

TEACHING LISTENING COMPREHENSION IN ENGLISH THROUGH INNOVATIVE CLUSTER APPROACH IN PEDAGOGIC EDUCATION

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ABSTRACT

Listening is the first receptive ability a learner acquires. Despite being relatively simple, this skill is frequently considered to be challenging to teach. These days, interactive listening lessons are more appealing to teachers. Although the concept “interactive” is incredibly appealing, putting it into practice may be quite challenging. This article makes some recommendations for possible classroom setups and exercises for EFL instructors. A teacher must use a bottom-up method while instructing students, including teaching vocabulary, pronunciation, syllables, and pertinent grammar and different types of innovative techniques, such as cluster. Instructors must use the top down technique to supplement teaching with metacognitive abilities solely because the bottom up approach has limitations. Concisely, learners today have more influence over their education.

Keywords: listening, teaching listening, listening comprehension, teaching listening innovatively, approach, clustering

INTRODUCTION

Due to the fact that most listening is non-participative (students merely listen to the speech or presentation of others) and that they have no control over the speech's pace, teaching listening to language learners can be challenging.¹ The effect of this challenge is a very high level of stress and worry. Students' affective filters become more active as a result of their anxiety and tension, which obstructs the flow of knowledge and skill development.²

Beginner listeners find it challenging to understand the meaning of a spoken statement in its entirety. This is due to the fact that they become confused trying to decipher/guess the meaning of unfamiliar or challenging words while also fully

¹ Blyth, C. 2010. Foreign language teaching methods. *COERLL*. Austin: The University of Texas. Available online: <<http://coerll.utexas.edu/methods>>.

² Krashen, S. D. 1988. *Second Language Acquisition and Second Language Learning*. Prentice-Hall International.



understanding the entire sentence or message.³

One of the fundamental abilities that learners and teachers should pay close attention to when conducting the teaching and learning process is listening comprehension, particularly in English. The goal of listening is to understand what we hear, not just to passively take it in. Students who are proficient in listening comprehension will be able to participate in communication situations more successfully. The ability to understand what others are saying is a fundamental language skill that pupils must develop. To understand the sound or the listening material, we need to listen with more focus and attention. Effective listening skills are crucial for pupils at higher learning levels in order to comprehend the variety of things that teachers present.

LITERATURE REVIEW AND METHODOLOGY

The speaker often teaches the listening part found in the text book while using a text book with audio tapes and films to teach listening comprehension. She imparts listening skills by combining them with other abilities, particularly speaking ability. She claims that the listening material supplied for the second semester corresponds to the students' comprehension level. The lecturer then uses the suggested methods for presenting the listening lesson because they work well for her classes when teaching listening comprehension. She believes that encouraging kids to listen is crucial for their success.

Listening is one of the most crucial abilities in any language. Speaking and writing as a kind of input are built on it. A pupil may struggle with writing and speaking since the two output talents are more difficult if they do not receive the right listening input. Because it enables students to lay the groundwork for speaking and writing, listening is essential. Through listening, students can learn how to pronounce words correctly as well as a variety of useful words, phrases, and sentences. Listening to oneself is distinct from regular listening in interpersonal interactions. It implies that the listening exercises offered in the classroom will take into account hearing that occurs outside of the setting of the classroom. To provide pupils with the listening skills necessary to prepare them for listening outside of the classroom. These imaginative exercises ought to be provided by the teacher. Students can then apply what they have learned in real-world listening exercises in the classroom to converse in real-world listening situations. Strong listening and attention are also crucial to the listening process in order for the listener to understand and grasp

³ Goh, C. 2000. A cognitive perspective on language learners' listening comprehension problems. *System*, 28, 55-75.



the speaker's main idea.

When someone listens to something, he not only takes in the information but also responds by comparing or relating the new information to earlier or already known information.

RESULTS AND DISCUSSION

There are three different sorts of exercises that can be applied in foreign language lessons: pre-listening, while-listening, and post-listening. What a pupil does before, during, and after listening should be taken into account by the teacher. Following are some ideas for these activities' stages and the kinds of activities a teacher might use at each one:

✓ *Pre-Listening.*

The concept, the keyword, and the structures of a song must all be explained by the professors before it is performed. Asking students to predict a song's content and engage in discussion about it may be acceptable to stimulate their background knowledge at this level. Pre-listening exercises encourage students to pay attention to the music consciously in order to understand the song's message. Students will learn how to anticipate material based on their existing knowledge, such as language, topic, or educational experience, at this level.

✓ *While-Listening.*

During this listening phase, students control their comprehension skills and focus on listening to the text. This grade is intended to help students comprehend the topic. However, they are not required to understand every word. Students who actively participate in the listening process are more likely to develop precise meaning when they assess the speaker's language cues. During the listening exercise, the students revise and update their ideas. They assess what extra education is required and base their judgments and choices on what they already know.

✓ *Post-Listening.*

This phase helps students make connections between the information they've heard and their own thoughts and experiences. It also encourages interpretive and critical listening, as well as reflective thinking.

Here are some post-listening exercise examples: creating a summary using your listening notes; reading pertinent content; clustering; writing on the same subject; and working on your pronunciation.

These three components of the lesson plan must essentially be prepared by the teacher. To ensure that the learning process goes smoothly, these activities encourage students to meet their

learning objectives. The three steps will be successfully implemented by the teachers if the listening learning process is to be successful. This suggests that the learning goals of the teacher and the pupils will be met.

There is a method for improving listening abilities by using clustering words technique. Clustering may improve vocabulary, pronunciation, and understanding in listening skills. Since people frequently hear English words, which might result in the creation of new vocabularies, vocabulary can be acquired. Because the performer of an English word is typically a native English speaker who pronounces English correctly, improved pronunciation is attainable. People must be able to use the English words to improve their abilities. As much as possible, technology should be used in the classroom.

Technology is essential for language instruction, and there is a growing movement to include it into course materials. In light of this, using cluster approach in a classroom environment through technology is interesting. There are both positive and negative perspectives on the use of cluster approach in foreign language training. Clustering the words can be used to enhance learning, especially in listening sessions, while also making the classroom atmosphere pleasant and facilitating teachers' easy communication of the subject matter. Students who struggle with listening can also use improving their listening abilities as one of their successful strategies. Due to their interest and ability to successfully complete a listening assignment, cluster approach may inspire pupils to actively participate in the classroom. However, there are some drawbacks to employing songs in the listening process, including the fact that listening track is not scientific, that poor sound systems in classrooms can interfere with song listening, that the student's favourite musical genres might not be compatible, and so on. Last but not least, we must remember that our work is getting more difficult every day, and we must be ready to face the issues that come and find answers or other alternatives.

CONCLUSION

According to the previous introduction, listening entails receiving, interpreting, and comprehending signals with the intention of responding. It is a method by which the mind creates a meaning from sounds heard. The traditional method of thinking about the nature of hearing, according to Richards, is through listening comprehension.⁴ Indeed, hearing and listening comprehension are used interchangeably in the majority of methodology books. According to Nation and Newton, listening is a method of language

⁴ Richard, C. Jack. 2008. *Teaching Listening and Speaking*. New York: Cambridge University



acquisition since it provides students with the knowledge they need to use the language.⁵ As a result, listening is a talent that is necessary for effective communication.

Based on the previously expressed views, listening comprehension can be defined as the process of considering, comprehending, and recalling what the speaker stated. The listener must actively contribute abilities and information from both linguistic and nonlinguistic sources in order to share the message with the speaker. Understanding the key ideas, the detail information, terminology, and implicit meaning comprise listening comprehension.

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