EASY WAY OF DEVELOPING LISTENING SKILLS FOR ACADEMIC PURPOSE

Raximqulova Malika Sherzod qizi

Author:Jizzax branch of National University of Uzbekistan Named after Mirzo Ulug'bek The Faculty psychology The Department Philology and teaching languages English

Teshaboyeva Nafisa Zubaydulla qizi

Scientific advisor: Jizzax branch of National University of Uzbekistan Named after Mirzo Ulug'bek The Faculty psychology The Department Philology and teaching languages English

Abstract: Everyone knows that listening is one of the main skills in learning language, and also in recent day we have so many questions about developing listening skill. In this article I want to clarify this problem with some scientists views.

Key words: *Reflection, paying attention, listening subskills, listening for gist, listening to infer information, listening for detail, scan listening, listening for language items, top-down and bottom-up listening activities.*

While learning a language, we develop four major skills. Listening is one of them, and like reading, it is a receptive skill. As we listen, we perceive sounds, transform them into a message, interpret it, and respond. Developing listening skills is a key to successful communication. A person with good listening skills is able to comprehend what (s)he hears and respond accordingly. Thereby, effective listening prevents misunderstandings, frustration and irritation for both the listener and the speaker. When we talk about teaching listening skills, we mean teaching active listening which is a communication skill that requires trying to comprehend the meaning and intent behind the words that another person speaks in addition to simply hearing what they say. Being an active participant in the communication process is necessary.

There are two main components in active listening. They are paying attention and reflection. When it comes to pay attention, paying attention is key of active listening, which is the ability to focus on what someone is saying and respond appropriately.¹ Paying attention include focusing on what a speaker is saying, maintaining eye contact, nodding, watching body language and allowing the speaker to finish hi thought. Daniel Kahneman highlight that the act of paying attention significantly enhances comprehension and retention of information. Active listening requires mental effort which helps in filtering out irrelevant information.²

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¹ <u>https://www.ccl.org/articles/leading-effectively-articles/coaching-others-use-active-listening-skills/</u>

² "Thinking, Fast and Slow."

Active listening shows that the listener is hearing what the person is saying and acknowledges the person speaking. Reflective listening involves the listener reflecting back on what the speaker is saying. Reflecting can involve reflecting on the words the person used or reflecting on the feeling that the person used.³

During listening lessons we practice core listening subskills that learners can develop. When it comes to subskills include that:

• listening for gist

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- listening to infer information (*e.g. the speaker's point of view*)
- listening for detail
- listening for text or discourse patterns
- scan listening

What is listening for gist? Listening for 'gist' will allow you to understand the general meaning of a text quickly. When someone is talking, listen in a general way and think about what the speaker is trying to communicate and how they might feel about the topic based on their tone of voice.⁴

Listening to infer information is a listening strategy that involves using clues and prior knowledge to understand the meaning of what is being said. It can also be described as listening "between the lines".⁵

When you're listening to a speaker or a recording, sometimes you just want to know some specific information or a particular detail. For example, you might be listening to a recorded phone message for a business and all you really want to know is the hours the store will be open tomorrow. You don't care about the rest of it. Some tests will also measure your ability to listen for particular details or pieces of information in a passage. Listening for details in spoken English can be pretty tough. Sometimes it can feel like the listening passage goes by too fast or that it has too many details to keep track of all of them. Other times, it can be hard to pick specific details out of the passage, especially when they're phrased differently in the passage than they are in the questions. In this lesson, you'll learn how to tackle those problems:

• Use key words and phrases as alerts to help you find information, but don't rely only on that.

• Take bullet-point notes to help you remember everything.

• Practice rephrasing information so you won't be thrown off by different phrasing.

⁵ https://asana.com/resources/active-listening - :~:text=1.,and%20their%20point%20of%20view.



³ <u>https://study.com/academy/lesson/the-difference-between-reflective-active-listening.html -</u>

^{:~:}text=Active%20listening%20shows%20that%20the,feeling%20that%20the%20person%20used.

⁴ <u>https://www.pearsonpte.com/articles/listening-core-english-skills-part-1 -</u>

^{:~:}text=Listening%20for%20Gist,on%20their%20tone%20of%20voice.

Listening for discourse patterns involves paying attention to what the speaker is signaling, and using contextual knowledge to understand the meaning of the sounds or words.⁶

Scan listening is catching important information during play recording. For example, name of place, phone numbers, postcodes, names etc.

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When listeners listen, they make sense of the incoming information in two different ways. Bottom-up processing refers to deriving meaning from individual lexical, grammatical, and pronunciation items. It underlies the decoding process, from sounds to words and grammatical relations between them to sentences leading to overall comprehension.⁷ Top-down processing operates with existing schemata, ideas, and content. Rather than relying on discrete segments, people let their knowledge and expectations guide their understanding of what they hear. The two processes complement each other; the choice of one over the other depends on the topic, content, and type of the text. An example from my experience with audio books shows how top-down and bottom-up processes work together to ensure comprehension: I was enjoying Dan Brown's novel The Da Vinci Code and came across a phrase: "Langdon has hung NE PAS DERANGER signs on hotel room doors to catch the gist of the captain's orders." The bottom-up processing activated my minimal knowledge of French to understand the negation. The mention of hotel room doors invoked my general knowledge of hotels and made me think about Do not disturb signs before the next phrase, "Fache and Langdon were not to be disturbed under any circumstances," confirmed my guess.8

In conclusion, mastering these listening skills not only improves comprehension but also enhances overall communication abilities, making active participation in conversations possible and effective. By focusing on both the mechanics of listening and the emotional context behind the words, learners can significantly improve their language proficiency. And students feel speakers' speech in life cause of every listening tasks based on our life.

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2. "Thinking, Fast and Slow."

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- ⁷ "Foundations of Cognitive Psychology: Core Readings" edited by Daniel J. Levitin
- ⁸ "The Psychology of Language: An Integrated Approach" by David W. Carroll

⁶ <u>https://www.eltconcourse.com/training/initial/skills/listening_overview.html -</u> :~:text=Listening%20for%20discourse%20clues.of%20listening%20and%20understanding%20easier.

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