

IMPLEMENTING INNOVATIVE TECHNIQUES FOR DEVELOPING EFL LEARNERS' LISTENING SKILLS

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Annotation: In today's high-tech culture, communication is more crucial than ever, but people are spending less and less time truly listening to one another. Genuine listening is becoming rarer, even though it is crucial for improving relationships, addressing problems, ensuring understanding, settling disagreements, and increasing accuracy. When you listen well at work, you make fewer mistakes and waste less time. Good listening promotes the rise of resourceful, self-confident staffs who can also solve problems in their personal lives. The ability to listen enriches all aspects of one's life. The article deals with different techniques in developing listening skills in teaching English as a foreign language.

Key words: communication skill, listening techniques, listening comprehension

Introduction. Listening is the ability to exactly receive and interpret messages in the communication process. In addition, listening is key to all effective communication. Messages are completely misunderstood, without the ability to listen. As a consequence, communication breaks down and the sender of the message can easily become irritated.

Listening is a communicative behavior, in which listeners try to construct a reasonable interpretation of a text for some communicative purposes (Haris & Palmer, 1986)³⁷. If there is one communication skill you should aim to master, then listening is it.

³⁷Harris & Palmer. CELT: A Comprehensive English Language Test for Learners of English. New York: McGraw-Hill. 1986

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Listening requires more than hearing: it requires concentrated effort, both physical and mental as well. The word "listening" means paying attention not only to the story, but how it is improvising, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages.

Listening is not a passive process. In fact, the listener can be at least as engaged in the process as the speaker. The phrase 'active listening' is utilized to describe this process of being fully involved.

Teaching of listening can be done with various techniques, such as the use of a tape recorder, answering questions according to the text, rewriting songs, listening to television by watching video and listening to podcasts. etc. The teacher attempts to use the appropriate technique to make the students understand more about their lesson and they can use it for producing other skills in English such as speaking, reading, and writing.

The world's population is interested in two most extremely important questions: How to Improve Your Listening Skills and What makes a good listener?

Firstly, listening involves not only the effort to unscramble verbal messages, but also to explain non-verbal cues such as facial expressions and physical posture.

Innovative listeners make sure to let others know that they have been heard, and encourage them to share their thoughts and feelings fully. Secondly, having effective listening skills means being able to display interest in the topic discussed and understand the information provided. In today's society, the ability to communicate effectively is becoming increasingly important. Despite the ability to speak effectively is a highly sought-after skill, developing innovative listening skills is often not regarded in the same respect.

In fact, listening is just as important as speaking. Being a good listener helps solve problems, resolve conflicts, and improve relationships. In the workplace, innovative

listening provides less wasted time, and improved accuracy. Innovative listening helps build friendships and careers.

How to work on the formation of informed listening. Let's look at some of the techniques that help build a culture of mindful listening in students.

1. "Just a minute". Students in pairs for a minute (the time can be increased to 2 minutes) tell each other about their favorite movie, hobbies, travel, etc. (depending on the studied topics). This exercise develops listening attentively as you will then need to tell the whole class about each other. The important thing is to try to convey what is heard as accurately as possible, using the vocabulary and syntactic constructions of the interlocutor.

2. "Take it on a pencil". Ask students, while listening to audio or video material, to record individual words, expressions, turns of speech, interesting facts.

For this purpose, you can also ask students to use certain symbols, conventions. This will teach students to listen carefully to the material, extract information that they can use when speaking and writing, while preserving the lexical, syntactic features of the text. In this way, students expand their active vocabulary and enrich their speech.

3. "Mutual appreciation". Mutual appreciation helps to engage students in active listening. To appreciate the sounding speech, it must be listened very carefully. Students gain experience in assessing speaking.

According to Akhmetova, the basic framework on which you can construct a listening lesson can be divided into three main stages: pre-listening, while-listening, post-listening³⁸.

Pre-listening, during which we help our students prepare to listen.

While listening, during which we help to focus their attention on the listening text and guide the development of their understanding of it.

Post-listening, during which we help our students integrate what they have learnt from the text into their existing knowledge.

³⁸ Akhmedova L.T. Normuratova V.I. "Teaching English Practicum" T. 2011

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According to J. Jalolov, the teachers should take into consideration the following three main factors which can ensure success in developing learners' skills in listening: (1) linguistic material for listening; (2) the content of the material suggested for listening comprehension; (3) conditions in which the material is presented³⁹. If to organize LC of a text presented by a teacher or using audio texts the teacher must do:

- 1) organization of introductory talk with the aim to prepare learners for comprehension of a text by the ear;
- 2) preparation of students for listening with focus on the situation and encouraging students to predict (working at the title of a text; removing the language difficulties of the text (phonetic, lexical, grammatical);
- 3) direction to the primary comprehension of the text;
- 4) primary presentation of the audio text to the pupils with the help of visual supports (pictures, adequate to the content of the text) or verbal supports (key-words, word combinations, phrases);
- 5) check up understanding of the general content of the text. LC is a means of assessment of students' comprehension when they hear or read aloud a text.
- 6) the second presentation of the text listening with task performance (listening for details, listening for the gist, listening for inferences).
- 7) organization of feedback.

To sum up, listening is an ability that to exactly receive an information, it is not a passive process as well. Furthermore, it is extremely important to communicate with each other in every position or situation. Even though it is essential for fostering better relationships, resolving issues, assuring comprehension, resolving conflicts, and boosting accuracy.

You waste less time and make fewer mistakes at work when you listen well. Innovative listening fosters the development of capable, selfassured employees who c an also resolve issues in their personal life.

One's life is enhanced in every way by having the capacity to listen.

³⁹ Jalolov J.J. "English language teaching methodology" T. 2015

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The article discusses many methods for improving listening comprehension when teaching English to speakers of other languages. Finally, in order to achieve the results, you have to work hard and in spite of the difficulties, and at the end of your work you can achieve this goal.

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