



## AN OVERVIEW LISTENING SKILL THEORIES

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**Abstract:** *Listening plays an important role in the success of English language learning. The ability to listen well and effectively contributes to the success of the learners and teachers. To follow these steps in teaching listening is not easy for some English teachers. The rules of many previous researches about the difficulties in teaching this listening skill has been showed that most teachers and students had negative attitudes towards listening to English. Taking advantages of teachers attitudes and desires for teaching skill, the researcher would like to review all steps in teaching this skill, the researcher would like to review all steps in teaching this one with the hope of contributing, helping teachers in applying these steps, theories and having an insight about how to teach it more effectively. Doing this, some suggestions are also given in this paper. The researcher hopes to enhance the effectiveness of teaching listening and helps motivate students in studying English as well.*

**Key words:** *listening skill, definitions, process, features, roles of teachers*

**Introduction:** Listening was one of the most neglected skills in second and foreign language. For example the Grammar Translation method viewed language learning sets of rules and it aimed to help secondary school read and understand the literary works in a foreign language. After Grammar Translation method, the Direct method, which was also referred as the natural method became popular as an alternative to GTM. The Direct method proposed the idea that the best way to learn a foreign language was the natural development of that language. The Richard Rodgers says: Both researches and language teachers paid more attention to reading and grammar and teaching listening was not accepted as a significant feature of language teaching. The Larsen Freemansay these two methods were followed by many other teaching methods which proposed different perspectives to teaching foreign language by generally emphasizing the best way to enable primary schools to communicate in the target language. It is increasingly recognized that being one of the most crucial aspects of foreign language (LC) yet remains deficient in support, on the other hand, it is at the core of many departed issues in the areas of bilingual education and foreign language pedagogy.

Furthermore the article demonstrates the succession of acquiring listening comprehension (LCC) by linguistic fields and provides a system of devised specifically for this purpose. Unfortunately, the teaching of listening skills is still neglected in the English language teaching process. The more advanced listeners are in their second language, the more seisely they can process the information.

Grammar and vocabulary in their first language before they can understand it in their second language. Listening is perhaps the most important skill in any language learning. Teaching of this language skill this becomes important, even more so when



teaching a second language. The listening instruction lessons are planning and prediction stage, second verification stage, and third reflection stage. Especially the second International Associations of Applied Linguistics Conference in 1969 was influential in terms of changing the trends in second and foreign language teaching by emphasizing individual learners and individuality of learning, listening and reading as nonpassive and very complex receptive processes, listening comprehension as a fundamental skill, and real language use for real communication in the classroom.

## **LITERATURE REVIEW**

In listening skills, intensive and extensive listening are two terms of distinctive features. As Ferrato and White suggest distinguishing intensive and extensive listening the author provided the following table which concisely summarizes the differences between two being discussed different types of listening. However, while intensive listening receives a lot of attention from educators and learners, less notice is taken of extensive listening in spite of its substantial merits. Listening comprehension has been defined by various researches, in which Gary Buck gave a definition in very clear words. Listening comprehension process consist of three steps:receiving, attending and understanding step be followed by responding and remembering as listeners may respond immediately or remember the message to respond at a later time. Since listening is important to understand spoken message, the teaching of listening cannot be neglected from the teaching of English.

The study was divided into two phases. In the first phase, the researchers purpose is to discover the students practice of extensive listening. In second phase, the researcher aimed at finding answers for the second questions about perceptions of students on using Podcasts for extensive listening to improve listening skills. Then, different instruments were employed in two phases, survey questionnaires were used in the phase one to seek for answer to the first research question and journal entries and open ended questionnaire to the left question.

The understanding step may be followed by responding and remembering as listeners may respond immediately or remember the message to respond at a later time. Listening is not a single skill. It includes many different components and is a complex process involving an interaction between listeners, speakers and spoken texts. Michael Rost (1991) divided listening into two elements: the component skill and what a listener does. What a listener does is a list of activities that listeners take to understand messages. The listeners must take decisions of things such as the kind of situation, important word or units of meaning.

Listening comprehension is of great importance in foreign language learning. "Listening is vital the language classroom because it provides input for the learners. Without understanding input at the right level, any learner simply can not begin" In order to take part in communication activities, it is clear that ones must have the ability to absorb the information from speakers through listening. Since listening is important to understand spoken message, the teaching of listening cannot be neglected from the teaching of English.



## MAIN PART

The teacher should be able to use a variety of methods in the classroom to help language learners. The development of listening comprehension plays an important role in mastering of foreign language. There are a number of interesting methods for mastering listening comprehension skills which are of interest to learners as well we know that reading skills, are more important than listening comprehension skills in foreign language. However listening comprehension skills. Therefore we can say that listening listening comprehension skills are the basis of language learning. If language learners have difficulty listening comprehension, language skills there may be a number of difficulties in learning. The listening process focuses more on feeling, or on sounds and tone. Vision is the basis of reading. This means that there is a mismatch between reading and listening comprehension skills. If we call reading skills indirect communication, we apply listening as direct communication. At the some time we pay attention to the structure of the sentences. It is necessary to understand the unknown words, to concentrate, but we do not try to understand the message verbatim. Of course there are difficulties in the process of listening this can be seen in the example of the media and time. Problems and difficulties are observed in speech of the speaker. In addition, problems are encountered in understanding dialect, teachers always use literary language. There are main techniques used to practice listening comprehension the methods used in listening comprehension are not only for the listening process. They are also used in other skills, because each skill is practiced separately. Once the text used for listening comprehension is developed it is possible to discuss, of course speaking skills. This can be more difficult in language learners in the early years, although the teacher will try to practice more skills. The current study an action research design which includes a concurrent process of taking action and doing research by reflecting ones own practices. That is one of the primary purposes in action research is to improve and refine practice through implementation of change. This research design was the most appropriate method for the present study considering that the researcher intentionally studied this own practice by assessing where any change on the extensive listening practice was valuable, along with focusing on student outcome and perception.

Introduction to pidgins and creoles are fascinating linguistic phenomena that arise from contact between different languages. Pidgins are simplified languages that develop as means of communication between speakers of different native languages. In contrast creoles emerge when a pidgin becomes a first language for a community featuring more complex grammar and vocabulary. When students need to use their prior knowledge to interpret the text and to create plausible expectation of what they are about to hear, they will use active knowledge based processing. On the other hand, they also need to decode the linguistic input against these expectations to confirm consistencies and to refute implausible interpretations which are referred to as text based processing. It is unknown that listening strategies should be integrated explicitly and treated pedagogically to improve listening ability. Students can make use of analogy to predict interpret language with past similar experiences. They have a range of



schemata knowledge about particular people, places, situations and text types which they can call up and use a points of comparison with what is currently being heard and experienced.

## **CONCLUSION**

By the way conclusion it is apperent from this paper that, since listening is really essential to be a good listener and perfect communicator lessons should be encompassed pre- while and post listening activities which are important steps for both teachers and pupils. Besides that it is incredible to exploit some instructional and interesting methods, connected with authenticity to introduce real native speech.

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