

## IMPORTANCE OF LISTENING IN ENGLISH LANGUAGE ACQUISITION

Sattarov Inayat Saparbayevich

Docent of Tashkent Medical University

Sattorova Khadicha Inayat kizi

Student of UzSWLU

**Annotation:** This article emphasizes the centrality of listening comprehension in EFL education, arguing that it is a cognitively active skill essential for language acquisition. It explores how effective listening instruction contributes to the development of vocabulary, grammar pronunciation and communicative competence. The integration of authentic audio materials, task-based learning, and multimodal strategies to create engaging and realistic listening experiences. Traditional methods are critiqued for treating listening as passive, with a call for more interactive, learner-centered approaches that reflect real-world communication and support long-term fluency

**Key words:** listening, language acquisition, authentic material, EFL classes, decoding, interactive listening.

Over the past few years, the teaching of listening in the context of English as a Foreign Language (EFL) has become an area of increasing attention and interest. As linguists and educators continue to search for effective means of helping language learners, it has become clear that listening is a fundamental skill underling success in both first language (L1) and second language (L2) acquisition. Poor listening skills can result in learners having difficulty understanding meaning, acquiring good pronunciation, or engaging in effective communication. Because of this fact, developing listening ability has become widely recognized as an essential component of any comprehensive language-learning program.

The most important area of emphasis in this field is the se of appropriate listening materials that are pedagogically appropriate and motivating to learners. One of the important trends in modern language teaching practice is the use of authentic audio materials to expose learners to authentic native language use. These materials are not simplified or altered for teaching purposes and therefore expose learners to the natural rhythm, pronunciation and vocabulary of real English. From these materials, audiobooks have proven to be a highly effective and flexible tool for listening practice.

Additionally, listening materials use rich, contextualized language that makes it easier for learners to grasp grammatical terms and structures. Learners can better understand usage, tone, and intonation by listening to language inauthentic settings, such as dialogue, descriptive passages, and stories. Because listening materials can be paused, reviewed, and replayed, learners can work at their own pace and focus on particularly difficult passages.

The fact that listening materials accommodate learning methods is an additional advantage. Repeated exposure to spoken language is beneficial for auditory learners in particular. Additionally, audios can be used in conjunction with printed materials to provide multimodal learning, in which learners read and listen at the same time. This method promotes vocabulary growth, enhances pronunciation, and strengthens word recognition.

Audio recordings can also be used as a motivating tool in EFL classes. They can make listening more fun and interesting because they are frequently based on topics or subjects that learners find interesting. When the material captures their interest and sparks their creativity, learners are more likely to maintain focus and remember the knowledge. Additionally, introducing

children to a variety of voices, dialects, and speaking styles increases their confidence in their ability to understand both native and non-native speakers and prepares them for communication in the real world.

Ultimately, teaching listening comprehension through the use of audio in EFL classes is a dynamic and learner-centered method. The importance of using interesting and realistic resources that represent the realities of the language and serve to the various requirements of learners is growing along with the demand for effective listening teaching.

The process of learning a second language is based on listening. Listening is an active process that involves complex cognitive processes, not just a passive activity. These consist of pragmatic comprehension, semantic interpretation, language decoding, and neurological processing. In order to improve learners' comprehension and communication skills, good listening instruction must take these complex processes into account.

Hearing words is the only one aspect of listening; understanding how they work in real time is another. Decoding speech sounds, recognizing important terminology, extrapolating meaning from context, and anticipating what will be said next in a discussion are all part of the highly dynamic process of listening. Because listening provides learners with the information they need to improve their linguistic skills, it is essential to language learning. Other abilities, such as speaking, reading, and writing, cannot develop organically without sufficient auditory input. Traditionally, listening comprehension has been measured in the classroom using multiple-choice or short-answer questions. Rather than motivating learners to engage with the material, these methods often reduce listening to passive reception of information. Instead, consider changing to task-based listening, in which learners perform practical tasks such as assigning instructions, scheduling meetings, or working together to solve problems. This method transforms listening from a test into a useful conversational activity.

It is also important to emphasize the need to combine intensive and extensive listening. While extensive listening involves exposure to large amounts of language material through audiobooks, podcasts, and films, intensive listening involves focused listening to specific nuances, usually in short passages. Both are required to develop a wide range of listening skills. To become proficient listeners of English, learners need to be given time and exposure to a variety of accents, paces, and subjects.

Listening is not just one skill among many; it is fundamental component of language learning. Learners automatically absorb vocabulary, grammar, pronunciation, and discourse patterns when they encounter English spoken in everyday situations. They use this "input" as a starting point for their subsequent writing or speaking. In addition, listening teaches learners communication rules and cultural norms, including how to agree, apologize, an interrupt in English.

In addition, listening helps learners to improve their ability to think in the target language. Learners begin to understand sentences and structures directly, rather than cognitively translating from their native language into English. Fluency requires this change, which is likely to occur over time with frequent use of listening resources.

Incorporating listening into the classroom also boosts learners' self-esteem. Many learners are afraid to speak because they don't know if they will be understood or if others will understand them. This anxiety can be reduced with regular listening practice. Learners' comprehension improves and they begin to feel more at ease participating in discussions as they hear more English.

Additionally, listening practice is now easier than ever thanks to technology. Teachers can now offer real-world feedback through podcasts, YouTube videos, TED talks, and streaming media.

These resources provide a range of cultural subjects, registers, and speaking styles that are sometimes missing from textbooks. To promote meaningful communication and active listening, teachers can create interactive exercises that focus on these resources, such as role-plays, debates, and group summaries.

Listening is inclusive. Even learners who may have problems with writing or grammar can make a significant contribution to listening exercises. It can be modified for both beginners and advanced learners, and it promotes language development at all levels. Therefore, listening should not be seen as a separate or sporadic activity, but rather as an integral part of every step of the language program.

Attention, memory, and contextual awareness are essential for the interpretive, active process of listening. Traditional teaching approaches often ignore listening, treating it as a passive activity or placing it in a lower priority category than grammar and vocabulary. A more comprehensive strategy is needed that actively teaches listening through engagement and intentional communication. The idea of “interactive listening”, in which learners discuss and complete tasks that require both comprehension and response, works well. Through this type of listening, learners improve their speaking skills in addition to their listening skills.

Developing practical listening skills requires the use of communicative exercises and realistic resources. Classroom listening exercises should use real, unscripted speech, such as that found in radio programs, interviews and informal conversations, rather than just made-up textbook recordings. These resources help prepare learners for the variety and unpredictability of language use in everyday life.

By incorporating pre-listening, during-listening, and post-listening phases into their lessons, teachers can encourage this balanced growth. Pre-listening may involve making predictions about the material based on titles or images, during-listening may focus on identifying important phrases or transitions, and post-listening may require summarizing or reviewing the information. These instructional procedures help learners become more focused, understand, and retain information.

Authentic materials are therefore particularly effective. Unlike textbook recordings, which are often slower and too clear, real audio materials expose learners to the specifics of English speech, including slang, hesitations, overlapping speech, classroom, they should be familiar with these components. To ensure that listening exercises seem purposeful and interesting, teachers should be encouraged to use regional and culturally appropriate material.

The most common language skill in both the classroom and everyday communication is listening. Learners spend more time listening to the target language than interacting with other types of input, even in mainstream educational settings where reading and writing are often given more emphasis. The foundation for effective language use is laid by this passive exposure, making it critically important.

As previously stated, listening comprehension is a complex set of sub-skills that includes recognizing sounds, understanding words, interpreting grammatical structures, and interpreting context and intent. In addition to assessing comprehension, listening instruction should prepare learners to identify real-life examples of how native speakers use language.

It is also recommended to use a variety of listening texts, such as radio programs, dialogues, monologues, spontaneous speech, etc., and to create tasks that motivate learners to engage with the content in a meaningful way. Learners should be required to predict, describe, reformulate, and respond to what they hear, in addition to answering questions about what they hear. In addition to encouraging active listening, this is more in line with how listening works outside the classroom.

Reducing learners' nervousness during listening exercises is another essential component. Many learners become disheartened when they are unable to understand some words because they feel pressured to understand every word. Instructors might assist by stressing that it's frequently more crucial to grasp the main idea than to pay attention to every detail. Collaborative listening exercises, including group projects or pair work, can also ease stress and foster a more encouraging atmosphere.

One important contribution is the proposed three-component model of listener behavior: meaning construction, context utilization, and real-time processing. According to this concept, listeners actively interpret speech by combining expectations and contextual information with the intended meaning of words. Contemporary cognitive theories that emphasize how the brain processes and interprets auditory language input in milliseconds are consistent with this view.

Reciprocal and non-reciprocal listening are also distinguished. While non-reciprocal listening happens when learners listen to lectures or broadcasts without any chance for interaction or feedback, reciprocal listening happens during interactions where listeners can ask questions. The authors contend that in order for learners to acquire flexible listening skills, they should be exposed to both types in a classroom context, even though they call for distinct approaches.

Moment by moment, and frequently with incomplete information, listening comprehension is developed. This is similar to how individuals use language in real life, when it is rare to hear every word fully, particularly in busy settings or during fast interactions. Skilled listeners use repair techniques, inference, and prediction to piece together meaning in these situations. As a result, listening instruction should teach learners how to adjust, understand, and react in spite of knowledge gaps rather than just checking if they heard anything correctly.

This method has significant teaching consequences. First of all, it pushes teachers to create listening exercises that are more actual listening than just prewritten dialogues. Processing spoken input that incorporates self-correction and natural speech patterns is beneficial to learners. By being exposed to these characteristics, learners learn to accept ambiguity and concentrate on the important ideas rather than analyzing every word.

Furthermore, we should not undervalue the importance of memory in listening. Working memory skills are necessary for learners to retain material long enough to make sense of it because speech is temporary. By teaching learners how to take notes, visualize material, or combine sentences, teachers can assist their learners. These strategies lessen cognitive burden and assist learners in controlling longer speech phases. Another practical takeaway is the idea that listeners do not need to understand everything to be successful. This challenges a perfectionist mindset that many learners hold. Teachers should foster strategic listening behaviors, such as focusing on signal words and identifying key ideas.

Listening is approached not just as a receptive skill but as an integral, cognitively demanding component of communication, it becomes a foundation upon which learners build fluency, cultural understanding, and linguistic confidence. Such a pedagogical shift demands that educators prioritize listening equally with other language skills and craft rich, authentic, and learner-centered experiences that prepare learners for real-world English usage.

#### **The list of used literature:**

1. Anderson A., Lynch T. Listening. Oxford: Oxford University Press. 1988. – P. 3-28.
2. Brown H.D. Teaching by Principles: An Interactive Approach to Language Pedagogy. 2<sup>nd</sup> ed. Longman. 2001. – P.248-255.
3. Djouadselma D. "The Importance of Using Audio Books in Enhancing EFL Students' Listening Skill. Master's Dissertation, Biskra University. 2014. – P.4.
4. Rost M. Teaching and Researching Listening. 4<sup>th</sup> ed. London: Routledge. 2024. – P. 164-189.



5. Richards J.C. Teaching and Speaking: From Theory to Practice. Cambridge: Cambridge University Press. 2008. – P. 1-20.
6. Ur P. Teaching Listening Comprehension. Cambridge: Cambridge University Press. 1984. – P. 1-12.
7. Sattarov I., Sattorova Kh. How to learn English quickly. Journal of Pedagogical Inventions and Practices. 2023. – P. 65-67.