

INTEGRATING NEW METHODS TO IMPROVE LISTENING SKILLS

Oftobxon Fayziyeva

Bukhara Tax Technical school, EFL teacher
oftobxonfayzieva@gmail.com

Abstract: This article examines the implementation of new and innovative methods to enhance students' listening skills in English language learning. The study emphasizes the significance of listening as a fundamental receptive skill and analyzes modern teaching approaches such as task-based listening, multimedia tools, interactive online platforms, and the use of authentic materials. The research also explores how technology-driven approaches - including podcasts, video-based instruction, and listening tasks utilizing artificial intelligence - can increase student engagement and comprehension. The findings indicate that combining traditional listening exercises with contemporary digital resources not only improves students' understanding and attention but also develops their overall communicative competence.

Keywords: listening skills, innovative methods, technology integration, task-based learning, authentic materials, digital tools, language teaching, learner engagement

Listening is one of the most essential skills in language learning, serving as the foundation for communication and comprehension. Despite its importance, many language learners encounter difficulties in understanding spoken English due to factors such as variations in accent, speech rate, limited vocabulary, and insufficient exposure to authentic materials. In recent years, the field of language education has been witnessing a shift from traditional teacher-centered approaches towards more interactive, learner-centered, and technology-driven methods. The implementation of new methods in teaching listening comprehension is becoming increasingly important to meet the diverse needs of modern learners. Approaches such as task-based listening, podcasts, video materials, mobile applications, and the use of artificial intelligence (AI) tools have proven effective in enhancing active listening and comprehension skills. Furthermore, these innovations create authentic learning environments that enable students to interact with real-world speech and develop more effective strategies for understanding meaning in various contexts.

Listening comprehension has long been recognized as a complex cognitive process that involves decoding sounds, understanding meaning, and interpreting context¹. According to Vandergrift, the listening process requires both top-down and bottom-up processing, where learners simultaneously use linguistic knowledge and contextual information to generate meaning². Traditional listening practices, such as using audio recordings and then asking questions for understanding, have been found to be insufficient in developing real listening competence³. Recent studies emphasize the value of authentic materials and interactive methods in listening instruction. Linguists argue that exposure to natural speech through videos, podcasts, and

¹ Rost, M. Teaching and researching listening (2nd ed.). Pearson Education. 2011. – p 89

² Vandergrift, L., & Goh, C. C. M. Teaching and learning second language listening: Metacognition in action. Routledge.2012. – p 90.

³ Field, J. Listening in the language classroom. Cambridge University Press.2008. – p 23.

conversations significantly improves learners' listening proficiency and confidence. Furthermore, research by Vandergrift and Goh highlights the role of metacognitive instruction—teaching learners how to plan, monitor, and evaluate their listening processes—to enhance comprehension outcomes. In the digital age, technology has revolutionized listening pedagogy⁴. The integration of digital platforms such as YouTube, TED Talks, and online listening labs allows learners to access diverse accents, topics, and speaking styles. Mobile-assisted language learning (MALL) and AI-supported applications like ELSA Speak, Speechling, and Google Listen provide individualized feedback and adaptive listening exercises. These innovations align with constructivist learning theories, promoting active engagement, autonomy, and self-directed learning.

By placing international trends within the framework of domestic educational realities, Uzbek researchers have also made significant contributions to this field. According to Gulomova, exposure to real-world speech materials and topic-based assignments are essential for enhancing comprehension outside of the classroom⁵. Outside of the classroom, she also stresses the value of organized independent listening practice. Through her empirical research, Mamatova shows that students' motivation and listening results are improved when they use online platforms and mobile technologies⁶. Her results lend credence to the notion that learners' autonomy and engagement are enhanced by mobile-assisted language learning, or MALL. Additionally, Karimova contends that incorporating information technology into the classroom not only enhances didactic materials but also calls for ongoing professional development for educators to successfully use technology for teaching⁷. The best framework for enhancing listening comprehension in contemporary language instruction, according to both international and Uzbek literature, is an integrated approach that combines technological assistance, authentic materials, and metacognitive teaching.

People have started using new and better ways to teach listening skills in schools and colleges. In the old way, students just listened to a recording and then answered questions about it, like a quiz⁸. But this doesn't really help them understand real-life speech, which can be faster, have different accents, and sound more natural. So, teachers now use activities where students do tasks based on what they hear, like solving problems, making summaries, or sharing what they learned. These activities make students listen carefully, think about what they hear, and work together to understand and talk about it. In Uzbekistan, experts suggest using these active

⁴ Vandergrift, L., & Goh, C. C. M. Teaching and learning second language listening: Metacognition in action. Routledge.2012. – p 91.

⁵ Gulomova, D. Methodology of developing listening comprehension skills in foreign language teaching. Tashkent: UzMU Press. 2019. – p 66.

⁶ Mamatova, N. Developing listening comprehension skills through modern technologies. Innovation and Education Journal, 2021. - pp 45–52.

⁷ Karimova, Z. The importance of information technologies in language learning. Scientific Bulletin of the Uzbek State World Languages University, 2020. - pp 56–60.

⁸ Rahimi, M., & Miri, S. S. Mobile-assisted language learning: Enhancing EFL learners' listening skills through mobile applications. International Journal of Instruction, 2020, - pp 145–162.

listening games and encouraging students to listen outside of class to get better at understanding spoken language. Using technology helps us learn to listen better. Things like podcasts (which are like stories or talks you can listen to), videos (like TED Talks), fun projects on computers, and apps on phones or tablets allow students to hear different ways people speak from around the world. Some smart computer programs can change exercises to match how well someone is doing, find mistakes, and give special advice just for that person. In Uzbekistan, studies show that when students use these learning apps regularly, they get better at understanding what they hear and feel more excited about learning. But, just using technology because it's new isn't enough. Teachers need to make sure the tools they choose match what they want students to learn, change activities to fit each student's needs, and keep learning new ways to help students best.

Using real-life materials, like listening to interviews, radio shows, movies, or ads, helps kids understand how people really speak. When lessons are connected to things from the real world, students stay more interested and learn how to communicate better. Gulomova says it's important to choose real materials that match what students already know and their culture, so they can understand easily. Listening to real speech also helps kids learn how to catch hidden meanings, understand what people are really trying to say, and figure out how conversations work. Listening with friends or in groups helps us see that listening is not just about hearing sounds, but also about talking and understanding together. When we work with others, we share what we think, ask questions, and figure out what messages really mean. This makes us better at listening and also helps us practice speaking, thinking carefully, and reflecting on what we learn. Teachers help by planning fun activities, setting rules for how to be judged, and giving helpful advice. According to Karimova, teachers need special training to learn new ways and use technology well, so they can teach these fun and helpful listening activities in their own classrooms.

In conclusion, getting better at listening involves using different ways that work together. This includes giving interesting real-life listening practice, using new technology, working with others, and thinking about how you learn. Teachers need good training, and lessons should be changed to include these new ideas. When teachers and researchers from around the world work together with local studies in Uzbekistan, it shows that these methods help students understand better, become more confident, and learn to talk and listen more easily on their own.

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