communication.

THE LIST OF USED LITERATURE:

1. Askarovna, S. M., & Djurabayevna, D. N. (2019). Some principles of the formation and development of ethical terms in the English language in the XVI-XVIII centuries. International Journal on Integrated Education, 2(6), 31-39.

2. Askarovna, S. M. (2021). General linguistic theories in English linguistics of the XVI-XVII centuries and the practice of norms in vocabulary. European Scholar Journal, 2(4), 504-506.

3. Shukurova, M. A. (2017). Coherence and cohesion as essential parts in effective writing. Міжнародний науковий журнал Інтернаука, (1 (1)), 143-145.

4. Askarovna, S. M. (2021, March). Comparative investigation on the semantic meaning of some terms of ethics of the XVI-XVII centuries. In E-Conference Globe (pp. 285-287).

5. Шукурова, М. А. XVI-XVIII АСРЛАРДА ИНГЛИЗ ТИЛИДА ЭТИКА АТАМАЛАРИНИНГ РИВОЖЛАНИШИГА ДОИР БАЪЗИ МАСАЛАЛАР НЕКОТОРЫЕ ВОПРОСЫ РАЗВИТИЯ ЭТИЧЕСКИХ ТЕРМИНОВ В АНГЛИЙСКОМ ЯЗЫКЕ XVI-XVIII ВЕКОВ SOME ISSUES ON THE

DEVELOPMENT OF TERMS OF ETHICS IN THE. ANIQ VA TABIIY FANLAR, 165.

6. Шукурова, М. (2023). REVIEW OF LINGUISTIC THEORIES IN THE ENGLISH LANGUAGE OF THE RENAISSANCE PERIOD. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 41(41).

7. Шукурова, М. А. (2021). Анализ специальной лексики английского языка XVI века по аспектам терминологичности. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 4(2).

8. Shukurova, M. A. (2017). Useful strategies in teaching grammar in english language classes. Міжнародний науковий журнал Інтернаука, (1 (1)), 146-148.

9. Askarovna, S. M. (2021). Historical background on the systematization of the vocabulary of ethics. ACADEMICIA: An International Multidisciplinary Research Journal, 11(3), 25-29.

10. Шукурова–БухГУ, М. А. (2020). КОРРЕЛЯЦИЯ СОЗНАНИЯ, ЯЗЫКА И СТИЛЯ НАУЧНО-ФИЛОСОФСКОГО ИЗЛОЖЕНИЯ ПЕРИОДА XVI-XVII ВЕКОВ. ТАЪЛИМ ТИЗИМИДА ЧЕТ ТИЛЛАРНИ ЎРГАНИШНИНГ ЗАМОНАВИЙ МУАММОЛАРИ ВА ИСТИҚБОЛЛАРИ Халқаро илмий-амалий анжуман 5-6 март 2020 йил, 597.

11. Askarovna, S. M. (2023). A BRIEF OVERVIEW OF THE DEVELOPMENT OF THE LEXICAL-CONCEPTUAL FIELD OF ETHICS IN THE XVIth-XVIIIth CENTURIES. PEDAGOGICAL SCIENCES AND TEACHING METHODS, 3(26), 25-31.

12. Шукурова, М. (2023). XVI-XVII ASRLAR INGLIZ TILI ETIKA TERMINLARING STRUKTUR TAHLILI. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 41(41).

13. Шукурова, М. (2023). MODERN LINGUISTICS AND SOME PROBLEMS RELATED TO TERMINOLOGY. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 42(42). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/10953

14. Erkinovna, Y. F., Djurabaevna, D. N., & Askarovna, S. M. (2020). The expression of politeness category in the Uzbek and english languages. International Journal of Psychosocial Rehabilitation, 24(9), 607-611.

15. Askarovna, S. M. (2023). Some Concepts on Systematization of the Vocabulary of Ethics. Journal of Research in Innovative Teaching and Inclusive Learning, 1(2), 11-14.

16. Askarovna, S. M. (2023, October). MODERN LINGUISTICS AND SOME PROBLEMS RELATED TO TERMINOLOGY. In INTERDISCIPLINE

~ 230 ~

INNOVATION AND SCIENTIFIC RESEARCH CONFERENCE (Vol. 2, No. 13, pp. 65-68).

17. Шукурова, М. (2021). Stages of the development process of the lexicoconceptual field of ethics. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 5(5).

18. Шукурова, М. А. (2016, April). Социолингвистическая природа этической лексики, формирование и систематизация. In VII Международной научно-практической конференции.

19. Shukurova, M. A. (2021, February). COMPARATIVE STUDY OF THE SEMANTIC PROCESS OF ETHICS TERMS OF THE XVI-XVII CENTURIES. In Archive of Conferences (Vol. 15, No. 1, pp. 258-260).

20. Shukurova, M. A. (2020). COMBINATORIAL-COMPONENT AND FUNCTIONAL-SYNTACTIC ANALYSIS OF TERMINOLOGICAL UNITS. Scientific Bulletin of Namangan State University, 2(4), 309-316.

21. Shukurova, M. A. (2020). Social-Ethical Vocabulary Linguistic Nature in XVI-XVIII Centuries. In Язык и культура (pp. 24-34).

22. Шукурова, М. А. (2016). Лингвистическая природа социально-этической лексики в современном языкознании. International scientific journal, (4 (2)), 64-66.

23. Shukurova, M. A. (2013). On formation and development of XVI–XVIII centuries terms of ethics in the english language. In Applied and Fundamental Studies (pp. 400-404).

24. Шукурова, М. (2023). Some Concepts on Systematization of the Vocabulary of Ethics. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 42(42). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/10952

25. Шукурова, М. (2020). Russian. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 1(1).

26. Shukurova, M. A. (2021). Development of the informative structure of the lexical-conceptual field of Ethics in the 16th-18th centuries. Askarovna, SM, 504-506.

27. Шукурова–БухГУ, М. А. (2020). КОРРЕЛЯЦИЯ СОЗНАНИЯ. ЯЗЫКА И СТИЛЯ.

28. Шукурова, М. (2024). PROBLEMS OF ETHICS IN THE HISTORY OF THE ENGLISH LANGUAGE. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 47(47). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/12080

29. Askarovna, S. M. (2024). Formation and Systematization of Ethics Vocabulary in a Historical Background. Best Journal of Innovation in Science, Research and Development, 3(2), 308-313.

30. Askarovna, S. M. (2024). Functional Specificity of Terms of Ethics in the Sentence. Best Journal of Innovation in Science, Research and Development, 3(2), 302-307.

31. Askarovna, S. M., & Sharifovna, S. S. (2024). OVERALL CONSIDERATION OF THE CATEGORY OF VOICE OF VERB IN THE ENGLISH LANGUAGE. SUSTAINABILITY OF EDUCATION, SOCIO-ECONOMIC SCIENCE THEORY, 2(15), 22-30.

32. Askarovna, S. M. (2024). LINGUISTIC NATURE AND STYLISTIC FUNCTIONS OF SIMILE IN THE ENGLISH LANGUAGE. SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM, 2(22), 152-157.

33. Askarovna, S. M. (2024). MODERN LINGUISTICS AND A GENERAL OVERVIEW OF THE PROBLEM OF TERMINOLOGY. INTELLECTUAL EDUCATION TECHNOLOGICAL SOLUTIONS AND INNOVATIVE DIGITAL TOOLS, 2(24), 258-264.

34. Shukurova, M. A. Theoretican and Practical Investigation of the Terms of Etics of the XVI-XVII Centuries. Spanish Journal of Innovation and Integrity.

35. Шукурова, М. А. USEFUL STRATEGIES IN TEACHING GRAMMAR IN ENGLISH LANGUAGE CLASSES.

36. Шукурова, М. А. COHERENCE AND COHESION AS ESSENTIAL PARTS IN EFFECTIVE WRITING.

37. Шукурова, М. (2023). СТРУКТУРНЫЙ АНАЛИЗ АНГЛИЙСКИХ ЭТИЧЕСКИХ ТЕРМИНОВ XVI-XVII ВЕКА. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 41(41). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/10792

38. Шукурова, М. (2023). Some Concepts on Systematization of the Vocabulary of Ethics. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 42(42). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/10952

39. Erkinovna, Y. F., Djurabaevna, D. N., & Madina, S. (2020). The Expression of Politeness Category in The Uzbek And English Languages. International Journal of Psychosocial Rehabilitation, 24(09).

40. Шукурова, М. А. (2016). СОЦИОЛИНГВИСТИЧЕСКАЯ ПРИРОДА ЭТИЧЕСКОЙ ЛЕКСИКИ, ФОРМИРОВАНИЕ И СИСТЕМАТИЗАЦИЯ. ных работ VII Международной научно-практической конферен-ции (Санкт-

Петрбург–Астана–Киев–Вена), 28 апреля 2016 года, 2 т./Международный научный центр, 2016.—78 с.

www.interoncof.com