

**EFFECTIVENESS OF MODERN METHODS IN DEVELOPING LISTENING  
COMPREHENSION SKILLS OF NON-PHILOLOGICAL STUDENTS IN ENGLISH**

**Maxmudova Shaxlo Mizrobovna**

University of Tashkent for Applied Sciences

“Department of Foreign Languages” English teachers

shaxlosha2022@gmail.com 991088283

**Annotation:** This article provides information on ways to develop listening comprehension skills in English. In particular, phonemic, phonetic and intonation components of the main languages are deeply interpreted in the development of listening comprehension.

**Keywords:** Language components, linguistic and extralinguistic difficulties, language skills, audio segments, group activities, video segments, interpersonal activities.

Listening comprehension means listening, perceiving and understanding speech. In general, "speech" means speaking, listening, reading and writing. In fact, it is better to say "listening and understanding speaking". It turns out that listening comprehension is more difficult than learning to speak. It is necessary to distinguish between two terms related to this field: "listening" - listening (In few words - listen a lot) and "hearing" - receiving sound using the sense of hearing (ear) (My daughter, I tell you, my daughter-in-law, you listen).

A person with the ability to hear listens to the speaker in order to understand certain information, that is, listening, more precisely, listening comprehension occurs. When it is said, "Did you hear?", it means listening and understanding. So, the combination of "listening and understanding" expresses the meaning of perceiving the speech of others (live or mechanically recorded) and understanding its content. Well, these two speech phenomena are separated only for scientific analysis.

In the process of listening comprehension, the student is taught the following: unconsciously distinguish the form of words and phrases and their grammatical structure; listen to a speech sample (sentence) and understand it in advance; increase the volume of auditory memory; being able to understand the learned language material in different combinations; understand speech written on technical means; to understand the meaning once said; understand speech at a moderate (accepted in the curriculum) speed; despite the presence of unfamiliar lexical units in the audio text, to learn its general content and essence; understanding audio text of different directions (descriptive, fairy tale, multi-plan).

At different stages of education, the purpose and nature of this work will be different. In addition, it is recommended to practice listening to male and female voices, listening to the teacher and others, listening to the speech of young and old people, listening to the speaker with and without seeing them. Different directions for teaching listening comprehension are used in practice. One of them is to teach language material first, then speech activity. According to this methodical idea, by practicing to learn words, phrases, sentences, then students' attention is drawn to the content side of the studied material. In this way, the effectiveness of teaching listening comprehension is low, it takes too much time, therefore, it is not considered an acceptable methodological method. In order to teach listening comprehension as a practical goal, firstly, select (compose) the audio text, secondly, determine the organizational conditions for broadcasting it (belonging to a class, some group or a single student), and thirdly, prepare the

student for listening. (knowledge of the language material, appropriateness of the content of the audio text), fourthly, how many times it is recommended to listen (preparation of educational tasks) and, fifthly, it requires an activity such as checking the understanding. The following method of work on the audio text is recommended: the teacher listens (reads) the audio text himself, identifies its difficult areas and thinks of ways to eliminate them, uses educational tools that support understanding (drawing, writing on the board, tape recorder) prepares tasks for the first and subsequent hearings. The stages of teaching listening comprehension during a lesson are as follows.

- 1) expected difficulties in listening are eliminated;
- 2) an instruction (assignment) is given on the first hearing of the audio text;
- 3) understanding is checked with the help of a task;
- 4) a second hearing is ordered;
- 5) will be checked, etc.

Methodological studies have shown that second and third hearing helps to understand the audio text, after which there is little benefit from subsequent listening. It is possible to organize speaking on the basis of audio text. This method of work can be carried out on the material of film and film fragments.

Active, passive and potential (hidden) vocabulary is discussed in understanding the word. His understanding of the sentence? is derived from its syntactic feature. A simple sentence is easily understood by listening due to the fact that it is learned in oral speech. The compound sentence is difficult to understand. In the process of understanding a complex syntactic unit, it is divided into parts and actions related to understanding the beginning and end of the sentence are performed. Comprehension of the entire text is realized by understanding the predicative relations of the sentence, noticing its compositional and content side, and studying the style and genre. This classification of stages reflects comprehension of the audio text, but is not ideal for checking comprehension. With this goal in mind, experienced Methodist scholar Nadezhda Ivanovna Gaz suggests the following division:

- 1) superficial understanding;
- 2) common understanding;
- 3) full understanding;
- 4) levels of critical understanding.

Comprehension/non-comprehension of the content of the audio text is checked through the second, third and fourth stages (the first stage is also taken into account at this time). In the stage of general understanding, comprehension is checked by answering questions by choosing (multiple choice), that is, by finding the correct answers. The third stage (comprehension) is checked by shortening or completing what was heard.

The system of listening comprehension (auditory) exercises is divided into two types according to its purpose: special and non-special exercises. In non-specific exercises, listening comprehension is taught along the way. E.g. speech exercise at the beginning of the lesson, listening to the teacher's story while explaining the meaning of words, listening to the teacher's

sentences in the presentation of grammar, and recording the speech of another person on a magnetic tape are included in the list of non-special exercises. Teaching a foreign language is also a great way to teach listening comprehension. In order for the students to understand the sentences used during the lesson, the teacher should not repeat them too many times, should not speak too slowly, and should not always rely on the mother tongue.

Special exercises, in turn, are divided into preparation for listening comprehension and pure speaking exercises. (The first one is called language (material) exercises by some authors, while others use the name of conditional-speech exercises.) The object of preparatory exercises is an acoustic signal (that is, a word, sentence, set of sentences delivered to the ear), and in speech exercises and the student is busy with acquiring the content.

The purpose of the preparatory exercise is to eliminate difficulties in advance (before listening to the text). Preparatory exercises are performed to prevent problems related to the language and psychology of the student. To overcome linguistic difficulties, to find and understand new phenomena in foreign speech, to connect the sound image with its meaning, to understand the formation of words, to reveal the meaning of a lexical and grammatical unit in the context, meaningful (exercises such as recognition and understanding of synonymous) and opposite meaning (antonym) events are performed. They are manifested as lexical, grammatical and pronunciation exercises of listening comprehension. The process of learning, consisting of differentiation and comparison, is expressed.

The type of preparatory exercise that prevents psychological difficulties is better for students to know the content in advance, develop memory, improve listening skills, and reduce internal speech. Preparatory exercises serve as the first stage of listening comprehension. They are exercises aimed at forming the skills of learning and understanding the meaning of language phenomena, creating an auditory image of language units, previewing and memorizing the form until the meaning is revealed.

To solve a number of problems in listening comprehension, watching movies, participating in group presentations, answering open-ended questions, forming the event in our mind at the same time as performing listening comprehension exercises, are among the effective methods of developing listening skills. For this purpose, we recommend an effective method that develops listening comprehension skills on the example of English language learners. A specially prepared audio (2 minute English) for language learners will be heard once: "Improving your memory". When we listen for the second time, it is written verbatim in the form of dictation: I think you might find it quite useful... Of course, it is natural to say words that the reader does not know.

In conclusion, listening to special audios and passing the above six steps to improve listening comprehension skills while learning a language will certainly give effective results. In order to remember new words quickly and easily, sentences are made using them, which effectively helps improve pronunciation and use in oral speech: Encoding information is more effective way.

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