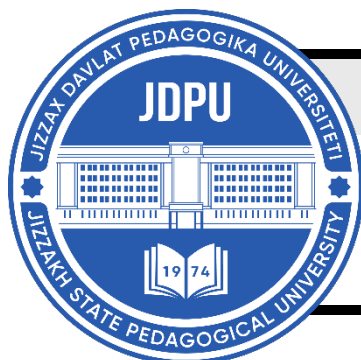


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**BOOSTING LISTENING COMPREHENSION BY USAGE OF
INNOVATIVE TECHNIQUES AND ACTIVITIES****Said-Fozilxon Akmalxonovich Akmalxonov**

Lecturer

Chirchik State Pedagogical University

Chirchik, Uzbekistan

E-mail: s_akmalxonov@cspu.uz

ABOUT ARTICLE

Key words: innovative techniques, innovative activities, Peer-to-Peer listening practice, role-playing activities, music lyrics, dictation games.

Received: 09.06.24**Accepted:** 11.06.24**Published:** 13.06.24

Abstract: The present article studies some approaches to improving language education listening comprehension. It looks at how well role-playing, music lyrics analysis, dictation games, and peer-to-peer listening exercises work. With these techniques, students explore cultures, use real language, and communicate in real time. By using these cutting-edge strategies, teachers can promote critical thinking, active involvement, and cultural knowledge, which will raise listening comprehension and general language ability.

INTRODUCTION

Listening comprehension is a crucial aspect of language acquisition, and podcasts have emerged as an enthralling tool that immerses learners in captivating auditory experiences [6]. The widespread popularity of podcasts is evident from surveys, indicating that approximately 55% of individuals, totaling around 155 million, have engaged with this form of audio content [4]. Incorporating podcasts into the classroom offers significant advantages, particularly in terms of flexibility regarding timing and location. According to the Podcast Consumer report, 58% of podcast listeners prefer to enjoy podcasts at home, while 23% listen during their daily commutes. This accessibility allows students to engage with podcasts

at their convenience, facilitating the practice of listening skills and extending learning beyond traditional classroom settings [5][7].

Innovative techniques and activities play a crucial role in enhancing the listening skills of English as a Foreign Language (EFL) students within the broader context of teaching English. First of all, innovative methods make learning more engaging and enjoyable for students. As Willis J. notes: "When lessons incorporate podcasts, interactive online platforms, virtual reality experiences, or storytelling sessions, students are more motivated to participate and actively engage with the material." This heightened engagement leads to better retention and application of listening skills. Besides, many innovative methods expose students to authentic language use in real-life contexts. For example, using podcasts, music lyrics, or TED Talks exposes students to natural speech patterns, different accents, and a variety of topics. Additionally, Dunkel P. A. agrees that exposure helps students develop their listening skills in authentic situations, preparing them for real-world communication. Speaking and writing also have very specific exercises that can lead to improved skills. This is not to say that there are not ways of improving listening skills, however they are difficult to quantify. [8][1] Listening misunderstanding is related to more than just a deficiency in language practice. During the English lesson students can read texts and even construct simple sentences, but they cannot comprehend the speech of others at all. This is a common issue that even seasoned pupils encounter. Again, the issue is a paucity of practice. If a person's Listening skill is underdeveloped, he should hearken to as much English speech as feasible. [2] As is concerned to the communication, students should often listen, but they should listen for short periods - five to ten minutes. This should happen four or five times a week. Even if they don't understand anything, five to ten minutes is a minor investment. However, for this strategy to work, students must not expect improved understanding too quickly. [3]

Another helpful resource for teaching listening skills are video segments, including short sketches, news programs, documentary films, interview segments, and dramatic and comedic material. As with audio segments, select the portion and length of the video segment based on the skill level of your students. [3]. However, in this research work it will be discussed some innovative ways of improving listening comprehension.

Peer-to-Peer Listening Practice - is a valuable technique for enhancing EFL students' listening skills while promoting collaboration and communication among classmates. For utilizing this technique, group should be divided into pairs and students have to collaborate to fulfill tasks in oral way. For instance, you can give them a short audio clip to listen to or ask one student to describe a picture while the other listens and draws based on the description. Afterward, they can switch roles and provide feedback to each other. Other version of using "Peer-to-Peer Listening Practice" is concerned with homework for students, namely teacher has to provide audio material such as podcast or short film to students via telegram or other messengers. Task for students is to listen the audio material and prepare little summary speech of it. During the lesson they sit in pairs and retell the content of the audio material that they understand as well as discuss it at the end. This kind of smaller discourse is more comfortable for students which encourages more sharing with their peers. [4]

Here we have some benefits of using "Peer-to-Peer Listening Practice" as real-life communication where students perform their real abilities of keep in touch with other members of the group. Given technique provides the best opportunity for students to express their thoughts and ideas in oral way as well as improve their listening comprehension. Moreover, "Peer-to-Peer Listening Practice" suggests that students may also benefit from immediate feedback from their teacher or interlocutors.

Role-Playing Activities

A role play activity is an educational exercise in which individuals, pairs or groups assume specific roles or characters within a given scenario or context. Participants immerse themselves in these roles, often adopting different personas, to simulate real-life situations or interactions. They provide a hands-on, experiential approach to learning, allowing participants to practice and apply their knowledge and abilities in a dynamic and engaging manner. [5] Using this exercise should be done after determining the learners' level. This is so crucial to ascertain the learners' level because the role-play's material is connected to the knowledge that pupils already have. That is to say, students who have a solid basis may play characters and situations that are more complex, including the "marry me" event or Hamlet

from a work of literature. The role play exercise makes it easier to strengthen one's listening skills as well as speaking skills while learning a foreign language.

The given activity engages students to be active in speaking and listening way which directly enhance the communication skills of students. Besides, by usage of role-playing, students are exposed to a broad vocabulary relevant to certain roles or circumstances. These learners are more prone to retain and expand their vocabulary as they come into touch with new words and phrases in context as well as new sentence structures which help them not only enrich vocabulary, but also provide them opportunity to improve their grammar background.

Music Lyrics

Teaching English language learners using song lyrics is a multidimensional strategy that involves students on linguistic, cultural, and emotional levels. First off, language input from music lyrics is real and dynamic. Students learn a variety of linguistic aspects, such as slang, idiomatic expressions, and colloquialisms, through exposure to various genres and artists. These are crucial for comprehending communication in the real world. Though it has advantages, it should be remembered that including music lyrics into English language classes needs careful consideration and scaffolding to guarantee relevance and accessibility for students. Teachers have to select songs that complement the interests, cultural backgrounds, and degrees of linguistic ability of their charges. They can also create role-playing situations, lyric analysis, and gap-fill tasks that scaffold listening, vocabulary, and grammar abilities.

Dictation Games

Dictation games offer an interactive and engaging approach to improving listening comprehension skills in English language instruction. By transforming traditional dictation exercises into fun and interactive games, educators can create dynamic learning experiences that motivate students and enhance their ability to comprehend spoken English.

A modified version of "Dictation Telephone," where students divide into two groups and sit or stand in a line, is an effective dictation game. The teacher fixes a timer for approximately 3–4 minutes, then provides a mini text or short passage to the first students from each group, who read it, then whispered it to the next student, and so on until it

reached the last students, who jotted down all the pronounced sentences. When the timer gets over, the final students stop writing and show the text they note, and the teacher compares it to the original. This game not only improves listening skills but also encourages active participation and collaboration among students.

CONCLUSION

In conclusion, employing innovative techniques to enhance listening comprehension in English language instruction, such as dictation games, music lyrics, role-playing activities, and peer-to-peer listening practice, offers a multifaceted approach that caters to diverse learning styles and preferences. These techniques provide dynamic and engaging learning experiences that go beyond traditional methods, fostering active participation, critical thinking, and cultural awareness among students. By incorporating these innovative strategies into teaching practices, educators can create immersive learning environments that stimulate language acquisition, promote intercultural understanding, and empower students to become confident and proficient English speakers. Ultimately, these innovative techniques not only improve listening comprehension skills but also inspire a lifelong love for language learning and cultural exploration.

REFERENCES

1. Dunkel P. A. Listening in the native and second language. 2001 – 115-118pp.
2. Akmalxonov S. A. The main problem of learning english as a foreign language //Finland International Scientific Journal of Education, Social Science & Humanities. – 2023. – T. 11. – №. 4. – C. 573-576.
3. Akmalxonov S. A. ONLINE PLATFORMS TO WORK WITH STUDENTS IN ONLINE AND OFFLINE MODE //Proceedings of International Educators Conference. – 2023. – T. 2. – №. 1. – C. 588-592.
4. Copley, J. (2007). Audio and Video Podcasts of Lectures for Campus-Based Students: Production and Evaluation of Student Use. *Innovations in Education and Teaching International*, 44(4), 387–399. <https://doi.org/10.1080/14703290701602805>
5. Chou, S., Ma, W., & Britt, R. K. (2022). The Development of a Podcast Motivations Scale for Taiwan. *Journal of Radio & Audio Media*, 1–21. <https://doi.org/10.1080/19376529.2022.2044818>

6. Kavaliauskienė, G., & Anusienė, L. (2009). English for Specific Purposes: Podcasts for Listening Skills. *Santalka*, 17(2), 28–37. <https://doi.org/10.3846/1822-430X.2009.17.2.28-37>
7. Sotlikova R., Haerazi H. Students' perceptions towards the use of podcasts in EFL classroom: A case study at a University of Uzbekistan // *Journal of Languages and Language Teaching*. – 2023. – T. 11. – №. 3. – C. 461-474.
8. Willis J. *Teaching English through English*. London, 1998 , p-23
9. <https://ontesol.com/blog/how-to-teach-english/classroom-management/peer-to-peer-esl-activities-and-benefits/>
10. <https://sanako.com/the-power-of-role-play-activities-in-language-teaching#:~:text=Role%20play%20activities%20are%20dynamic,language%20skills%20and%20building%20confidence.>