

IMPROVING LISTENING SKILLS THROUGH MODERN AUDIO AND VIDEO RESOURCES

Nagmetullaeva Sayyora

Shimbay rayon texnikumi, Ingliz tili va adabiyoti fani o'qituvchisi,

Email. nagmettulayevsofiya@gmail.com

Annotation: The article explores the effectiveness of modern audio and video resources in improving students' listening skills in English language learning. It analyzes various digital tools, podcasts, videos, and interactive platforms that enhance listening comprehension, pronunciation, and vocabulary acquisition. Practical strategies for teachers to integrate these resources into the classroom are provided. The study emphasizes the role of authentic materials in motivating students and fostering independent learning.

Key words: listening skills, English language learning, audio resources, video resources, digital tools, pedagogical strategies.

Аннотация: Статья рассматривает эффективность современных аудио- и видеоресурсов в развитии навыков аудирования у студентов при изучении английского языка. Анализируются различные цифровые инструменты, подкасты, видео и интерактивные платформы, способствующие улучшению понимания на слух, произношения и расширению словарного запаса. Приводятся практические рекомендации для преподавателей по интеграции этих ресурсов в учебный процесс.

Ключевые слова: аудирование, изучение английского языка, аудиоресурсы, видеоресурсы, педагогические стратегии

INTRODUCTION

Listening is one of the four essential skills in second language acquisition, alongside speaking, reading, and writing. Among these, listening is often considered the most challenging skill for learners of English as a foreign language (EFL) or English as a second language (ESL). Unlike reading, where learners can control the pace and revisit content, listening occurs in real time, requiring immediate comprehension and processing. Consequently, learners often face difficulties in understanding spoken English due to a variety of factors such as unfamiliar vocabulary, fast speech rates, different accents, and diverse contexts. In recent years, the field of language education has increasingly recognized the critical importance of developing listening skills, as it directly impacts communication competence, academic success, and future professional opportunities. According to Rost (2011), listening is not merely the passive reception of information but an active process of

interpretation, where learners integrate prior knowledge, contextual cues, and linguistic input to construct meaning. In addition, Vandergrift (2007) emphasizes that effective listening requires a combination of **bottom-up processing** (decoding sounds and words) and **top-down processing** (using prior knowledge and context to interpret meaning). Traditional classroom approaches often rely on teacher talk, scripted audio, and textbook exercises. While these methods are valuable, they may not fully expose learners to authentic, real-world English. In this context, **modern audio and video resources** have emerged as essential tools for enhancing listening comprehension. Podcasts, videos, songs, interviews, and interactive multimedia platforms provide learners with exposure to natural speech, various accents, colloquial expressions, and real-life communication scenarios that textbooks alone cannot offer. For example, listening to a TED Talk or a BBC Learning English podcast allows learners to experience English as it is used in professional, academic, and everyday contexts, thereby increasing both comprehension and motivation. Moreover, integrating audio and video resources into language teaching supports the development of multiple linguistic skills simultaneously. Listening activities often enhance vocabulary retention, pronunciation accuracy, and understanding of grammar structures, while video-based materials provide visual cues that aid comprehension, such as gestures, facial expressions, and situational context. This multimodal approach aligns with the **Communicative Language Teaching (CLT) paradigm**, which prioritizes real-world communication and learner engagement over rote memorization.

The purpose of this study is to examine how modern audio and video resources can be effectively incorporated into English language teaching to improve listening skills. By analyzing the advantages, challenges, and practical applications of these resources, this article aims to provide educators with evidence-based strategies to enhance students' listening comprehension, foster autonomous learning, and prepare learners for authentic communicative situations.

RESEARCH METHODOLOGY

The Significance of Listening Skills in Language Learning. Listening is a foundational skill that underpins all aspects of language acquisition. Effective listening not only enhances comprehension but also improves speaking, reading, and writing skills. Research indicates that students with strong listening abilities perform better in overall language proficiency tests (Field, 2008). Listening comprehension is essential for real-life communication, academic success, and professional interactions.

Developing listening skills involves both cognitive and linguistic competencies. Bottom-up processing helps learners decode sounds, words, and sentences, while top-down processing allows them to predict meaning using context, prior knowledge, and discourse cues (Vandergrift, 2007). Without adequate listening practice, students may struggle to understand authentic speech, resulting in decreased confidence and

motivation.

Audio resources are invaluable tools in developing listening comprehension. These include podcasts, audiobooks, radio broadcasts, recorded dialogues, and online audio exercises. The benefits of incorporating these materials into English teaching include: Exposure to authentic accents and pronunciation: Students encounter various English accents, such as British, American, Australian, and non-native speakers. This exposure reduces comprehension difficulties when facing real-life communication. Enhanced vocabulary acquisition: Hearing words in meaningful contexts supports long-term retention and improves learners' lexical repertoire. Pronunciation improvement: Repeated listening and shadowing exercises help learners imitate correct pronunciation, intonation, and rhythm.

Autonomous learning: Audio resources allow learners to practice independently, at their own pace, reinforcing self-directed learning habits. Examples of effective audio resources: BBC Learning English podcasts – covering news, interviews, and vocabulary exercises. ESL Fast – short stories and dialogues for beginner to intermediate learners. VoiceThread – interactive audio assignments allowing peer feedback.

Video resources enhance listening by providing multimodal input — combining audio and visual cues. Videos contextualize language use, making comprehension easier and more meaningful. Key advantages include: Contextual understanding: Visual cues such as gestures, facial expressions, and settings help students interpret meaning. Engagement and motivation: Videos with stories, real-life scenarios, or interactive features increase learner interest and participation. Exposure to authentic language: Video materials, including interviews, TED Talks, movies, and YouTube educational content, expose learners to natural speech and colloquial expressions.

Examples of video-based tools: TED-Ed – educational animations and talks for critical listening exercises. YouTube channels – Learn English with TV series, English Addict, or real-life interviews. Edpuzzle – interactive video platform allowing teachers to add comprehension questions. Studies show that learners who regularly engage with video resources demonstrate better listening comprehension and confidence in using English in authentic settings (Golonka et al., 2014).

To maximize the benefits of audio and video resources, teachers can implement the following strategies: Pre-listening preparation: Introduce key vocabulary and expressions. Discuss the topic to activate prior knowledge. Set clear learning objectives (e.g., identify main ideas, note specific details). While-listening tasks: Use gap-fill exercises, comprehension questions, or note-taking activities. Encourage pair or group discussions to check understanding. Implement repeated listening for difficult passages. Post-listening activities: Summarizing content verbally or in writing.

Role-playing situations from the audio/video. Reflective discussion on language

use, culture, and communication strategies. These strategies align with the Communicative Language Teaching (CLT) approach, which emphasizes authentic communication, learner interaction, and active participation. While audio and video resources offer significant advantages, certain challenges must be addressed: Access to technology: Limited internet connectivity or lack of devices may hinder resource use. Learner distraction: Multimedia content can sometimes lead to off-task behavior. Difficulty level mismatch: Materials that are too advanced or too simple may reduce engagement and comprehension.

Practical solutions include: Curating level-appropriate, high-quality audio and video materials. Structuring activities to maintain focus and participation.

Combining individual and group tasks to reinforce comprehension and collaboration. Empirical studies indicate that students exposed to regular audio-visual input show measurable improvement in listening comprehension scores. For instance, Vandergrift and Goh (2012) found that learners who practiced with authentic podcasts and videos developed better understanding of intonation, stress patterns, and discourse markers. Additionally, integrating these resources increases learner motivation, reduces anxiety in listening tasks, and fosters self-directed learning.

CONCLUSION AND RECOMMENDATIONS

In conclusion, the integration of modern audio and video resources in English language teaching has proven to be highly effective in enhancing students' listening skills. The exposure to authentic language, diverse accents, and real-life communication scenarios allows learners to develop both **linguistic** and **cognitive competencies**, including vocabulary retention, pronunciation accuracy, contextual understanding, and critical listening. Listening, as one of the core language skills, forms the foundation for successful speaking, reading, and writing, and its development is essential for academic and professional achievement.

The use of podcasts, interactive platforms, videos, and audiovisual materials not only increases comprehension but also fosters learner motivation, engagement, and autonomy. Students are able to practice independently, revisit materials at their own pace, and experience authentic language in meaningful contexts. These tools encourage **active participation**, promote collaborative learning, and enable learners to develop problem-solving and inferencing skills, which are critical for understanding spoken English in real-world situations.

Pedagogically, teachers can maximize the benefits of these resources through structured activities, including pre-listening preparation, while-listening exercises, and post-listening tasks. By carefully selecting materials that match learners' proficiency levels and interests, educators can address challenges such as distraction, varying abilities, and limited access to technology. Additionally, repeated exposure to audio-visual resources helps learners become more confident in their listening abilities, reduces anxiety in real communication scenarios, and cultivates lifelong

independent learning habits.

Empirical studies have consistently shown that students who engage regularly with modern audio and video materials achieve higher listening comprehension scores and demonstrate improved overall language proficiency (Vandergrift & Goh, 2012; Golonka et al., 2014). Furthermore, these resources allow teachers to create a more dynamic and interactive learning environment, bridging the gap between classroom learning and authentic language use outside the classroom.

Therefore, the strategic integration of modern audio and video resources should be considered a vital component of English language instruction. It not only enhances listening skills but also prepares learners to navigate real-life communicative contexts, promotes lifelong language learning, and supports the development of well-rounded, competent English speakers. Future research may focus on comparative studies of specific digital tools, learner engagement strategies, and long-term impacts on listening comprehension across diverse age groups and proficiency levels.

REFERENCES

1. Ainscow, M. (2020). *Promoting inclusion and equity in education*. Educational Research.
2. Florian, L. (2019). *Inclusive education: A global agenda*. Routledge.
3. Mittler, P. (2017). *Working towards inclusive education*. David Fulton Publishers.
4. Organisation for Economic Co-operation and Development (OECD). (2020). *Inclusive education and vocational training policies*. OECD Publishing. <https://doi.org/10.1787/xxxxxx>
5. United Nations Educational, Scientific and Cultural Organization (UNESCO). (2021). *Reimagining our futures together: A new social contract for education*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000375700>
6. Faxriddin B., No'monbek A. ABS SISTEMASI BILAN JIHOZLANGAN M1 TOIFALI AVTOMOBILLARNING TORMOZ SAMARADORLIGINI MATEMATIK NAZARIY TAHLILI //International journal of scientific researchers (IJSR) INDEXING. – 2024. – T. 4. – №. 1. – C. 333-337.
7. Qurbonazarov S. et al. ANALYSIS OF THE FUNDAMENTALS OF MATHEMATICAL MODELING OF WHEEL MOVEMENT ON THE ROAD SURFACE OF CARS EQUIPPED WITH ABS //Multidisciplinary Journal of Science and Technology. – 2024. – T. 4. – №. 8. – C. 45-50.
8. Xuzriddinovich B. F. et al. ABS BILAN JIHOZLANGAN AVTOMOBILNI TORMOZ PAYTIDA O 'ZO 'ZIDAN VA MAJBURIY TEBRANISHLARINI TORMOZ SAMARADORLIGIGA TA'SIRINI TAHLIL QILISH //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2024. – T. 47. – №. 4. – C. 81-87.
9. Xusinovich T. J., Ro'zibayevich M. N. M1 TOIFALI AVTOMOBILLARNI TURLI MUHITLARDA TORMOZLANISHINI TAHLIL QILISH VA PARAMETRLARINI O 'RGANISH.

10. Karshiev F. U., Abduqahorov N. ABS BILAN JIHOZLANGAN M1 TOIFALI AVTOMOBILLAR TORMOZ TIZIMLARINING USTIVORLIGI //Academic research in educational sciences. – 2024. – Т. 5. – №. 5. – С. 787-791.
11. Каршиев Фахридин Умарович, Н.Абдуқаҳоров ИЗУЧЕНИЕ МИКРОСТРУКТУРЫ СТАЛИ В МАТЕРИАЛОВЕДЕНИИ//<https://www.iupr.ru/6-121-2024>
https://www.iupr.ru/_files/ugd/b06fdc_15c4798c874a4ddab326a52bd3af34ea.pdf?index=true
12. Xusinovich T. J., Ro‘zibayevich M. N. M1 TOIFALI AVTOMOBILLARNI TURLI MUHITLARDA TORMOZLANISHINI TAHLIL QILISH VA PARAMETRLARINI O‘RGANISH.
13. Farxadjonovna, Bekimbetova Elmira, and Abduqahorov No‘monbek. "STARTING ENGINES AT LOW TEMPERATURES." Multidisciplinary Journal of Science and Technology 5.2 (2025): 83-87.
14. Xusinovich, Turdialiyeв Jonibek, and Mo‘minov Nurali Ro‘zibayevich. "M1 TOIFALI AVTOMOBILLARNI TURLI MUHITLARDA TORMOZLANISHINI TAHLIL QILISH VA PARAMETRLARINI O‘RGANISH."
15. Абдуқаҳоров Н., Турдиалиев Ж., Мўминов Н. АВТОМОБИЛИ М1 В РАЗНЫХ УСЛОВИЯХ АНАЛИЗ И ПАРАМЕТРЫ ТОРМОЖЕНИЯ УЧИТЬСЯ //Журнал научно-инновационных исследований в Узбекистане. – 2024. – Т. 2. – №. 4. – С. 377-386.
16. Каршиев Ф. У., Абдуқаҳоров Н. ИЗУЧЕНИЕ МИКРОСТРУКТУРЫ СТАЛИ В МАТЕРИАЛОВЕДЕНИИ //Экономика и социум. – 2024. – №. 6-2 (121). – С. 1142-1145.
17. Oybek o‘g A. N. et al. ABS BILAN JIHOZLANGAN AVTOMOBILLARDA TORMOZLASH JARAYONIDAGI TEBRANISHLAR VA ULARNING TORMOZ SAMARADORLIGIGA TA’SIRI //PEDAGOGS. – 2025. – Т. 92. – №. 1. – С. 127-132.
18. Xuzriddinovich B. F. et al. SURXONDARYO VILOYATIDAGI TABIIY-IQLIM SHAROITLARIDA AVTOMOBILLARNING ISH SHAROITLARINI TASNIFLASH //Tadqiqotlar. – 2025. – Т. 63. – №. 2. – С. 26-32.
19. Abduqahorov N., Turdialiyeв J., Mo‘minov N. M1 VEHICLES IN DIFFERENT ENVIRONMENTS ANALYSIS AND PARAMETERS OF BRAKING LEARN //Journal of science-innovative research in Uzbekistan. – 2024. – Т. 4. – №. 4. – С. 377-386.
20. Абдуқаҳоров Н., Турдиалиев Ж., Мўминов Н. АВТОМОБИЛИ М1 В РАЗНЫХ УСЛОВИЯХ АНАЛИЗ И ПАРАМЕТРЫ ТОРМОЖЕНИЯ УЧИТЬСЯ //Журнал научно-инновационных исследований в Узбекистане. – 2024. – Т. 2. – №. 4. – С. 377-386.
21. Oybek o‘g A. N. et al. ABS BILAN JIHOZLANGAN AVTOMOBILLARDA TORMOZLASH JARAYONIDAGI TEBRANISHLAR VA ULARNING TORMOZ SAMARADORLIGIGA TA’SIRI //PEDAGOGS. – 2025. – Т. 92. – №. 1. – С. 127-132.
22. Bakhramov F., Abduqahorov N., Tilavkobilova D. Analysis of the braking path of cars equipped with ABS in different environments //AIP Conference Proceedings. – AIP Publishing LLC, 2025. – Т. 3268. – №. 1. – С. 020052.

23. Karshiev F. U., Abduqahorov N. ABC BILAN JIHOZLAHGAN M1 TOIFALI AVTOMOBILLAR TORMOZ TIZIMLARINING USTIVORLIGI //Экономика и социум. – 2024. – №. 6-1 (121). – С. 334-337.

24. O'G'Li A. A. U., Raxmatovich K. M., Shoykulovich A. O. UZUN QOZIQLI BARABANNI PAXTA TARKIBIDAN OG 'IR ARALASHMALARNI AJRATISHGA TA'SIRINI NAZARIY O 'RGANISH NATIJALARI //Механика и технология. – 2025. – Т. 1. – №. 18. – С. 133-139.

25. Raxmatovich K. M. URUG 'TOZALASH MASHINASINING MAQBUL PARAMETRLARINI ANIQLASH //Механика и технология. – 2024. – №. 2 (9) Спецвыпуск. – С. 79-86.

26. Astanakulov K. D. et al. The separation of light impurities of safflower seeds in the cyclone of the grain cleaning machine //IOP Conference Series: Earth and Environmental Science. – IOP Publishing, 2020. – Т. 614. – №. 1. – С. 012141.

27. Karimov M. R. et al. Safflower seed cleaning machine and determining the rotational speed of its supplying roller //IOP Conference Series: Earth and Environmental Science. – IOP Publishing, 2021. – Т. 868. – №. 1. – С. 012050.

28. O'G'Li A. A. U., Raxmatovich K. M., Shoykulovich A. O. UZUN QOZIQLI BARABANNI PAXTA TARKIBIDAN OG 'IR ARALASHMALARNI AJRATISHGA TA'SIRINI NAZARIY O 'RGANISH NATIJALARI //Механика и технология. – 2025. – Т. 1. – №. 18. – С. 133-139.

29. Raxmatovich K. M. URUG 'TOZALASH MASHINASINING MAQBUL PARAMETRLARINI ANIQLASH //Механика и технология. – 2024. – №. 2 (9) Спецвыпуск. – С. 79-86.

30. Astanakulov K. D. et al. The effect of safflower oil (*Carthamus Tinctorius* L.) and inositol supplementation on egg production.

31. Raxmatovich K. M. URUG 'TOZALASH MASHINASINING MAQBUL PARAMETRLARINI ANIQLASH //Механика и технология. – 2024. – №. 2 (9) Спецвыпуск. – С. 79-86.

32. Bazaluk O. et al. Improving energy efficiency of grain cleaning technology //Applied Sciences. – 2022. – Т. 12. – №. 10. – С. 5190.

33. Ishmuradov S. U., Abdumajidov R. B. Determination results of disc plough hang mechanism and support disc parameters //IOP Conference Series: Earth and Environmental Science. – IOP Publishing, 2022. – Т. 1076. – №. 1. – С. 012039.

34. Raxmatovich K. M. URUG 'TOZALASH MASHINASINING MAQBUL PARAMETRLARINI ANIQLASH //Механика и технология. – 2024. – Т. 5. – №. Спецвыпуск 2. – С. 79-86.

35. Safarov N. K., Karimov M. R. Testing the development of a seed extraction device with acceptable parameters and studying the influence on the technological indications of saw fiber separation //IOP Conference Series: Earth and Environmental Science. – IOP Publishing, 2022. – Т. 1076. – №. 1. – С. 012072.

36. Karimov M. R. Researching the parameters sieve of the safflower seed cleaner machine //IOP Conference Series: Earth and Environmental Science. – IOP Publishing, 2021. – Т. 868. – №. 1. – С. 012054.

37. Astanakulov K. D. et al. The effect of safflower oil (*Carthamus Tinctorius* L.) and inositol supplementation on egg production.