

Cultivating Listening Skills of Law Students in English Classes

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Abstract: This article discusses the cultivating listening skills of law students in English classes. It is necessary to create conditions for them to perform the exercise independently. First, prepare the students to listen by giving instructions and imagining whatever you want to teach. It is up to each teacher to choose shorter or longer audio segments and more difficult or easier material for these types of exercises. Listening training is very relevant today because speech communication is impossible without listening. The concept of listening includes the process of perceiving and understanding spoken speech. Listening is an important aspect in learning English.

1 INTRODUCTION

It is known that learning any language is carried out by means of 4 main actions of speech activity. These are the processes of speaking, reading, writing and listening comprehension, and in particular, it is important to teach these types of speech activities when learning foreign languages, because information is given and received through them. If information acquisition is done by listening and reading, information delivery is done by speaking and writing. There are two forms of speech activity, i.e. oral and written speech. Teaching speaking includes teaching listening and speaking, and teaching writing includes teaching reading and writing (Nodira-Akobirova et al 2021). Listening comprehension is a part of receptive language activity. Listening comprehension is the process of hearing and understanding a speaker's speech from a radio, tape recorder, CD, or during communication. In some literature, it is also referred to as hearing.

2 THE MAIN FINDINGS AND RESULTS

It is a complex linguistic activity because the listener must quickly accept the form and commit it to memory, otherwise there is no source, condition, or means by which he or she can see, read, or understand it again. Research shows that students' listening comprehension is less developed than their speaking comprehension. Students get

six times more information by reading and seeing than by listening and comprehending. The reason for this is that, because of its complexity, it is tackled less frequently. Listening comprehension is an integral part of speaking. Listening comprehension and speaking constitute oral speech.


The ability to listen to speech consists of the following components:

- phonemic listening ability,
- phonetic listening ability,
- intonation listening ability.

Phonemic listening skills serve to distinguish the phonological character of a phoneme, i.e., the meaning-distinguishing character of a phoneme. Phonological listening skills play a role in correctly hearing the phonological character of speech sounds, i.e., those sounds that do not distinguish meaning. Intonation listening skills play a role in correctly understanding the tone of a sentence or a passage. This type of ability is just as important as the one described above. Methodist scientist T. Sattarov studied the linguistic and psychological characteristics of listening comprehension teaching in institutions of higher education and attributed listening comprehension difficulties to the following factors:

1. Individual age characteristics of the listener;
2. Speed of perception;
3. Conditions;
4. Speed;
5. Amount, size of information;
6. Perception supports;
7. Exhaustion

Language external difficulties include: - the mechanics of the speech being listened to, i.e., broadcast using mechanical devices; - the tone, speed, listening conditions,

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and context of the speech; - the student's attention span; - how many times the speech is listened to; - the presence of support tools, meaningful pictures, and other similar factors in the listening comprehension process. Linguistic problems are problems related to language. Rogova G. explains that there are three types of such problems: - phonetic difficulties, i.e., difficulties in hearing and understanding sounds that are close to each other; - lexical difficulties, i.e., difficulties in hearing and understanding words that are close to each other in pronunciation; - grammatical difficulties, i.e., difficulties related to grammatical rules (due to the fact that English is an analytical language).

Psychological difficulties are related to the individual characteristics of the learner. From a psychological point of view, students' memory plays an important role in listening comprehension. When listening to a speech, if the information in it is stored in the memory, it is not necessary to listen to it again, and it becomes a little easier to perform tasks.

One of the practical goals of teaching English in higher educational institutions is to teach oral speech. According to the program requirements of these educational institutions, students are required to acquire the skills of giving oral information in English, being able to talk and listening to and understanding English speech related to the studied topic (Shamsitdinova 2023).

Today, the demand for learning a foreign language is increasing. Foreign language learners develop the following skills: speaking, writing, listening and reading. During the formation of such language skills, the student faces a number of difficulties. Taking listening comprehension skills as an example, language learners' problems in pronunciation, correct writing or comprehension, and lack of vocabulary can cause them to lose interest in learning a foreign language. It means that the student's inability to concentrate, not to be thorough, and listening comprehension skills will remain at a lower level. Evaluating the material you are listening to as uninteresting, criticizing the speaker, listening only to facts, and lack of attention are among these (Rustambekovna et al. 2021).

To solve a number of problems in listening comprehension, watching movies, participating in group presentations, answering open-ended questions, and forming the event in our mind at the same time as performing listening comprehension exercises, are among the effective methods of developing listening skills. For this purpose, we recommend an effective method that develops listening comprehension skills on the example of English language learners (Mardievna et al 2020).

Among the four skills that are important in learning any language, listening comprehension is the most important. In language teaching and learning, speaking and writing a language is usually considered as a factor of primary language use. Listening and reading skills come second. One of the reasons for this may be the difficulty of mastering listening skills. But listening comprehension is also IT after the spread of technology, the situation was

much easier to pass through different materials in language classes (Perdebaevna et al 2021).

In addition, it should be noted that most of the student's class time began to be devoted to listening. We began to be convinced of the importance of listening often. In the natural order of learning any language, listening began to take the leading place. Everyone became convinced that mastering only one skill alone would not produce anything. Teachers began to pay great attention to teaching their students not only to speak fluently but also to listen and understand.

In order to master and use a new language perfectly, it is necessary to form existing knowledge and learn all the necessary information based on language-receptive skills, especially listening and reading skills. In this regard, a language learning program has been created for the convenience of students. By the way, this program is structured, it shouldn't have any input tests, output, or output.

Listening training is very relevant today because speech communication is impossible without listening. The concept of listening includes the process of perceiving and understanding spoken speech. Listening is definitely an important aspect of learning English.

Modern effective methods of teaching listening skills include everything from interactive exercises to multimedia resources. Listening is considered to be the most learned skill. Because a little more focus on learning is enhanced through simple and fun activities and ultimately leads to better results. In this case, it doesn't matter whether you work with small or large groups of students, as long as you use one of the following methods to develop yourself.

Unique ways to teach students to listen well:

Interpersonal activity. Interpersonal activities are one of the most effective ways to develop strong listening skills in students. We can add the following to this method:

- Roleplaying
- Mock interviews
- Interpersonal dialogues
- Storytelling and more

In this, students are divided into small groups of two or three, and they are asked questions according to their style.

For example, you can tell a student to interview for a job at a company or for an article in a newspaper. And storytelling activities can greatly develop students by giving them opportunities to ask questions.

Group activity. Large group activities also help students develop listening comprehension in interaction.

A simple group activity is also a good example of a useful way to teach students listening skills. For the first activity, students will be divided into groups of five or more and you should ask them to study one interest or at least two other hobbies. It is necessary to ask clarifying questions to the students. During the activity and you can let them take notes because it is useful.

The second part of the activity is to allow students to sit in large groups. For example, let them communicate about the name of the group member they met and their hobbies. Both of these activities lead to effective listening growth.

Audio segments. You can also teach students listening skills through audio segments such as:

- radio programs
- educational lectures
- with online podcasts and other audio messages.

Interactive listening programs should be used with students in and after the classroom.

It is necessary to create conditions for them to perform the exercise independently. First, prepare the students to listen by giving instructions and imagining whatever you want to teach. It is up to each teacher to choose shorter or longer audio segments and more difficult or easier material for these types of exercises.

Teachers can use interesting messages to engage students. You can get them from radio or TV. It is also advisable to use a computer to deliver messages to them. The reader does not need to understand all the words, but they need to listen carefully to the messages and know what the message is about.

Video segments. Another very useful resource for teaching listening skills is video segments that:

- brief sketches
- documentaries
- dramatic or comedic material
- news programs
- There may be interview segments.

As with the audio segment, the teacher can choose the part and length of the audio based on the level of their students, which they can do the same for the video segment. One of the main conditions of this method is to watch it without any sound and discuss it together with the student. It improves students' listening and thinking skills.

Movies and TV shows. Movies are one of the art forms. Language learners are recommended to watch TV to increase their vocabulary and deepen their knowledge. Films are one of the most widely used teaching methods because a wide range of vocabulary is discovered in films (Yokubov 2021).

In conclusion, it should be said that this article has given several methods and instructions for developing listening comprehension skills. No matter which method you use to teach listening, there are a few basic guidelines to keep in mind. First, do not expect great results from the students at first, because even the most capable listener will never remember the message completely and clearly from the initial exercises. Secondly, it is very important to create questions for students not only clearly, but at the level of their abilities, so as not to make mistakes. Third, to help students find their own direction and style.

If these rules are followed, students will definitely learn listening comprehension better, because no matter what method they use, they will definitely improve their listening comprehension skills.

Pre-listening practice activities play a very important role in helping you learn to listen to a foreign language. They tell teachers how to inform students about what they have learned about the subject and prepare for the word and language structures in the text. In addition to pre-listening exercises, it helps the listeners to clarify what to teach and

reduces the anxiety that comes from listening in a foreign language (Shaturaev, 2014).

In addition, pre-listening activities can offer opportunities for class discussion and more interaction between students. Here are some pre-listening activities that can be easily adapted to different levels of English and EAP listening courses.

Students can be shown pictures, maps, or diagrams to help them identify the topic of the listening text. "Students can write listening questions and exercises before listening, and then listen to them answer the questions". In brainstorming and word networks, giving students a listening topic and eliciting words from them, with the help of students, focusing on the relationships between words, topics, and sub-topics in the forum, and with the words on the board involve semantic networks. In the teach-me method: Give each student a few words or phrases, and ask each other to explain the words and expressions in pairs, they can refer to the dictionary if necessary (Shamsitdinova 2021).

Students can listen and mark what they can hear: put the students in two lines, whisper the first word in the line, whisper to the next, and so on, the next student hears the word heard or writes the word or its expression on the board. Share a song by entering a sentence or phrase related to the listening topic. Teach listeners a short song, rhyme, or jazz-related topic. Graphic Organizers: Give students a blank graphic organizer that summarizes the information in the text by line.

Students listen and fill in the keywords to be heard in the correct places. Students listen to the text and see what ideas are expressed. In addition, there can be a faster "anonymous" survey, the results of which can be determined at the end of the lesson. Read the reading exercise first: give the students the first few lines of the intended listening text. You can give them all the transcription and some time to read (just to get the gist of the text). Then work on listening to specific information without a student reading the transcription. This is an effective activity for complex texts with many details.

If the conversation of the audience is eavesdropping, then it is possible to arouse the interest of the audience. Who? If students want to listen to a conversation (or text) with multiple characters (and, of course, character identification is not one of the listeners' tasks), consider who the listeners are. What should I do, teacher? Write the instructions in bullet form to listen in the wrong order. Ask students to order them. This activity helps listeners relax to listen because they know exactly what is going to happen next.

Note: Discuss the research with students and write brainstorming lines below them to take notes. Then explain the meaning of the transition words you may hear. Depending on the type of text we want to listen to, we have to focus on the sub-skills of listening, the level of our students and their interests, we can choose a pre-listening task that suits our needs. We will specifically listen to the lecture and note taking in the next session. During reading, students can check their understanding of what is expected and expected and what they hear.

Students can focus on the following topics: Content. What are the topics and sub-topics? How do topics and subtopics relate to each other, how do speakers use language, and what words do speakers use to introduce new ideas? How do they change this theme? How do they express uncertainty? How does their intonation change throughout the text? In the process of reading, listeners can influence the thoughts of the listeners in the text of the listeners; For example, students can ask themselves: "Do I agree with what they are saying? Is there another side to what they are saying?" Often, listening activities focus on the following skills: listening to the audience; listening for specific information; listening to the speaker's point of view or opinion.

Depending on the listening text we want to use, we have to focus on the sub-skills of listening, we can choose the task that suits our needs, the level of our students, and their interests. When you plan your listening tasks, remember that complete recall of all the information in the work text is usually difficult and not expected, even for native speakers. Listening exercises designed for teaching should be successful and build listeners' confidence in their listening skills. Structuring a listening activity around a contextual task. Contextualized listening activities simulate realistic tasks and explain to listeners the type of information expected and what to do before the actual listening.

An entry-level task should be to identify locations on a map (one-way) or exchange name and address information (two-way). Intermediate students can follow instructions to set up one object (one-way) or work in pairs to create a story to tell another part of the lesson (two-way). Determine the educational purpose of the activity and the type of response. Each activity should have the goal of improving one or more specific listening skills. Listening exercises can have several goals or outcomes, but care must be taken not to distract from the beginning or intermediate listening exercises.

Recognizing the listening comprehension goals in each listening situation can help students choose appropriate listening strategies. Identification: Recognizing or distinguishing specific aspects of a message, such as sounds, categories of words, and morphological differences. Reference: Identify important messages such as subject, text type, and setting. Understanding Main Idea: Identifying higher-level ideas. Understanding details is identifying supporting details. Replication: Repeating a message orally or in writing. Check the difficulty level of the listening text.

The following factors can help determine the relative ease or difficulty of a listening text for a particular purpose and for a particular group of learners. How is the information organized? Does a different narrative or instruction of the story fit the familiar requirements? Texts that present events in natural chronological order have informative titles, and present information following a clear organization (main ideas first, details, and examples second) are easier. How familiar are the students with the topic? Be aware that misapplication of knowledge due to cultural differences can create great difficulty in

understanding. Should the text be redundant? Listeners at lower levels of ability can easily process short and simple messages, but students with higher proficiency will benefit from the natural reserve of the language.

Does the text cover more than one person and object? Are they distinctly different? It is easier to understand the text of a conversation between a doctor and a patient than a conversation between two doctors, even if they are of the opposite gender. In other words, the more differences there are, the easier it is to understand. The text provides support to help the audience interpret what they have heard. Aids such as maps, diagrams, pictures, or images in the videos are useful to make the listening process meaningful and to show the meanings. Use pre-listening activities to prepare students for what they will hear or see.

Pre-listening activities can be made ready for listening in several ways. During the initial listening session, the teacher can explore the topic and assess the linguistic content of the text to find out whether the audience can activate the background knowledge or the students' existing knowledge needed to understand the listening text. Providing opportunities for group or collaborative work, background teaching, or class discussion activities is essential to help students understand the type of text they are listening to, what role they are playing, and the purpose(s) of what they are listening to.

Sample listening activities: looking at pictures, maps, diagrams, or graphs, looking at words or grammatical structures, reading what is needed, making semantic networks (graphically arranging concepts or words that show their connection) including creating, learning listening text, activity directions or guidelines, conducting guided practice, educational listening activities, listening goals, and student proficiency levels.

The listening activity exercises are directly related to the text and students will be listening to it while listening. When planning the listening exercises, keep these points in mind: if students have to complete a written task before or immediately after listening, read it before listening.

3 CONCLUSIONS

Students should focus on the listening task. Make sure they understand the instructions for the written task before listening, so they don't just get distracted by what they need to do. At least keep writing while listening. Remember, the main goal is understanding, not production. Having to write in an audition can distract students from this main goal. If a written response is required after the hearing, this task may be more demanding. Organize activities to guide the audience through the text. Combine global activities with listening activities and select the main idea, theme, and setting. Questions should be used to focus students' attention on elements of the text that are crucial to overall understanding. Before the audition process begins, students must provide an oral or written response after the audition. Listening to the answers helps students understand the important parts of the message. Use advance to encourage

listeners to check their listening comprehension. Do a pre-listening activity and remind the listeners to check whether the passage makes sense in terms of their prior knowledge and what they know about the topics or events. Promptly report where possible. Encourage students to check their answers to see if they are correct or incorrect. Types of sample-listening activities: Listening with information; filling in graphs and tables; following the route on the map; checking items on the list; listening to the speech; searching for specific meanings; performing complementary exercises; distinguishing between official and unofficial lists.

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