

19<sup>th</sup> APRIL

2024



**ISOC**  
INTERNATIONAL  
SCIENTIFIC  
ONLINE  
CONFERENCES

INTERNATIONAL SCIENTIFIC ONLINE CONFERENCE

# BELARUS

INTERNATIONAL SCIENTIFIC  
RESEARCH CONFERENCE

[info.interonconf@mail.ru](mailto:info.interonconf@mail.ru)

2024

[www.interonconf.org](http://www.interonconf.org)



**ISOC**  
INTERNATIONAL  
SCIENTIFIC  
ONLINE  
CONFERENCES



**BELARUS** International scientific-online conference  
**“INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE”**

**Part 23**

**April 19<sup>th</sup>**

**COLLECTIONS OF SCIENTIFIC WORKS**

MINSK-2024



INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE: a collection of scientific works of the International scientific online conference (19<sup>th</sup>April, 2024) – BELARUS, MINSK : "CESS", 2024. Part 23 – 177p.

**Chief editor:**

Candra Zonyfar - PhD Universitas Buana Perjuangan Karawang, Indonesia Sunmoon University, South Korea.

**Editorial board:**

Martha Merrill - PhD Kent State University, USA

David Pearce - ScD Washington, D.C., USA

Emma Sabzalieva - PhD Toronto, Canada

Languages of publication: русский, english, belorus казахша, о'zbek, limba română, кыргыз тили, Հայերեն....

The collection consists of scientific researches of scientists, graduate students and students who took part in the International Scientific online conference.

"INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE". Which took place in MINSK on April 19<sup>th</sup>, 2024.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.

© "CESS", 2024  
© Authors, 2024



<b>Safarova Hilola Oxunjonovna</b>	<b>116</b>
<i>XIX ASR OXIRI VA XX ASR BOSHLARIDA "SAYOHATNOMA" JANRIDA YARATILGAN ASARLAR XUSUSIDA</i>	
<b>Ruziyeva Nafisa Zarifovna</b>	<b>123</b>
<i>Xolmurodova Feruza</i>	
<i>THE WAYS OF IMPROVING LISTENING SKILLS IN SECOND LANGUAGE TEACHING</i>	
<b>Xodjamov Yunusali Nasrullaevich</b>	<b>127</b>
<i>Ne'matilloev Bexruz Anvarovich</i>	
<i>GEOLOGIYA VA TOG' KON SANOATIDA IQTISODIYOTNING TUTGAN O'RNI</i>	
<b>Raximov Mubin</b>	<b>132</b>
<b>Aminova Durdona</b>	
<i>WORD FORMATION IN THE ENGLISH AND UZBEK LANGUAGES</i>	
<b>Avazmurodova Gulfira G`ofur qizi</b>	<b>136</b>
<i>QO'SHMA GAPNI O'QITISH USULLARI</i>	
<b>Шукруллаева Нафисахон</b>	<b>140</b>
<i>АНТИБИОТИКИ</i>	
<b>Й.Б.Махтумова</b>	<b>144</b>
<i>ХОТИН ҚИЗЛАРГА НИСБАТАН СОДИР ЭТИЛГАН ҲУҚУБУЗАРЛИКЛАРНИНГ ЛАТЕНТЛАШУВИГА ҚАРШИ ПРОФИЛАКТИКА СУБЪЕКТЛАРИНИ КЕНГАЙТИРИШ ВА ИЖТИМОЙ ПРОФИЛАКТИКАНИ КУЧАЙТИРИШГА ҚАРАТИЛГАН ЧОРА ТАДБИРЛАР.</i>	
<b>И.Р.Асқаров</b>	<b>151</b>
<b>Д.Т.Хасанова</b>	
<i>УНДИРИЛГАН БОШОҚЛИ ДОНЛАР АСОСИДА ЙОГУРТ ИШЛАБ ЧИҚАРИШ</i>	
<b>Феруза Шавкатовна Нормухаммедова</b>	<b>153</b>
<i>АЗОЛЛА, ИСПОЛЬЗОВАНИЯ ЕЁ В НАРОДНОМ ХОЗЯЙСТВЕ</i>	
<b>D.F.Ikramova</b>	<b>157</b>
<i>DUDUQLANUVCHI BOLALAR BILAN OLIB BORILADIGAN PSIXOKORREKSION ISHLAR</i>	



## THE WAYS OF IMPROVING LISTENING SKILLS IN SECOND LANGUAGE TEACHING

Ruziyeva Nafisa Zarifovna

*Bukhara State University Teacher of English Linguistics Department*

Xolmurodova Feruza

*Student of 11-IING-21 group*

**Abstract:** *Enhancing listening skills in second language teaching requires a multifaceted and nuanced approach. By integrating authentic content, varied activities, technology, and cultural context into the curriculum, educators can create a dynamic learning environment that nurtures effective listening abilities. The ultimate goal is to empower language learners not only to comprehend spoken language but also to engage actively and confidently in real-world conversations, thereby advancing their overall language proficiency.*

**Key words:**

### INTRODUCTION

In the realm of second language acquisition, the ability to listen effectively holds paramount importance. Proficient listening skills not only facilitate comprehension but also contribute significantly to overall language proficiency. This article delves into a comprehensive exploration of strategies aimed at enhancing listening abilities in second language learners. Eli Hinkel (2006) asserts that TESOL is a field that is always evolving and will do so going forward. As time goes on, new areas in this field are found. What to teach and how to teach English as a second language are the key concerns in this discipline. Bradley & Bryant (1983) state that knowledge of the phonological element of language entails realizing the possibility of further segmenting vocal discourse into individual words. After that, these words are divided into syllables, which are further divided into individual sounds. Qualitative analysis reveals that more attentive listeners concentrated on important details (also known as "selective attention"). Their overall methodology was far more "top down," whereas less skilled listeners relied more on word-by-word decoding techniques (also known as "bottom-up" techniques) (O Malley and Chamot, 1990). Listening operates on a "top-down" mechanism that activates prior knowledge. The context, subject matter, text type, rhetorical devices, and discourse structure can all be related to the listener's prior knowledge. Even when a communication hasn't been heard in its whole, this past knowledge can still be useful in deciphering it (Peterson, 2001). Fact and expectation knowledge enables inference and prediction, which puts listeners in a position to avoid some bottom-up processing steps.

Exposure to Authentic Content

Scholars in second language acquisition highlight the importance of exposing learners to authentic materials. Richards and Rodgers (2001) emphasize that authentic content, such as podcasts, movies, and native speaker conversations, provides learners with exposure to real-life language situations, aiding in the development of diverse language



skills. Authenticity in materials has been recognized as a catalyst for improving listening comprehension by creating an immersive linguistic experience (Brown, 2007).

#### Varied Listening Activities

Diverse listening activities have been advocated to cater to different learning styles and levels of proficiency. Research by Vandergrift and Tafaghodtari (2010) suggests that incorporating varied formats, including dialogues, monologues, and interviews, helps learners adapt to different speech patterns and communication styles. Offering a spectrum of difficulty levels in listening tasks ensures that learners are appropriately challenged, fostering gradual skill development (Field, 2008).

#### Focused Vocabulary Building

The relationship between vocabulary knowledge and listening comprehension is well-established in the literature. Nation (2001) argues that pre-teaching key vocabulary and expressions related to listening content significantly enhances comprehension. This proactive approach equips learners with the necessary linguistic tools to navigate and understand spoken discourse more effectively, aligning with the lexical approach to language teaching (Lewis, 1993).

#### Active Engagement Techniques:

Active engagement with listening materials has been shown to deepen comprehension and critical thinking skills. Vandergrift (2007) suggests that activities like note-taking, summarizing, and asking follow-up questions promote active listening. These techniques not only reinforce understanding but also encourage learners to interact meaningfully with the material, contributing to the development of higher-order cognitive skills.

#### Technology Integration:

Advancements in technology have reshaped language teaching methodologies. Research by Stockwell (2007) and Levy (2009) highlights the benefits of integrating technology, such as language learning apps and interactive videos, into language instruction. These tools provide a dynamic and interactive learning experience, offering immediate feedback and personalized learning pathways for individual learners.

#### Pair and Group Activities

Collaborative learning has gained prominence in language education research. Studies by Donato and Adair-Hauck (1992) emphasize the role of pair and group activities in promoting interaction and language practice. Such activities not only enhance listening skills but also contribute to the development of communication strategies and interpersonal skills (Swain, 1995).

#### Cultural Context Awareness:

The cultural context of a language significantly impacts listening comprehension. Byram and Morgan (1994) argue that incorporating cultural nuances, idiomatic expressions, and socio-cultural references into language teaching aids comprehension. Cultural awareness enables learners to interpret and respond appropriately to spoken language in diverse cultural settings (Kramsch, 1993).

#### Repetition and Review



Repetition and review have long been recognized as effective strategies in language learning. Research by Schmidt (1990) suggests that integrating repetitive listening exercises into the curriculum reinforces previously learned content. Regular review sessions contribute to the consolidation of understanding and improve the retention of vocabulary and grammatical structures, supporting long-term language proficiency.

#### Authentic Assessments

Assessing listening skills through authentic assessments aligns with the communicative language teaching paradigm. Research by Buck (2001) emphasizes the importance of using real-life tasks, such as listening comprehension tests and oral presentations, to evaluate learners' ability to understand and respond to spoken language in practical situations. Authentic assessments provide a holistic view of language proficiency, incorporating both receptive and productive skills.

#### Incorporate Feedback:

Effective feedback is a cornerstone of language education. According to Hattie and Timperley (2007), providing constructive feedback on listening performance is crucial for learner development. Personalized feedback not only addresses weaknesses but also reinforces strengths, fostering a sense of achievement and motivation for continued improvement.

#### Conclusion:

The synthesis of literature indicates a rich tapestry of research findings and practical insights into enhancing listening skills in second language teaching. The strategies outlined, informed by a comprehensive literature review, provide educators with evidence-based approaches to create a dynamic learning environment. By integrating these research-backed practices, language instructors can cater to the diverse needs of learners, fostering not only improved listening comprehension but also overall language proficiency in real-world contexts.

#### REFERENCE:

1. Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education.
2. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
3. Vandergrift, L., & Tafaghodtari, M. H. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language Learning*, 60(2), 470–497.
4. Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.
5. Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
6. Lewis, M. (1993). *The lexical approach: The state of ELT and a way forward*. Language Teaching Publications
7. Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191–210.



8. Stockwell, G. (2007). A review of technology choice for teaching language skills and areas in the CALL literature. *ReCALL*, 19(2), 105–120.

9. Levy, M. (2009). Technologies in use for second language learning. *The Modern Language Journal*, 93(1), 769–782.

10. Donato, R., & Adair-Hauck, B. (1992). Sociocultural contributions to understanding the foreign and second language classroom. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics* (pp. 44–57). Georgetown University Press.

11. Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principles and practice in applied linguistics* (pp. 125–144). Oxford University Press. Byram, M., & Morgan, C. (1994). Teaching and learning language and culture. *Multilingual Matters*.

12. Zarifovna, R. N. (2022). Theoretical Foundations of the Study of Euphemisms. *Miasto Przyszłości*, 30, 262–264.

13. Zarifovna, R. N. (2022). EVFEMIZMLARNI O'RGANISHNING NAZARIY ASOSLARI. *Scientific Impulse*, 1(3), 750–753.

14. Zarifovna, R. N. (2022). Theoretical Foundations of the Study of Euphemisms. *Miasto Przyszłości*, 30, 262–264.