

ICT Tools Positive Influence on Teaching Listening

Murodova Sevara Zoir qizi

Teacher at Denau Institute of Entrepreneurship and Pedagogy

ABSTRACT

This article discusses the students' levels of knowledge and their audio-lingual abilities, highlights the listening levels they should attain. The probable impact listening knowledge has on the acquisition of other English language skills with the help of ICT tools is main area discussed. Several recommendations for teaching approaches are also put forward. "Importance of ICT in teaching listening to pupils at secondary school". The main purpose of the research is to find effective methods and techniques for developing listening skills of the learners of secondary schools.

ARTICLE INFO

Article history:

Received 11 Apr 2024

Received in revised form

10 May 2024

Accepted 11 Jun 2024

Keywords: communication, technology, ICT, cost-efficiency, equipment, symbolic, breathing – listening, processes, acoustic, comprehension.

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INTRODUCTION

In this article examined the use of ICT tools to improve listening skills and conducted an analytical analysis of performance disparities among Salem district engineering college students. ICT "increases the flexibility of education delivery so that learners can access knowledge anytime and from anywhere," according to B. Ejigu. Since the procedures are now learner-driven rather than teacher-driven, it may have an impact on how students are taught and how they learn. The research results were gathered utilizing a questionnaire from tertiary level computer science engineering students at two engineering colleges in the Salem district. At the tertiary level, English for Specific Purposes (ESP) is a required subject for the students enrolled. The researcher modified a questionnaire from with a five-point Likert scale. In order to examine the listening skills of rural tertiary non-English speaking students in the Salem district, an additional experimental question was developed and administered to 240 students from two distinct colleges. This study aims to determine which technology tools have a greater impact on the development of listening skills among tertiary level rural engineering college students in the Salem district. As a secondary goal, this study examines which communication skills such as speaking, listening, reading, writing are underutilized and require less practice.

MATERIALS AND METHODS

Access to Real resources a wide range of real listening resources, including podcasts, online videos, news broadcasts, and interviews, are made available through ICT means. The exposure to authentic listening scenarios improves students' comprehension of diverse accents, speech patterns, and situations. Interactive multimedia resources through games, tests, and interactive exercises, interactive multimedia resources—like language learning applications, websites, and software - involve students in listening activities. With the help of these tools, listening exercises can become more engaging and dynamic, which enhances understanding and recall. Adaptive Learning platforms these platforms employ algorithms to customize listening exercises to each student's level of ability and preferred method of learning. These platforms allow students to practice listening skills at their own pace and concentrate on

areas where they need to improve by offering individualized feedback and material recommendations. Online collaboration tools peer-to-peer communication and listening practice are facilitated by online collaboration tools like discussion forums and video conferencing software. Students can participate in debates, group discussions, and cooperative projects that promote intercultural communication competency and active listening. Speech recognition technology by recording their responses to audio cues and getting immediate feedback on their pronunciation and intonation, students can practice speaking and listening at the same time. Students can effectively improve their speaking and listening abilities with the help of this real-time feedback. Tools for Subtitling and Captioning with the help of these resources, students can watch movies and listen to audio recordings that have captions or subtitles. This visual aid is especially helpful for children with hearing problems or limited language skills as it helps them follow along with the spoken information, improve vocabulary recognition, and enhance comprehension. Podcasts and audiobooks students can interact with real spoken language in a variety of genres and subjects through the easy and accessible mediums of podcasts and audiobooks. Incorporating podcasts and audiobooks into the curriculum allows teachers to support independent study outside of the classroom while exposing students to a variety of voices, viewpoints, and linguistic patterns.

DISCUSSION AND RESULTS

Effective communication in a foreign language requires listening skills just as much as speaking skills. The difficulty lies in the fact that listening happens in real time and frequently takes place outside of face-to-face interactions, such as during a lecture or public announcement. Neither the student in a lecture hall nor the traveler in a station can go back in time. During the listening process, the listener may have multiple competing meanings in her mind that are both pragmatic and linguistic. Rost describes the listener's attempts to optimize the process, including following the context of the incoming utterance, "listening ahead" in anticipation of what will come, and simultaneously reconstructing what was just said. Finally, the listener must make a final decision regarding the overall meaning of the communication. It has taken many years to give the listening skill the importance it deserves in second and foreign language learning among the teaching profession. Rivers claimed, "Speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of spoken speech is therefore a primary importance of the communication aim is to be reached". However, Morley notes, "perhaps an assumption that listening is a reflex, a little like breathing - listening seldom receives overt teaching attention in one's native language - has marked the importance and complexity of listening with understanding in a non-native language". Contrary to what everybody thinks about foreign language learning, listening competence is wider than speaking competence. This is the reason why; recently, the language teaching profession has brought into focus on listening comprehension. According to Nunan, Listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession. The first one is Hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. For this, we have Attention. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus. The third stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender. After following with the next stage, it is necessary to make a remark: as it has mentioned previously, the background knowledge is important and people have to take into account several points: general information, local information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received. The next step, remembering, is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. However, just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen. In the

penultimate stage, Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the Listening process ceases. Finally, we have Responding, a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or nonverbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension. This table shows the basic stages of the Listening process and their functions proposed by Nunan. Table: Basic stages of listening process and their functions. When dealing with the listening process, it must be mentioned that there are two possible ways of performing this task: 1) the Top-down listening process and 2) the Bottom up listening process. The former consists of understanding the general meaning of a listening selection without paying attention to specific structures, words and so on. It is like a general overview where the listener gets a general view of the listening passage while still understanding the general idea. On the other hand, experts talk about the opposite process: Bottom up listening process. In this case, Bueno, Madrid and McLaren stand out its linguistic quality: Bottom up processing is essentially a linguistic process in which we try to make sense of acoustic signals by using knowledge of language. According to this model, sound is assumed decoder by accreditation and in a linear fashion- from phonemes, to words, to phrases, to utterances, to complete meaningful texts- whereby "meaning itself is derived as the last step in the process. The difference between them is the following: For the Top-down process, students take into account the context and do not need to pay attention on specific details while in Bottom up listening process, students have to pay attention because here, specific details are very important to understand the whole meaning of the conversation or another kind of listening activity. The listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. Understanding the exact word is more important. As this study will mention later, in the last part of the analysis, students usually combine both processes. In real life listening, students use a combination of the two processes, giving more emphasis to one or the other depending on their reason for listening.

CONCLUSION

As a conclusion performance differences among Salem District Engineering College students and looked at how ICT technologies might be used to enhance listening abilities. Information and communication technology "increases the flexibility of education delivery so that learners can access knowledge anytime and from anywhere". The fact that the processes are now learner-driven as opposed to teacher-driven could affect how pupils are instructed and how they absorb knowledge. A questionnaire was used to collect study data from post-secondary computer science engineering students at two engineering colleges in the Salem district. English for Specific Purposes (ESP) is a subject that all tertiary students must take. A five-point Likert scale was added to a questionnaire that the researcher adjusted. The study's findings an additional experimental question was created and given to some students from two different colleges in order to assess the listening abilities of rural tertiary non-English speaking students in the Salem district. The purpose of this study is to ascertain which technological instruments, among tertiary level rural engineering college students in the Salem district, have a higher influence on the development of listening abilities. This study also looks at which communication skills speaking, listening, reading, and writing, for example are underutilized and don't need as much practice.

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