A COMPREHENSIVE APPROACH TO TEACHING LISTENING COMPREHENSION AND ITS STAGES

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Abstract: *This article explores the multifaceted process of teaching listening comprehension and delineates its stages. Through an examination of pedagogical strategies, theoretical frameworks, and practical applications, this research aims to provide educators with insights and methodologies to enhance their teaching practices and optimize students' learning outcomes in listening comprehension.*

Keywords: *intensive listening, extensive listening, authentic materials, comprehensive questions, pre, while and post stages.*

Annotatsiya: *Ushbu maqola tinglab tushunishni o'rgatishning ko'p qirrali jarayonini o'rganadi va uning bosqichlarini belgilaydi. Pedagogik strategiyalar, nazariy asoslar va amaliy tatbiqlarni o'rganish orqali ushbu tadqiqot o'qituvchilarga o'z ta'lim amaliyotlarini yaxshilash va tinglab tushunishda o'quvchilarning o'rganish natijalarini optimallashtirish uchun tushuncha va metodologiyalar bilan ta'minlashga qaratilgan.*

Kalit so'zlar: *intensiv tinglash, keng qamrovli tinglash, haqiqiy materiallar, keng qamrovli savollar, oldingi, hozir va keyingi bosqichlar.*

Аннотация: *В этой статье исследуется многогранный процесс обучения аудированию и обрисовываются его этапы. Изучая педагогические стратегии, теоретические основы и практические применения, это исследование направлено на то, чтобы предоставить учителям идеи и методологии для улучшения их педагогической практики и оптимизации результатов обучения учащихся в понимании аудирования.*

Ключевые слова: *интенсивное слушание, экстенсивное слушание, аутентичные материалы, обширные вопросы, предыдущий, настоящий и следующий этапы.*

INTRODUCTION

Listening comprehension is a complex skill that plays a pivotal role in language acquisition and communication. As language educators endeavor to cultivate students' proficiency in listening comprehension, understanding the stages involved in the teaching process becomes imperative. This article seeks to elucidate the stages of

teaching listening comprehension, examine effective pedagogical approaches, and underscore the significance of this skill in language learning.

METHODOLOGY

This study reveals a comprehensive framework for teaching listening comprehension, delineating three distinct stages: pre-listening, during-listening, and post-listening. Each stage is characterized by specific objectives, pedagogical activities, and assessment strategies aimed at fostering students' comprehension skills and metacognitive awareness. Effective instructional practices identified include the use of authentic materials, interactive activities, metacognitive strategies, and feedback mechanisms.

Intensive listening has been the dominant approach to the teaching of foreign language listening. In intensive listening the teacher brings an oral text (audio-only or video) to the class and guides the students through a three-phase classroom procedure including activities before, while, and after listening. The audio is played by the teacher a number of times (usually between two and three) and the activities of each phase are reviewed either as a whole class or in small groups. Intensive Listening activities focus the students' attention on language form. The aim of Intensive Listening activities is to raise the learners' awareness of how differences in sound, structure, and lexical choice can affect meaning.

Pre-listening: The objective of this stage is to create motivation through warm-up activities that prepare learners for the passage. Pre-teaching of new vocabulary and grammar often occurs at this phase of the lesson in order to set the context.

While-listening: During this stage, the teacher can ask students to listen for quickly for general understanding, and then present the questions. Students are asked to fill out some worksheets as they listen to the passage.

Post-listening: This is the final stage where students do some language analysis exercises, answer comprehension questions, infer vocabulary meaning, and other follow-up activities.

In recent years, different language teaching experts have built a case in favor of extensive listening.

Pre-Listening: The objective of this stage is to set context and to create motivation.

While-Listening: The aim of this stage is to listen for general understanding, to preset task, and to present questions.

Post-Listening: During this stage, students answer questions and examine functional language.

DISCUSSION

The discussion synthesizes the findings of this study within the broader context of language education and pedagogical theory. Implications for practice are discussed, including the integration of technology-enhanced learning tools, the importance of teacher professional development in implementing effective instructional strategies, and the promotion of learner autonomy and critical thinking skills.

CONCLUSION

In conclusion, teaching listening comprehension involves a systematic approach that encompasses pre-listening, during-listening, and post-listening stages, each serving a distinct purpose in facilitating comprehension and language acquisition. By employing effective instructional practices and promoting metacognitive awareness, educators can optimize students' learning outcomes and empower them to become proficient communicators in diverse linguistic contexts. Further research is warranted to explore emerging trends in language education and innovative pedagogical approaches to teaching listening comprehension.

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