



DEVELOPING LISTENING ABILITIES THROUGH PODCASTING

Xo'jamov Sanjarbek

Muallifi

Sirojiddinova S.Sh

Ilmiy rahbar

Abstract: *The reason for this study was how and what adults learn. Podcasts the production and distribution of podcast audio, file series system outside of formal educational settings for recreation has increased dramatically in the last 30 years. The meaning of the word "podcast" has evolved since the world was coined by Ben Hammarly in the Guardian in 2004 and Kim 2015 to consider colleges. The findings indicate that there was significant difference of post test score between the students who were taught using podcast and students who were taught without using podcast. It can be seen from the data analysis using ANOVA that showed significance value effect on Students Listening Comprehension.*

Keywords: *Listening, Podcast Listening Comprehension*

Introduction: Listening is one of the most popular ways to learn a foreign language. In recent years, technology has provided a wide range of digital applications including podcasts, to improve development skills. This study aims to determine the effect of intensive listening to English podcasts on the motivation to learn comprehension skills of high school students. The study focuses on the following questions: Does intensive foreign language podcast listening improve the language comprehension competence of high school English language learners? Does intensive foreign language podcast listening improve the listening comprehension competence of high school English language learners? Intensive listening to podcasts in a foreign language allows high school English learners to maintain their skills. Does listening to intensive podcasts increase the motivation of high school English learners in a foreign language to learn the language? Research sample looking at the directorate of national education in Ezuzum, Ataturk Anadolun, 10th grade, study in the second semester of the 2022 academic year the participants consisted of 26 male and 27 female students. The practice of listening to podcasts is held during 40-minute lessons every week for 12 weeks.

The study uses podcasts that last 3-6 minutes on average in the BBC Learning English application. The research used qualitative and quantitative methods and were used to interpret them. The results of the survey show that podcasts improve the listening skills of English high school students and increase their motivation to learn. Prepares to listen and understand English. The purpose of this research study was to explore how and what adults learn from podcasts recreationally, outside of formal educational settings. Podcasting, the production and distribution of audio files in a serialized



system,has experienced precipitous growth in the last two decades.The most common reason people give for listening to podcasts is to learn new things.

Literature Review.

Podcast is a combination of the words Ipod and broadcast.this combination refers to a live broadcast recorded at the desired time and place.Since podcasts were originally created to be listened to on ipods,the word pod in the combination of podcast refers to the ipod.Podcasting is the transfer of digital audio files to users through devices such as computers or smartphones.During listening several important steps are required including determining the reason for listening,anticipating the information,trying to organize the information determing the meaning of the message,and transferring the information from short-term memory end to long term memory.

In oral comprehsion, listening in a second or foreign language has been relatively ignored for many years, but in the context of applied linguistics, today it has taken on all its importance. Although still somewhat neglected in second language acquisition research, listening now plays a wore central role in languge teaching and speaking is the result of the lestining process. Podcasts serve a varilty of purposes including convenient entertainment engaging content, and distraction from everyday tasks, but research has neglected to examine how informal podcasts work for adults „Lifelong learning and Teehnolgy the Pew Research Center surveyed teehnology for adult leochers . Podcasting role in informal adult education is overshadowed by its use in formol education in research where there is no mention of motivations and attitudes through she lens of media satisfaction found that,along with escapism,fun and convenience,listening motivation was a key factor in their motivation to listen.In this study,one of the main factors contributing to satisfaction was the abilty of participants to multitasks and experince a different state of mind gave us the ability to countral our own learning.The theme of the motivation of independent podcasters was to educate oudenes about a specific topic why and how podcasting research on women of color has expounded and this project was inspred by the lack of representation of women of color .In this day of communication,besides speaking teaching it is a vital importance that the students speaking skills listening is fundamental in the language.

Body I

In carrying out the study the author used a quasi experimental research method and design students in the experimental group received intensive treatment with podcasts for 22 meeting over 2.5 month before and after the test each meeting lasting 60minutes. For the control group, the author provided only pre and post tests.

The research team consisted of a professin and her formed and current students from a doctoral program in educational leckology since 1991 focusing primarily on settins as teachers,teacher educators,and researchers.Her experience learning from podcasts and discussions with friends and family made her aware of the little –known role they play in informal adult education .Veronica is an adjunct faculty member at two colleges,specializing in business,education and nonprofit sectors.As an educational



media to support online learning, including podcasts, synchronous online environments, asynchronous tools, and online learning development.

Conclusion

On the basis of findings and interpretation of the study, the writer draws three conclusions. First, there was a significant difference in listening achievement between the students who were taught by using Podcast and those who were not; therefore, the first null hypothesis was rejected. Next, there was a significant difference in speaking achievement between the students who were taught by using Podcasting and those who were not. Hence, the second null hypothesis was rejected and the second alternative hypothesis was accepted.