

STRATEGIES FOR DEVELOPING LISTENING SKILLS

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Abstract

This article theoretically analyzes the strategies for developing listening comprehension skills. During the study, based on existing scientific literature, previously conducted research, and didactic views, the role of listening skills in communicative competence was highlighted. The role of metacognitive, cognitive, and social strategies in the process of listening comprehension, their phased application, and their application in practical classes were also discussed. The research methodology was organized on the basis of a theoretical and analytical approach, existing strategies were analyzed, and effective pedagogical recommendations were developed. The article serves to deepen listening comprehension competence in foreign language teaching.

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INTRODUCTION

In the modern educational process, listening plays an important role among the four basic skills of language learning - listening, reading, writing, and speaking. In full language acquisition, especially in foreign language learning, listening comprehension skills are considered as an integral part of communicative competence. Through this skill, students are prepared for real-life communication, forming the ability to correctly understand content, analyze information, and respond appropriately to it. Unfortunately, practice shows that listening skills create difficulties for many students. Among the reasons for this situation are the complexity of listening texts, improper differentiation of sounds, insufficient concentration of attention, or insufficient practical training. Therefore, the issue of developing and implementing effective strategies aimed at forming and improving listening comprehension skills is of current importance. This article analyzes the most effective strategies that serve to develop listening comprehension skills, their role and impact in the learning process. Also, the role of listening-based tasks in language learning and how students' language competence is formed through them are considered on a scientific-theoretical and practical basis.

LITERATURE REVIEW

The skill of listening comprehension is widely studied in the field of linguistics and pedagogy as one of the important aspects of the language learning process. Researchers note that the development of this skill is directly related not only to phonetic and grammatical knowledge, but also to attention, memory, cultural competence, and the ability for pragmatic understanding (Anderson & Lynch, 1988; Rost, 2002). It is through listening that students learn to understand the context of communication and respond appropriately to real communicative situations. Brown (2001) in his work «Teaching by

Principles» emphasizes the need for the teacher to use various step-by-step strategies to activate listening comprehension. According to him, training based on the stages of pre-listening, while-listening, and post-listening helps the student to understand the listening material more deeply.

Rost (2011) considers listening comprehension as an interactive process, stating that contextual materials, prior knowledge, and linguistic assumptions play an important role in the formation of this skill. He notes that the success of language learners in listening largely depends on the level of use of their cognitive strategies. Studies conducted on listening comprehension strategies show that metacognitive (i.e., related to managing one's own thinking) approaches significantly increase students' success in listening (Vandergrift & Tafaghodtari, 2010). Researchers believe that the use of metacognitive strategies, such as forecasting, writing notes, identifying and evaluating the main idea, is of great importance in improving the effectiveness of listening.

Uzbek researchers are also conducting a number of studies on listening comprehension. In particular, A. Juraev (2020) noted that the use of multimodal resources in the educational process can increase the activity of listening comprehension. It is also shown that students can be turned into active listeners through interactive methods - such approaches as cluster, «brainstorming,» role-playing, debate.

RESEARCH METHODOLOGY

In this study, a theoretical and control-based approach to the study of strategies for the development of listening comprehension skills was used. Comparative and analytical methods were chosen as the main method, existing scientific literature, previously conducted foreign and domestic research, as well as didactic sources were studied. Various approaches to listening comprehension, methods, and scientific views put forward on the problems that students face in developing this skill were analyzed, and their effective aspects were summarized. The research was conducted in a theoretical and methodological direction, in which attention was paid to the development of strategic recommendations based on best practices.

RESULTS AND DISCUSSION

Based on the analysis of existing scientific sources and previously studied theoretical views, the research results clearly demonstrated the effectiveness of strategic approaches in the formation of listening comprehension skills. Based on a literature review, it has been established that listening is not only a process of passive perception, but also an active, conscious, and gradually organized cognitive activity (Anderson & Lynch, 1988; Rost, 2002). For this very reason, in the development of listening comprehension, it is necessary to use strategies that activate students' mental activities, such as thinking, guessing, identifying the main idea, memorizing, analyzing, and responding.

First of all, metacognitive strategies play an important role in a deeper understanding of listening comprehension. According to research by Vandergrift and Goh (2012), students who can manage their thinking activities during the listening process achieve much more effective results. For example, if the teacher asks students to make assumptions about the topic before listening to an audio text in class, this activates their attention and strengthens preliminary preparation. Thus, the pre-listening stage serves as an effective platform for implementing metacognitive strategies. For example, before the listening text on the topic «Daily Routine» in English, students can be asked questions such as «How do you start your day?,» «What time do you wake up?.» Through this, they anticipate what information might be present in the text and, on this basis, focus their attention on listening.

During the next stage - while-listening, students actively analyze the material they are listening to. As a strategic approach, activities such as highlighting key ideas, identifying keywords, and writing notes facilitate listening comprehension. For example, in an authentic text, key words such as «wake up,» «breakfast,» «school» are separated from the sentence «I usually wake up at 7 o'clock, brush my teeth, and have a quick breakfast before school,» and the main idea is determined. This strategy strengthens

semantic understanding and increases the level of student comprehension (Goh, 1997). At the post-listening stage, tasks such as question-and-answer sessions on the listened material, exchange of ideas, paraphrasing of the main idea, making a list, and entering into communication encourage students to analyze and discuss independently. At this stage, students can reinforce the information they hear and understand, identify and clarify the points they don't understand. For example, after the listening material, an activity is created that encourages content analysis by giving the task «Draw the hero's daily schedule based on the text.»

The analyzed literature also indicates the importance of cognitive strategies - that is, such methods of thinking as memorization, visualization, and analysis of information - in listening comprehension (O'Malley & Chamot, 1990). Through such strategies, students try to understand information based on context, using their knowledge and experience. For example, in the sentence «I take a bus every morning,» the student quickly understands the general meaning by connecting the word «bus» with the topic of transport in the previous lesson. In addition, social strategies, that is, methods of developing listening comprehension based on social communication, are also effective. By working in pairs or small groups, playing roles, participating in discussions, students enhance their listening experience in real communicative situations. For example, through tasks such as «interview your partner about his/her weekend activities,» the student not only speaks but also practices active listening. This approach is more recommended within the framework of the communicative methodology (Richards, 2008).

Also, the difficulties of listening comprehension are deeply analyzed in the literature. According to Gilakjani and Sabouri (2016), students often have difficulty listening due to a rapid pace of speech, a large number of unfamiliar words, differences in pronunciation, and background noise. The choice of strategies for overcoming these problems should correspond to the needs of the individual student. For example, slowed-down audio texts and visually contextual materials (pictures, videos, subtitles) are recommended for low-level students.

CONCLUSION

The skill of listening comprehension is one of the integral and main components of the foreign language learning process, and a strategic, step-by-step, and scientific approach is necessary for its effective formation. Analysis of the literature and theoretical sources studied in the study showed that listening is not a passive, but an active, conscious, and metacognitive process, the formation of which requires the complex use of various strategies. In particular, metacognitive, cognitive, and social strategies facilitate students' difficulties in listening comprehension, activate their attention, and contribute to a deeper understanding of the material. The process of listening comprehension can be organized based on the stages of pre-listening, while-listening, and post-listening, the use of multimodal tools (audio, video, subtitles), as well as preparing the student for real communication through contextual and communicative approaches. Also, based on the literature, it can be said that it is important to choose strategies in accordance with the level, needs, and individual characteristics of students. When the strategies proposed in this article, based on theoretical analysis, are implemented in practice, students' listening comprehension skills are significantly improved. Therefore, one of the urgent tasks is the integration of listening strategies into curricula in foreign language teaching methodology, methodological training of teachers, and conducting regular scientific and practical research in this area.

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