

DEVELOPMENT OF ENGLISH LISTENING COMPREHENSION SKILLS OF HIGH SCHOOL STUDENTS THROUGH VIDEO MATERIALS

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ABSTRACT: Language is a primary means of communication and is a human link. Speaking and listening are both necessary for understanding and feeling the dynamics of a discussion or connection, however, communication does not solely involve speaking. Nearly a billion people use English as a medium of communication daily, and it is now used in every aspect of society, according to statistics. The fact that English has become a universal language indicates that learning it is becoming increasingly necessary for all ages, including youth and seniors. Receptive skills in particular rank highly, therefore contemporary pedagogy has been dealing with many curriculum-related problems. This paper aims to clarify the importance of receptive skills as well as focus highly on some productive methods for teaching them in ESL and EFL classrooms.

Keywords: Receptive, listening, teacher, classroom, learner, methods and strategies, Video Resources, Listening Comprehension, Perceptions, Learners' Proficiency, English Listening.

Language is a weapon used by people to express their ideas, feelings, and thoughts to other people. People have to study the abilities of a language to acquire it. The most important thing is to acquire a foreign or second language, like English. To demonstrate that they are proficient communicators, students must master all four language skills.

These four skills fall into two groups: productive or active skills and receptive or passive abilities. Reading and listening are examples of receptive skills, meaning that students don't need to produce language to do them—they merely need to receive and comprehend the information. Conversely, speaking and writing are productive skills that require learners to use these abilities to produce language. However, accuracy—which is crucial—is the primary feature that unites them all. They should all be attentive to each other and not be careless. The first of these four skills that ELLs learn at first is listening. The act of listening is defined by Hornby (2005) as "To pay attention to somebody/something that you can hear." However, listening and hearing are not the same thing. As long as a person does not have any hearing impairments, hearing is defined as the noises that enter your ears. It is a physical process. On the other hand, attentive listening calls for more; it involves mental and possibly even physical focus and effort. The term "good listener" refers to certain students who choose to listen more than they speak. The simplest and most effective approach to connecting with someone is to listen, as Dr. Rachel Naomi Remen stated. Simply pay attention. Our attention is maybe the most significant gift we can ever give to one another.

Schooling aims to bring up a multilateral perfect generation for the future life. Language classes involve teachers and pupils. Both types of people purpose to learn foreign language and actually for evolving listening comprehension. According to Schmitt (2010), listening is a process of making sense of spoken language due to sounds and visual input, with the help of relevant background knowledge and listening context. Brownell (2013), defines it as a process of receiving, constructing meaning, and responding to not only spoken messages but also nonverbal ones. Listening is regarded as the cornerstone for all other abilities to be established and the primary means by which students enhance their original interaction with their target language and culture. Without listening, students could face several difficulties in understanding what a speaker is talking about, in turn, having good communication as an aim will never be achieved. It is an essential skill that people need for communication in their daily lives as it plays a vital role in providing content and meaningful responses. Listening involves students' awareness of the language being spoken. It does

not represent a simple word-by-word translation, but it involves a deeper understanding of the meaning. Many people think that hearing and listening are the same thing, but they are different. Listening is more complex than merely hearing. Listening is not only hearing, but it is also the process of interpreting messages of what people say. Listening is the intended attention to what the ears receive from the voices, besides interacting with them psychologically and mentally, but hearing is just a natural and physical activity done by ears to receive the vibrations of the sound from the sources without any interaction. Hearing is an activity that includes listening. Listening follows hearing in the hierarchy of needs. Direct communication is taking place between the speaker and the listener. The listener intends to both garb and understand the meaning to foster effective communication between them. In the process of communication, both the speaker and the listener are involved. The speaker wants to express what they are thinking, and the listener is purposefully and actively listening to understand what is being said. Students can learn to mimic recorded voices from multimedia or their teacher's pronunciation by listening (Rost, 2011). Thus, it can be concluded that although hearing is accidental, listening necessitates conscious attention. Although people can hear with their ears, they must make a conscious effort to do so. Furthermore, listening is what we intentionally and consciously hear and understand while exerting a great deal of effort, whereas hearing happens automatically and spontaneously without any effort on our part. Similar to how sight and reading are correlated, hearing and listening are correlated. It's crucial to define the term comprehension before discussing listening comprehension. It is the process of determining the meaning of specific written and spoken communication pieces (Richards and Schmidt, 2010). That is, it is the capacity to understand whatever it is that people read or listen to. In any language pedagogy, listening comprehension is considered a critical priority skill that is necessary to improve and develop other skills. Rather than being a passive skill, it is active. To understand what they hear, listeners can employ both bottom-up (linguistic knowledge) and top-down (prior knowledge) processes. It involves the capacity to understand and make sense of spoken language in addition to just hearing what is being said. Acquiring proficiency in a foreign/second language requires not only the recognition of sound patterns and their variations but also the understanding of word meanings and sentence structure (Buck, 2001; Jones and Plass, 2002;). Chen (2013) argues that people can comprehend what they listen to when they can understand and explain the content of what is being spoken. Comprehension can be broken down quickly due to the listeners' lack of working memory and linguistic knowledge. In turn, to master listening, students should have several sub-skills (i.e., identifying the topic, guessing from context, etc.) .

Selective or thorough listening comprehension is possible. When someone listens selectively, they focus only on what they are interested in hearing and tune out everything else to hear specific details or information. The listening materials should only be skimmed by the listeners to ascertain specific details like dates, locations, and other information. Conversely, extensive listening is defined as listening to gain a comprehensive understanding of spoken language (Rost, 2011). Furthermore, Rost (2011) identifies three practices for listening comprehension: extensive listening, intensive listening, and interactive listening. Students must participate in a collaborative conversation to engage in interactive listening. To learn a foreign or second language, students must engage in intensive listening where they pay close attention to specific sounds, words, phrases, grammatical constructions, and pragmatic units. The term "extensive listening" describes listening to a foreign or second language for longer than the allotted amount of time in class. Extensive listening indicates that students choose their listening materials according to personal preferences.

According to Buck (2001), there are five general indicators of listening comprehension skills: listening for the gist, listening for main ideas, listening for details, inferring meaning, and listening to gauge the listener's attention. Listening to grasp the overall idea of a text without focusing on its specific details is known as "listening for the gist" or "listening for global understanding." In addition

to gaining a general understanding of the text, students can use it to gather information that will help them support their opinions. Teachers can provide scenarios for students to identify the main ideas from to practice listening for main ideas.

Students who are listening for details must focus on every detail in the listening text. Pupils focus on particular details that pique their interest rather than reading the entire text. When they are listening to a text, they must exercise extreme caution. Listening comprehension has been seen as essential to supporting language learning since the 1980s (Richards 1983). "Listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge," according to O'Malley, Chamot, and Kupper.

These researchers disregarded the importance of visual stimuli in listening comprehension and instead defined listening comprehension exclusively in terms of learners' perceptions of auditory information. Video can be used to improve listening comprehension, according to Rubin (1994), who also suggested that visual support can improve listening comprehension. The current research embraced Rubin's (1994) theory and investigated how the Internet's video-based content could enhance the listening comprehension of English as a foreign language learner.

Visual aids such as images, animations, graphics, and videos are crucial in promoting the understanding of listeners. Several studies have suggested that understanding aural texts in a target language is aided by the integration of visual, auditory, and textual forms (Jones 2003; Jones & Plass 2002). With the advancement of technology, course learning has been enhanced by the use of video clips embedded in multimedia presentations (i.e., movies, TV shows, YouTube) (Berk 2009). It is generally accepted among academics and students alike that watching videos enhances listening comprehension.

To conclude, this study focuses on how to improve foreign students' listening comprehension through the use of video-based online resources. The study's main conclusion is that it offers proof of the benefits of using visual and/or video aids in addition to audio to improve comprehension. The statistical results indicate that international students can enhance their listening comprehension skills through the use of video-based websites. The outcome lends more credence to the claim that consuming audio-visual content in addition to audio content can enhance listeners' learning experiences. Due to its many advantages, such as repeatable video clips, a multitude of presentation formats, and easily accessible resources for overseas students attending universities, the Internet can be an encouraging tool for English listening. International students also have favorable opinions about the Internet. These days, technology is developing very quickly. While using video-based content on the Internet is popular, using videos in the classroom is not new. The effects of additional video-based Internet resources for the ease and efficacy of learning English listening skills can be further investigated in the future.

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