



MAIN STRATEGIES OF LISTENING SKILLS

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Abstract: *In this article you are given information about main and useful strategies and tips for improving listening skills*

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Developing listening skills is important for all language learners. It'll make having conversations easier and open whole new worlds of English content. Students spend more time listening than doing anything else at school. Listening with understanding is vital because it provides input for the learner. If learners are conscious of the processes underlying what makes a good listener then learning will be more effective. Key strategies that can be taught in the listening classroom include selective listening, listening for different purposes, predicting, visualising, and inferencing. These strategies should not be separated from the content teaching but woven into the ongoing fabric of the lesson.

Starting with learning the English alphabet, pronouncation of each letter tunes ears and makes students recognize English when hear it.

It's hard to understand a language if there is a small vocabulary. Luckily, there's an easy way to fix this problem. Learning more words, growing vocabulary, collecting words from things which are read or listened are effective. Practice makes perfect! Improving listening skills is like improving any other skill - you need to work at it every day. By creating a listening routine and finding something simple and enjoyable learners can stick to daily. For example, they could set aside 10 minutes before work to listen to the news in English or find a podcast that you can play while doing another thing.

Practice listening to the same audio material throughout the week. The more learners listen to the same piece, the more they will start to understand. At first, focusing on recognizing new words, then trying to pay attention to sentence stress and intonation. have impact on improving listening. Students in listening activities can significantly improve their listening skills. Incorporate interactive activities, such as audiobooks, podcasts, or TED Talks, into their daily routine. These activities expose students to different speakers, accents, and topics, enhancing their listening comprehension and expanding their knowledge base.



Listening strategies can be classified into four main types: cognitive, metacognitive, affective, and social strategies. Cognitive listening strategies refer to all mental abilities and processes related to knowledge (Von Eckardt, 1995), such as applying linguistic and sociocultural knowledge to resolve the problems. Some examples of cognitive performance include inferring, predicting, interpreting, storing, and recalling information, summarizing, translating, repeating, elaborating, resourcing, grouping, note-taking, substituting, and drawing images. Cognitive strategies are important for listening comprehension because they help learners monitor and control their mental processing, identify comprehension break-downs, and connect world knowledge to listening content.

Metacognitive strategies refer to the ability to understand one's own method for learning and assimilating information, that is, thinking about one's own mental processes in a learning context (Goh & Taib, 2006). These skills are important because they play the role of managing and supervising learners' strategy use, and for planning, monitoring, and evaluating mental processes and for managing difficulties during listening. Such manipulation functions help learners define task objectives and propose strategies for handling them. They direct learners' attention to specific aspects of language input, such as discourse markers, content phrases, and main ideas.

The process of using metacognitive strategies covers the acts of planning, monitoring, and evaluating the listening text. Planning refers to how one develops the awareness of what needs to be done to accomplish a listening task. Monitoring refers to how listeners can check, verify, and correct comprehension. Evaluating is about the need to check the results of learners' listening comprehension against the internal measure of completeness and accuracy. These acts can be performed through three stages of listening, including pre-listening, while-listening, and post-listening.

Affective strategies are concerned with managing emotions that can be either negative or positive. Negative emotions such as anxiety might cause learners to feel upset and interfere with listening results, while positive emotions such as relaxation, enjoyment, and a cohesive sense of community can encourage concentration and peer cooperation. Social strategies, in the meanwhile, refer to learning by interaction with others, such as appealing for help and asking for confirmation. These two types of listening strategies can be grouped together into social-affective listening strategies, which are applied to procure the assistance of interlocutors to help understanding and to facilitate students to overcome negative feelings such as anxiety. This practice is also known as the cooperative listening technique which is often preferred for teaching a group of learners.

In conclusion, based on the explanation and discussion above, it can be concluded that the importance of teaching listening strategies in the English



language context. A bottom-up strategy is helpful to increase linguistic knowledge such as auditory discrimination, word recognition skill, perceptual processing, etc. While the Top-down strategy helps improve the students' previous knowledge, such as students' listening comprehension, their confidence can increase, interpret what is being spoken about and what will probably follow, etc. Especially in the English language context, both processes contribute to operating the process of listening. Without understanding input appropriately in the listening process, learning cannot get any improvement. In addition, without listening skills, no communication can be reached.

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