

CREATIVE METHODS FOR DEVELOPING LISTENING COMPREHENSION SKILLS IN ENGLISH

Abdullayeva Sarvinoz Aktamjon kizi,

Student of Samarkand State Instituti of Foreign Languages

G-mail:sarvinozabdullayeva5720@gmail.com

Abstract. *This scientific article highlights the most effective and modern methods for developing listening skills for learners of English as a foreign language. Listening comprehension is considered one of the most critical parts of the foreign language learning process. Listening to understand is not just about receiving information, but also about analyzing and understanding the content of the received information. This article analyzes the problems associated with the listening comprehension process and creative ways to overcome them. During the analysis, the shadowing technique, audio-visual materials, and several similar methods are studied, and the extent to which they develop students' listening comprehension is determined. At the end of the article, practical recommendations are provided for both teachers and independent learners of foreign languages.*

Keywords: *listening comprehension, methodology, audiovisual materials, shadowing technique, cognitive approach, authentic materials, traditional methods.*

Annotatsiya. *Mazkur ilmiy maqolada ingliz tilini chet tili sifatida o'rganuvchilar uchun tinglab tushunish ko'nikmalarini rivojlantirishning eng samarali va zamonaviy usullari yoritilgan. Tinglab tushunish xorijiy tilni o'rganish jarayonining eng muhim tarkibiy qismlaridan biri sifatida qaraladi. Tinglab tushunish faqat axborotni qabul qilish emas, balki qabul qilingan ma'lumotni tahlil qilish va mazmunini anglash jarayonini ham o'z ichiga oladi. Maqolada tinglab tushunish jarayoni bilan bog'liq muammolar hamda ularni bartaraf etishning ijodiy usullari tahlil qilinadi. Tahlil davomida shadowing (takroriy talaffuz qilish) texnikasi, audiovizual materiallar va shunga o'xshash bir qator metodlar o'rganilib, ularning talabalarining tinglab tushunish ko'nikmalarini rivojlantirishdagi samaradorligi aniqlanadi. Maqola yakunida o'qituvchilar hamda xorijiy tillarni mustaqil o'rganuvchilar uchun amaliy tavsiyalar berilgan.*

Kalit so'zlar: *tinglab tushunish, metodika, audiovizual materiallar, shadowing texnikasi, kognitiv yondashuv, autentik materiallar, an'anaviy metodlar.*

Аннотация. *В данной научной статье освещаются наиболее эффективные и современные методы развития навыков аудирования для изучающих английский язык как иностранный. Аудирование является одной из важнейших частей процесса изучения иностранных языков. Слушательское понимание - это не просто восприятие информации, а, наоборот, анализ и понимание содержания полученной информации. В данной статье анализируются проблемы, связанные с процессом аудирования, а также креативные способы их решения. В процессе анализа изучается техника shadowing, аудиовизуальные материалы и ряд подобных методик, и определяется, в какой степени они развивают уровень аудирования учащихся. В*

Ключевые слова: *аудирование, методика, аудиовизуальные материалы, техника shadowing, когнитивный подход, аутентичные материалы, традиционные методы.*

Introduction. Today, learning English is important not only for achieving academic success but also for personal and professional development. In the process of language learning, the ability to understand by direct listening plays an important role, as it is through this skill that a person has the opportunity to perceive information quickly and correctly during real communication. There are mainly four skills in language learning (reading, writing, speaking, and listening). Among these, many learners find listening skills to be the most difficult area to master. Because listening is not just hearing sounds,

but understanding the meanings in the speech flow, analyzing the context and correctly understanding the content. Many students face serious difficulties in understanding the speech of native speakers, despite having a sufficient grammar and vocabulary. The main reasons for this are speech speed, stress, intonation, and word connection.

The purpose of this article is to use creative and interesting methods for developing listening comprehension skills in English, unlike traditional methods, and to scientifically study their effectiveness. The reason is that traditional teaching methods often do not arouse interest in students, resulting in poor development of listening comprehension skills. Therefore, by adding interactive and life-based activities to routine lesson processes, students increase their activity in the lesson process and serve to make the lessons more effective.

Literature review. Researchers widely agree that listening comprehension is a complex cognitive process involving perception, interpretation, and meaning construction. Anderson and Lynch (2018) define listening as an active process of understanding meaning rather than passive hearing. Field (2008) highlights common learner difficulties such as fast speech, limited vocabulary, and problems in real-time processing.

Krashen's Input Hypothesis (1985) emphasizes the importance of comprehensible input, supporting the use of authentic audio and visual materials in language teaching. Rost (2011) and Vandergrift (1999) stress the role of metacognitive strategies, including planning, monitoring, and evaluation, in improving listening performance.

Goh (2000) focuses on cognitive limitations in listening, such as memory constraints and difficulties in speech segmentation, while Hedge (2000) and Underwood (1989) emphasize the importance of engaging, contextualized, and anxiety-reducing listening activities.

Overall, the literature supports a combined approach that integrates cognitive, metacognitive, and communicative strategies, including the use of authentic materials, technology, and interactive methods such as shadowing and audiovisual tasks.

Research methodology. In conducting this research, the main focus is not on simple observation of the lesson process, but on being aware of the general situation and processes within it. That is, a practical experiment was conducted to determine which methods are truly interesting and effective for students in developing listening comprehension skills. First of all, various approaches were tested in the process of working with students learning English. Some lessons were conducted in the traditional way, limited to the usual audio texts and questions and answers. Other lessons were held in a completely different environment, meaning short videos were watched, podcasts were listened to, role-playing games were organized, and even small interactive games were used to increase the activity of all students. Through this, the students' interest and attitude toward the lesson were monitored. The following approaches were applied in the experimental group. For example, the Shadowing technique: students repeated the text

simultaneously with listening to the audio material, adhering to the speaker's pronunciation and speed. This method has a positive effect not only on listening but also on the formation of oral speech. In addition, the Top-down and Bottom-up techniques: students are first given a general understanding of the topic (top-down), then specific sound combinations and abbreviations in speech are analyzed (bottom-up). Thus, at the end of the lesson, questionnaires were conducted regarding students' interest in the lesson and its impact on their level of listening comprehension skills.

Analysis and Results. From the results, it can be seen that the listening comprehension indicators in the experimental group were significantly higher than in the control group. In the early lessons, many students had difficulty understanding audio materials, especially fast speech and unfamiliar words. However, as interesting methods were introduced to the lessons, this situation gradually changed. In particular, role-playing games and small-group activities helped to keep students' attention longer, that is, to prevent boredom in the lesson. The use of video materials and podcasts helped not only to listen to them, but also to understand and re-express what was heard. As a result, students began to turn from passive listeners into active participants

Through observations and small tests conducted during the experiment, we can understand that the level of listening comprehension among students in the group using creative methods increased faster and more steadily. In addition, the students' attitude toward the lesson has also changed for the better. They participated more actively in the lesson and began to express their opinions freely.

The results obtained showed that limiting oneself to academic textbooks alone is insufficient for developing listening comprehension skills. The creative strategies we used in our study are based on the 'Input Hypothesis' (Krashen) theory, meaning that development accelerates when a student hears interesting material that is slightly above their level.

During the discussion, another important aspect became clear: listening comprehension skills do not develop independently; they are closely linked to other language skills. For example, the broader the vocabulary of students, the easier it is for them to understand the text they hear. Some difficulties were also observed, for example, authentic materials for elementary school students were initially somewhat difficult. However, it is possible to develop gradually by selecting materials step by step from simple to complex. All that is required of students is that they choose the right material that corresponds to their level.

Conclusion. The formation of auditory skills is the most dynamic part of language learning. As a result of the conducted research and analysis, we have reached the following conclusions. First, moving away from traditional methods and introducing podcasts and various interactive videos into lessons increases students' understanding. Secondly, listening lessons should be organized not only for testing but also as preparation

for real communication. The reason is that the faster and better students understand through listening, the more fluently their oral speech skills are formed. Our recommendation to teachers is to use more 'live' language in lessons and to bring students to the level of real participants in this process. In addition, it is necessary to make wider use of methods that are more interesting for students, do not bore them, and are academically effective. These approaches will also ensure that students can communicate freely in an international environment in the future.

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