

# IMPROVING LISTENING SKILLS THROUGH COMIC MOVIES IN A SECONDARY EDUCATION

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**Abstract:** *This study aims to provide some innovative strategies for improving listening skill of English Language of secondary level students at district Bannu. Effective Listening in English language, guiding the students towards effective oral communication, is the problem with all the ESL students at secondary level and as such it creates problem for English language teachers. For this purpose, first of all, data was collected from English Language teachers of secondary level in order to know about the steps taken for the improvement of listening skill of their students. The technique required the students to realize causes of their listening comprehension. To overcome these classroom problems, the process-based approach underlying Discovery Listening Technique combined with podcast, the internet-based listening material was applied in collaborative action research. The listening skill that was specifically improved was the ability of recognizing words and their meaning in contextual use because it touched the basis of listening comprehension skill in general. Students get succeeded in enhancing the communication skills, if they can understand the listening skills. It is observed that practicing of listening skills like; listening to music, watching English movies, attending English language courses develops the listening skills of the students. If students acquire the listening skills, they can develop the communication skills.*

**Keywords:** *listening skills, Discovery Listening technique, podcast, process-based approach, language.*

**Introduction:** Listening is one of the most important language skills to master, because it is involved in every activity we do in our daily lives. Listening is an important skill in improving the communicational skills. Unless the content is listened and understood thoroughly the learners cannot communicate properly. Effective listening needs a strong mind to understand the context. Nowadays it has become easier to develop listening skills with technological innovations and it has become widespread to reach videos in the target language and various media resources for the language learners improvement. Listening is the most essential leadership skills for successful management because it plays a significant role in developing partnerships with subordinates and therefore can greatly improve interpersonal interactions within an organization. Listening competence does not only enhance conversational abilities but also supports overall language development including speaking, reading and writing skills. Despite its importance, improving listening skills can be particularly challenging for language learners. Moreover traditional language learning environments may not provide sufficient opportunities for extensive listening practice, further

hindering the development of this essential skill. Digital tools, such as language learning apps, online courses, podcasts and vodcasts, provide learners with diverse and engaging listening materials that can be accessed any time and anywhere facilitating consistent and immersive learning experiences. The results of research in the field of listening skills are substantial for teachers to use the of distinct materials in listening education and teaching. On the other hand, the studies were mostly established on students studying in university preparatory classes. Listening is fundamental skill that everyone possess when communicating. Listening to other people's words is a method of receiving language that requires the ability to store various types of information and is related to thought processes. Children begin by listening and then begin to speak; they speak first then read and finally write after reading; that is why listening is the first language skill to appear among all others cited in Yildirim and Yildirim. Listening is the first skill that humans acquire and master in order to determine the development of a person's first language. The listener's store of background information can relate to the context the topic, the type of text conventions of rhetoric and discourse organization. Thus listeners can more often there in spontaneous unrehearsed speech. It helps them to arrive at global meanings and interpretations which do not depend on comprehension of every subsection of the message. These insights will be valuable for language teachers curriculum designers and learners themselves helping to create more effective and engaging language learning experiences. However, students sometimes also express frustration at not being able to segment all the words out of the stream of sound. In her examination of prosodic cues in processing for comprehension, Harley concluded that English comprehension may be facilitated if students regardless of age or language origin pay attention to pause-bounded units rather than syntactic cues.

### **LITERATURE REVIEW**

From the collected information, it is identified that several researchers came forward to find out more ways of improving the listening skills. According to Lindsay Miller one of the major advancements to come out of research into listening strategies was the understanding that listening exercises could be divided into three main parts: pre-listening while-listening and post listening activities. This division has proved very fruitful for the learners as well as teachers. For example, in the pre-listening stage a teacher can start a short discussion with the learners with the aim to know about their views about the topic which is going to start. In this way she will be activating their world personal knowledge about the topic. The strategy with the use of radio as discussed by Lindsay Miller is very practical and applicable. Although the use of radio and television is not something new, but in the classrooms at district Bnnu they are not used by the teachers the use of radio inside the classroom, will prove helpful as activity with it will not only prove handy for the teachers but will also remove the monotony. One of the reasons why listening is not given proper attention by the teachers seems to be the fact that listening skill is considered as passive

skill. Joan Morley argues that listening has been labeled as a passive skill though it is not so. In daily life listening is an everyday activity that has an important role in receiving information stated that allows people to comprehend spoken language. Finally a speaker's use of signals or words as they move from one point to another may not be familiar to listeners. The videos also provide unlimited resources of grammar structure and vocabulary. They encompass real-life conversation, incorporating word stress and intonation. In underdeveloped countries where students or schools have poor economic resources, using video is a less viable teaching material. This helps students comprehend the pragmatics of language and its actual use in native speaking contexts. The videos additionally allow students to experience the pronunciation and accent of native speakers. Authenticity is important to support communicative language teaching (CLT) since it focuses on the communicative function of language rather than its structural function. In various studies, YouTube is considered a very useful tool as it can be used outside and inside the classroom. Therefore it can be said that all components of communication can be comprehended well if listening skill is mastered. Learning cannot improve unless appropriate understanding input is provided. Furthermore, communication is impossible without the ability to listen. Data collected covered all information related to the criteria of success targeted in the research namely the improvement of student's comprehension listening in term of achievement result and their active involvement in the teaching and learning process.

### **MAIN PART**

The research design adopted in this study was experimental research design. They undergo various treatments imposed on them by the researcher. In order to assess the effects of the treatments observations are then followed. On the contrary in quantitative research one arrives at the findings by means of statistical procedures. Qualitative researchers are interested in understanding how people construct meaning and how they make sense of their world. In order to get knowledge about teachers practices inside the classroom for improving listening skill of the students: rating scale questionnaire was used. The questionnaire was self developed. This research tools was developed under the supervision of research and language experts. Population of this study consisted of all the secondary level teachers and students at district Bannu. Learners also particularly have difficulty to understand unfamiliar idioms, proverbs and collocations as well as various features of spoken language. Moreover, different accent also can become problem since learners of English as foreign language are used to hearing their teachers speaking English. Students engaging with diverse listening materials, such as podcasts, audiobooks and news broadcasts, are likely to show the most significant gains. Podcasting and vodcasting are expected to be highly effective methods for improving listening skills. Students who regularly listen to educational podcasts and vodcasts are likely to report significant improvements in their listening comprehension and overall language proficiency. The long-term impact of these

methods on students overall language proficiency is expected to be substantial with this it must be realized that if one is excessively dismissive or unjustifiable, the emotions of the person speaking might well be offended. However, the listener can clarify any subjective assumptions by providing a detailed feedback and show interest in the message of the speaker. Efficient listening also motivates the speaker to articulate ideas and emotions. Speakers are more likely to talk openly because they realize that the listener is involved and empathetic to them. Students' responses to the statements in all four categories show that they think listening to be essential, students also find listening activities difficult. Because of this and because hearing spoken English helps students acquire vocabulary and comprehension skills it is really crucial skill. Yet at the same time as they think listening to be essential, students also find listening activities difficult. Because of this and because hearing spoken English helps students acquire vocabulary and comprehension skills it is really crucial for students to learn to listen well students therefore need to be provided with English listening activities in the classroom. YouTube is one of the most popular digital resources and a popular site that allows people to upload watch and comment on videos. In various studies YouTube is considered a very useful tool as it can be used outside and inside the classroom. It encourages a more autonomous and student-centered learning style. Additionally lots of English speakers with different accents can be found on YouTube and short videos with subtitles also allows learners to improve their listening skills and vocabulary. Looking closely at this analysis the fundamental question is whether or not teachers of listening comprehension in these cases were aware of rigorous pedagogical approaches associated with teaching listening comprehension successfully. As students become more proficient listeners they will be better equipped to engage in meaningful communication participate in academic and professional settings, and access a wider range of cultural and informational content.

### **Conclusion**

As observed the listening is a significant aspect of communication skills. Listening develops the communication skills. Listening develops the communication skills and its quality. Listening helps the learners in making better decisions in all aspects. As listening plays a vital role in enhancing the communication skills the learners need to focus more on the listening skills and need to follow proper way of practicing the listening skills. The reflecting stage encouraged the students to reflect on the activities they had conducted by pooling proficiency about aspects teaching and learning and before closing of the lesson the students listened to a short podcasts for refreshment and encouragement. Productive leaders are incredibly efficacious listeners. They pay attention to their staff and construct on everyone feedback, with this research it will be supported that English listening skills can be improved with multimedia tools. Ted talks and YouTube applications were the most used multimedia applications and tools which is our fifth question. To help

students engaged and interested in the material being taught use a variety of teaching styles activities and exercises.

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