

**SELF-STUDY AND ITS ROLE IN IMPROVING LISTENING SKILLS OF NON-PHILOLOGICAL STUDENTS (ON THE EXAMPLE OF TOURISM DIRECTION)**

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**Annotation**

This article examines the role of self-study in improving listening skills among non-philological students, particularly students of the tourism direction. In modern higher education, listening comprehension has become one of the most important components of communicative competence because it enables learners to understand spoken language in academic, professional, and real-life situations. For tourism students, effective listening skills are especially essential due to the international and service-oriented nature of their future profession. However, classroom instruction alone is often insufficient for developing strong listening abilities, especially in non-philological education where English classes are limited in time. Therefore, self-study activities play a significant role in supporting language development outside the classroom.

The article uses a descriptive and analytical approach to explore how independent learning activities contribute to listening skill improvement. It discusses the educational importance of self-study in language learning, analyzes different listening strategies and digital resources, and examines the advantages of autonomous practice for tourism students. The analysis demonstrates that self-study increases learners' exposure to authentic language, improves pronunciation recognition, develops vocabulary, and strengthens listening comprehension. Furthermore, independent listening practice enhances learner motivation, responsibility, and confidence. The article also identifies several challenges related to self-study, including lack of motivation, inappropriate material selection, and insufficient learning strategies. The findings suggest that effective guidance from teachers and the integration of technology-based resources can significantly improve the effectiveness of self-study in listening instruction.

**Keywords:** self-study; listening skills; tourism students; non-philological education; communicative competence; autonomous learning; English language teaching; listening comprehension; higher education

**Introduction**

In recent decades, the importance of the English language has increased considerably in higher education and professional communication. English is widely used in international tourism, hospitality, business, science, and intercultural interaction. As a result, students of non-philological specialties are expected to develop practical communicative skills that will help them function effectively in global professional environments. Among all language skills, listening plays a particularly significant role because successful communication begins with understanding spoken language.

For tourism students, listening comprehension is essential in many professional situations. Future specialists in tourism may communicate with international tourists, participate in conferences, provide travel information, answer customer questions, and cooperate with foreign partners. These activities require the ability to understand different accents, speaking styles, and authentic speech in real time. However, many non-philological students experience difficulties in listening due to limited vocabulary, lack of exposure to authentic materials, fast speech, and

insufficient classroom practice. In higher education institutions, English classes are often limited to a few hours per week. Therefore, classroom instruction alone cannot provide enough listening practice for students to achieve communicative competence. In this context, self-study becomes an important component of language learning. Through independent listening activities, students can practice regularly, select materials according to their interests and proficiency levels, and develop language skills beyond classroom boundaries.

Modern technologies and digital platforms have created new opportunities for autonomous listening practice. Students can access podcasts, videos, audiobooks, online lectures, language learning applications, and tourism-related materials anytime and anywhere. Such resources provide authentic input and help learners improve listening comprehension in realistic contexts. This article aims to examine the role of self-study in improving listening skills among non-philological students, particularly tourism students, and to analyze its educational advantages, challenges, and practical significance.

### **Literature Review**

Self-study and autonomous learning have become central concepts in modern language education. Researchers emphasize that successful language acquisition depends not only on classroom instruction, but also on learners' independent efforts outside the classroom. Autonomous learning encourages students to take responsibility for their own educational progress, develop learning strategies, and engage in continuous practice.

Listening is considered one of the most difficult language skills because it requires learners to process information immediately while understanding pronunciation, vocabulary, grammar, intonation, and context simultaneously. According to Nation and Newton, listening comprehension develops gradually through repeated exposure to meaningful spoken input. Krashen's Input Hypothesis also suggests that language acquisition occurs when learners receive comprehensible input slightly above their current level of competence.

Educational scholars highlight that self-study is particularly important for listening development because listening improvement requires constant exposure to authentic speech. Harmer notes that regular listening practice outside the classroom helps learners become familiar with natural pronunciation, connected speech, and different accents. Similarly, Richards argues that authentic listening materials improve communicative competence and prepare students for real-life interaction. Technology has also transformed independent language learning. Digital platforms such as YouTube, podcasts, language-learning applications, online radio, and streaming services provide students with unlimited access to listening materials. Researchers emphasize that technology-based self-study increases learner flexibility, motivation, and engagement.

For tourism students, listening skills are directly connected to professional communication. Tourism specialists often interact with people from different linguistic and cultural backgrounds. Therefore, listening instruction should include authentic tourism-related materials such as hotel dialogues, travel presentations, airport announcements, экскурсия descriptions, and customer service conversations. Self-study enables students to practice such materials repeatedly according to their personal learning pace and professional interests.

At the same time, educational literature identifies several challenges related to self-study. Some students may lack motivation, time-management skills, or appropriate learning strategies. Others may choose materials that are either too difficult or too simple. Consequently, researchers stress the importance of teacher guidance, structured tasks, and supportive learning environments in promoting effective autonomous learning.

### **Methodology**

This article uses a descriptive-analytical method to examine the role of self-study in improving

listening skills among tourism students in non-philological education. The study is based on theoretical and pedagogical literature related to autonomous learning, listening comprehension, communicative language teaching, and second language acquisition. The analysis also includes classroom observations and practical teaching experiences in higher education institutions. Special attention is given to independent listening activities, digital learning resources, learner motivation, and the relationship between self-study and communicative competence development.

### **Analysis and Discussion**

#### ***The Importance of Listening Skills in Tourism Education***

Listening comprehension is one of the most essential language skills for tourism students because their future profession requires constant oral communication with international visitors and colleagues. Tourism specialists must understand customer requests, travel instructions, hotel reservations, tour information, and cultural explanations accurately and quickly.

Unlike reading or writing, listening occurs in real time and often includes fast speech, unfamiliar accents, reduced forms, and background noise. Therefore, tourism students need extensive listening practice in order to function effectively in professional environments. Strong listening skills contribute to better communication, improved customer service, and greater professional confidence.

In non-philological education, however, students often have limited opportunities to practice listening during classroom hours. As a result, self-study becomes an important tool for increasing language exposure and strengthening listening competence outside formal instruction.

#### ***The Role of Self-Study in Listening Development***

Self-study allows students to practice listening independently according to their personal needs, interests, and learning pace. Through autonomous learning, students can select materials appropriate to their proficiency level and repeat listening activities multiple times without classroom pressure. Independent listening practice helps students improve several important abilities. First, it develops pronunciation recognition by exposing learners to natural spoken English. Second, it strengthens vocabulary acquisition because students repeatedly encounter words and expressions in context. Third, it improves concentration and comprehension strategies, such as predicting meaning, identifying key information, and understanding context clues. Self-study also increases learner responsibility and motivation. Students who regularly practice listening outside the classroom often become more confident and independent learners. They learn to organize their study time, evaluate their progress, and develop effective learning habits.

#### ***Technology and Digital Resources in Self-Study***

Modern technology provides valuable opportunities for listening self-study. Tourism students can access a wide variety of authentic English materials through digital platforms and mobile applications. Podcasts, travel videos, online interviews, tourism documentaries, audiobooks, and language-learning applications create flexible learning environments that support autonomous practice.

YouTube channels related to tourism and travel communication are particularly useful because they combine listening with visual context. Students can observe pronunciation, gestures, cultural interaction, and professional communication simultaneously. Podcasts and audiobooks help learners focus specifically on listening comprehension and pronunciation patterns. Language-learning applications also support self-study by offering interactive exercises, subtitles, vocabulary explanations, and personalized feedback. Such technological tools make listening practice more accessible, engaging, and effective for non-philological students.

#### ***Advantages of Self-Study for Tourism Students***

Self-study offers several educational advantages in listening instruction. First, it increases

exposure to authentic language. Classroom materials are often simplified, while independent listening activities provide contact with natural speech and real-life communication. Second, self-study supports individualized learning. Students can choose topics related to tourism, hospitality, culture, or travel according to their professional interests. This increases learner motivation and engagement. Third, independent practice improves flexibility and time management. Students can study anytime and anywhere using smartphones, computers, or online platforms. Such flexibility is especially important in higher education where classroom hours may be limited. Fourth, self-study strengthens communicative competence. Regular listening practice improves speaking fluency because students become familiar with pronunciation, intonation, and conversational structures. As a result, learners communicate more confidently in professional situations.

Despite its advantages, self-study also presents certain challenges. One common problem is lack of motivation. Some students may not practice regularly without teacher supervision or external control. Others may lose interest if materials are too difficult or not professionally relevant. Another challenge involves material selection. Tourism students sometimes choose listening resources that do not correspond to their language level. Difficult materials may create frustration, while overly simple materials may not promote progress. Students may also lack effective listening strategies. Many learners focus on understanding every word instead of identifying main ideas and contextual meaning. Therefore, they may become anxious when they encounter unfamiliar vocabulary or fast speech. To overcome these challenges, teachers should provide guidance and methodological support. Instructors can recommend appropriate listening materials, teach listening strategies, and encourage regular autonomous practice. Combining classroom instruction with structured self-study tasks can significantly improve listening development among tourism students.

### **Conclusion**

This article has demonstrated that self-study plays a significant role in improving listening skills among non-philological students, particularly students of the tourism direction. Listening comprehension is essential for professional communication in tourism because future specialists must interact effectively with international visitors and partners in real-life situations. The analysis shows that independent listening practice increases exposure to authentic language, strengthens vocabulary development, improves pronunciation recognition, and enhances communicative competence. Self-study also promotes learner autonomy, motivation, confidence, and responsibility. Modern digital technologies provide valuable opportunities for autonomous listening practice through podcasts, videos, language-learning applications, and tourism-related online resources. At the same time, successful self-study requires proper guidance, suitable materials, and effective learning strategies. Educational institutions and teachers should support students by integrating technology-based listening resources and encouraging continuous independent practice. In modern higher education, self-study should be considered not as an additional activity, but as an essential component of effective listening instruction for non-philological students.

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