

Improving Listening Through Modern Innovative Strategies

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ABSTRACT

This article highlights some innovative strategies for improving listening skill of English Language of secondary level students. Effective Listening in English language, guiding the students towards effective oral communication, is the problem with all the ESL students at secondary level and as such it creates problem for English language teachers. The objective of the study was to help the English language teachers and students to overcome this problem by showing the results of application of innovative strategies for improving English language listening skill.

Key words: English language teaching, "Art of conversation"programm, TEFL, website English club TV innovative strategies, listening comprehension, temptation, language listening skill, challenges, frustrate.

INTRODUCTION. Today, listening is the one ability you utilize most frequently in daily life. Your speaking, writing, and reading abilities all start with listening comprehension. It's crucial to actively listen, which involves paying attention to what you're hearing, in order to improve your listening abilities. Make it a habit to watch videos and movies in the foreign language and to listen to audio books, podcasts, news, songs, etc. In this article we can see following listening strategies and their usage: Once you have begun to listen on a regular basis, you might still be frustrated by your limited understanding. Here are a few courses of action you can take:

- accepting the fact that you are not going to understand everything
- keeping a positive attitude when you don't comprehend even if you have problems understanding for a while
- avoid translating into your mother tongue
- focusing on catching the conversation's gist (or main theme). Focus on the major idea first before paying attention to the details

MAIN BODY. The first problem with translating is that it separates the listener from the speaker. Second, the majority of people frequently repeat themselves. By remaining calm, you can usually understand what the speaker had said. There is a barrier between you and the speaker while you translate. The temptation to instantaneously translate into your mother tongue while hearing someone speak in a foreign language is great. If you hear a term you don't recognize, this temptation intensifies considerably. Naturally, we want to comprehend all that is spoken, therefore this is what happens. However, when you translate into your native language, you are taking the focus of your attention away from the speaker and concentrating on the translation process taking place in your brain. If you could pause the speaker, that would be okay. However, in real life, the other person speaks on while you translate.

This circumstance undoubtedly results in less comprehension, not more. Sometimes, translation causes a mental block in your brain that prevents you from understanding anything at all. Take a time to consider your friends, family, and coworkers. Do they repeat themselves when they speak to you in your language? They probably do if they are typical of most people. If they are like most people, they probably do. Thus, it is highly probable that everyone you listen to will repeat what they just said, allowing you a second, third, or even fourth chance to fully comprehend what they just said. Your brain is free to focus on what is most crucial: understanding English in English if you maintain your composure, are willing to not understand, and refrain from interpreting while you listen.

The ability to pick and choose what you want to listen to, how often, and for how long is probably the biggest benefit of using the Internet to develop your listening abilities. You are also very likely to know a lot more of the necessary vocabulary if you listen to something you enjoy. To make the main points easier to understand, use keywords or key phrases. You can infer that someone is talking about a business trip to New York from last year if you understand the words "New York," "business trip," and "last year." This may seem obvious to you, but remember person continues to speak. Imagine your English-speaking friend telling you, "I got this awesome tuner at JR's. I can now listen to broadcasts on National Public Radio because it was so affordable. " You don't understand what a tuner is, and if you focus on the word tuner you might become frustrated. If you think in context, you probably will begin to understand. For example; bought is the past of buy, listen is no problem and radio is obvious. Now you understand: He bought something -- the tuner -- to listen to the radio. A tuner must be a kind of radio. Even though this is a straightforward illustration, it shows what you should pay attention to-- not the terms you don't understand, but rather the ones you do.

The most effective technique to develop your listening abilities is to listen frequently. Enjoy the online listening options available and don't forget to unwind. The ability to listen has long been marginalized in foreign language curriculum, despite its evident significance for learning a language.

The introduction of teaching communicative languages with an emphasis on competence, learning, and more focus was beginning to be placed on teaching listening. However, listening needs to be given more "prime time" in class and on assignments as it has not yet been fully included into the curriculum. For a variety of reasons, including the following, listening might be difficult for students:

- Listening involves multiple modes:
- Listening involves multiple modes: Interpersonal and interpretive communication are involved in listening. It necessitates that the listener either participate in face-to-face talks or listen in an uninvolved manner while others speak or present.
- Listening involves all varieties of language: In addition to hearing lectures and presentations in formal and academic settings, learners must also participate in or listen to conversations that contain varying degrees of colloquialism
- Listening involves "altered" and "reduced" language forms: Listeners must develop their comprehension of "reduced" language forms in addition to coping with the language's vocabulary and grammatical structures when they are engaged in listening (e.g., I wanna go, Just a sec)
- Variable delivery rates are involved in listening. Effective skills include the ability to show interest in the subject being addressed and comprehend the data being given. The capacity to communicate effectively is becoming more and more crucial in today's culture. Although the ability to speak effectively is a highly sought after skill, developing effective skills is often not regarded in the same respect. In fact listening is just as important as speaking. Without learning to be a good listener, you're unlikely achieve understanding. Think about it. Good listening skills will give you an edge in life.

In this article I would like to share 5 beneficial strategies to enhance listening.

1. Three to flee. This strategy encourages active listening, participation, and opportunity for sharing insight. A powerful way to do this is by stopping every five minutes to ask for three takeaways, insights, or pieces of information about the material. If the presenter does not get three responses from the audience, they wait. In order to flee, or move on, the presenter needs three. [5]

2. Bundles, Bullets, and Views. Are you a paragraph (bundle), orderly (bullets), or visual (views) type of person? Research suggests that when you write things down, you tend to remember them better. This thinking is similar to understanding directions. In the classroom, you might find that students struggle with following directions on assignments, projects, and activities. By providing students with three options—bundles, bullets, and views—you offer choice in how they best process directions, although it doesn't hurt to use all three.

This strategy is quite simple. When providing directions to a classroom full of listeners, allow them to engage in this strategy. They can write out the directions in paragraph form (bundle), list the directions in order (bullets), or draw a picture (view). [5]

3. Scales and Signs. (Best fit for checking in.) A thumbs-up is a positive indicator. A 10 on a scale of 0–10 is fantastic. That's it—keep it concrete and straightforward. This strategy for understanding how and where students are in their level of understanding is efficient and effective. This may look like your students rating themselves on how well they understand a reading piece by pointing to a number. Or it might sound like students doing a quick round of “yay” or “nay” in reference to whether they grasped a math concept. Not only are they communicating that they get it, but also you are offering them an opportunity to self-measure and clarify their understanding. [5]

4. What is it that you *do not* understand? (Best fit for general understanding.) It's all about the way you phrase it. If you ask students, “Do you understand?” most of the time you get nodding heads or crickets. Phrasing the question this way, “What is it that you *do not* understand?” encourages students to think and respond.

Another way you can phrase this question to the class is by asking, “What about this idea does not make sense?” The more students engage in clarifying questions, the more inclined they are to develop the habit of metacognition. Getting your students to think about their thoughts, knowledge, and feelings about a topic offers much more certainty for teachers than just receiving a nod. [5]

5. The Interval Clock. (Best fit for group- work.) Allow the clock to manage time for listening to one another. Begin by setting a timer for a specific amount of time you believe your students should talk and listen to one another's ideas about a specific assignment or topic.

In a history class, getting students to engage in this strategy might sound like this: “In your groups, you will have 5 minutes to discuss a historical figure that all of you believe would be worth researching. Listen intently to one another's ideas, thoughts, and suggestions. Be ready after 5 minutes of discussion to share your group's ideas with the class.” [5]

CONCLUSION. Hearing activities frequently induce high levels of anxiety and stress among learners, which can impede with understanding. Unlike reading texts that can be controlled by the learner, listening texts are continually moving and at varying speeds that are frequently beyond the listener's control. Addressing listening in a language school presents some difficulties for teachers as well. One of your responsibilities as a language instructor will be to create a vision for how listening fits into your classroom. Continue to consider how you may approach listening exercises as you move

through this module, as well as the objectives and demands you should have of your students.

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