

**TEACHING LISTENING THROUGH VARIOUS ACTIVITIES IN EFL
CLASSES**

Tasmabekova Sanam Sharobiddin qizi

Student of Uzbekistan state world languages university.

Faculty: Foreign language and literature: English language

Sanamqoziboyev@gmail.com

Abstract: *In English as a Foreign Language (EFL) classrooms, developing learners' listening skills plays a crucial role in achieving overall language proficiency. Listening is not only a receptive skill but also a foundation for effective communication and language acquisition. This paper explores how various interactive and engaging activities can enhance listening comprehension among EFL students. Implementing a range of listening-based tasks—such as gap-filling, dictation, listening for gist or detail, and using authentic audio materials—creates a dynamic learning environment that meets different learner needs and styles. These activities not only improve students' ability to understand spoken English but also increase motivation and participation. The article highlights the importance of integrating listening practice into daily lessons and suggests practical methods for teachers to make listening more meaningful and effective. Through the application of varied listening tasks, learners develop better concentration, vocabulary recognition, and real-world listening skills necessary for academic and everyday communication.*

Key words: *listening comprehension, EFL classroom, interactive activities, authentic materials, language acquisition, student motivation, listening strategies.*

Annotatsiya: *Chet tili sifatida ingliz tili (EFL) darslarida tinglab tushunish ko'nikmasini shakllantirish o'quvchilarning umumiy til kompetensiyasini rivojlantirishda muhim rol o'ynaydi. Tinglash faqatgina resektiv ko'nikma bo'lib qolmay, balki samarali muloqot va tilni o'zlashtirish uchun mustahkam asos hisoblanadi. Ushbu maqolada EFL o'quvchilari orasida tinglab tushunish qobiliyatini*



oshirishga xizmat qiluvchi turli interaktiv va jalb qiluvchi faoliyatlar ko'rib chiqiladi. Bo'shliqlarni to'ldirish, diktant, asosiy g'oyani yoki tafsilotlarni aniqlash, hamda haqiqiy audio materiallardan foydalanish kabi mashg'ulotlar o'quvchilar ehtiyojlari va o'rganish uslublariga mos keluvchi jonli o'quv muhitini yaratadi. Bu faoliyatlar o'quvchilarning og'zaki ingliz tilini tushunish qobiliyatini yaxshilash bilan birga, ularning darsga bo'lgan qiziqishi va ishtirokini oshiradi. Maqolada tinglashni kundalik darslarga integratsiya qilish muhimligi ta'kidlanib, o'qituvchilar uchun uni samaraliroq va mazmunli qilish bo'yicha amaliy usullar tavsiya etiladi. Turli tinglash mashg'ulotlari orqali o'quvchilar diqqatni jamlash, lug'atni tanish va real hayotdagi tinglash ko'nikmalarini rivojlantiradilar.

Kalit so'zlar: *tinglab tushunish, EFL darsi, interaktiv faoliyatlar, autentik materiallar, tilni o'zlashtirish, o'quvchining motivatsiyasi, tinglash strategiyalari.*

Introduction

In the process of learning a foreign language, listening plays a central role as it is often the first skill learners are exposed to, even before speaking or writing. In EFL contexts, where students have limited access to real-life English environments, the role of classroom-based listening activities becomes increasingly crucial. However, teaching listening is sometimes neglected, or learners struggle due to lack of exposure, unfamiliar accents, or insufficient practice. This article highlights the importance of listening in EFL classes and presents a variety of activities that can be used to improve students' listening abilities effectively.

Listening is one of the most important skills in learning foreign language. Learners practically always utilize this skill to communicate, to respond, even to answer the phone, to watch English movies or music on the radio, to listen to English songs, and to send and receive voice messages on social media in English. These instances provide as evidence that listening is a crucial skill for enabling communication between people. If learners create English environment for them, it affects only improve their listening skill but also all the skills. The basic goal of listening, which is a receptive type of speech activity, is to gather the necessary



information. Because hearing is a receptive kind of speech activity, it frequently receives less attention in English lessons than speaking and writing, which are productive types. But if we know what a foreign language's speech perception process entails and what abilities are needed to grasp a certain phrase, we may say that listening helps a language develop effectively in many different ways. It demands EFL teachers to be aware of methodical approaches to explain new themes and use these approaches to reach pedagogical goals. Thus, this study was conducted to investigate the use of listening approaches for EFL students of high education in the teaching of listening. Particularly, the study investigates listening practices commonly utilized by EFL teachers to teach listening skills for university students in EFL classrooms

Conclusion

Teaching listening through a variety of interactive and authentic activities is vital for developing effective language skills in EFL learners. It helps students become more confident, improves their comprehension, and prepares them for real-world communication. By incorporating engaging tasks, using real-life materials, and addressing the challenges of listening instruction, teachers can significantly enhance the learning experience. A thoughtful and well-structured approach to listening instruction ensures that students not only understand English but also enjoy the learning process.

REFERENCES

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
2. Field, J. (2008). *Listening in the Language Classroom*. Cambridge University Press.
3. Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press.
4. Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. Routledge.
5. Underwood, M. (1989). *Teaching Listening*. Longman.
6. Rost, M. (2011). *Teaching and Researching Listening*. Pearson Education.