

DEVELOPMENT OF LISTENING MATERIALS FOR ESL LEARNERS

Ataboyev Isroiljon Mirza o'g'li

Tashkent State Transport University

Assistant of the Department of foreign languages

isroilataboyev2@gmail.com

Annotation

Acquiring a foreign language by adult learners is often slow, daunting, and even frustrating. All learners want to use the foreign language confidently and spontaneously, just as they use their mother tongue. The teacher working with adult learners needs to conduct a thorough analysis of their students in order to get to know them better. The path to success is corn full of traps that teachers will walk through if they find the right clue. For this reason, gathering information about students' characteristics, their motivation for learning another language, or their learning style is a must in order to find the right approach and then design the appropriate course.

Keywords: concrete, analytical, communicative, authority-oriented, videos, flip charts, handouts.

Adult learners can be grouped according to their preferred learning styles. Using multiple learning styles to learn is a relatively new approach to teaching. Differences in cognitive styles affect learners' priorities for a particular learning approach. Learning styles are specific measures taken by the learner to make learning easier, faster, more enjoyable, more self-determined, and more transferrable to new situations (Oxford, 1990). According to Richards and Lockhart (1996), the common learning styles for each learner type are concrete, analytical, communicative, and authority-oriented.

Concrete learners use active means of processing information. Analytical learners prefer a logical and systematic presentation of newly acquired material. Other researchers also call them logical or math learners because they prefer to use logic, reasoning, and systems. Communicative learners prefer a social approach. They can also be described as social/interpersonal learners (they prefer to learn in groups or with other people) or verbal/linguistic learners (they prefer to use words, both in speaking and in writing). Authority-oriented learners prefer the teacher's authority.



Other researchers describe learning styles in more detail, adding to the list above to include loners or intrapersonal learners who prefer to work alone and utilize self-study. Most studies examining learning styles accept the following main categories: visual, auditory, and kinesthetic learners.

Visual or spatial learners learn by seeing, so they prefer images, images, and spatial understanding. You need to see teachers' body language and facial expressions to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid obstacles like other people's heads. You can think in pictures and learn best from visual representations (e.g. diagrams, illustrated textbooks, overhead transparencies, videos, flip charts, handouts, etc.). During a lecture or classroom discussion, they often prefer to take detailed notes to absorb the information. The strategies that could be used for visual learning are: creating visual analogies, visualizing facts, connecting key concepts to visual images such as symbols, writing a rough summary while reading, listening to lectures, partner work, or using color to highlight key ideas.

Aural or auditory-musical learners learn by listening. They prefer using sound and music, so they learn best through oral presentations, discussions, talking things through, and listening to what others have to say. Auditory learners interpret the underlying meaning of speech by paying attention to intonation, pitch, speed, and other nuances. Written information can have little meaning until it is heard. These learners often benefit from reading texts aloud and using a tape recorder. Some strategies for auditory learners are: sharing notes and asking peers for feedback, making audio recordings and listening, verbalizing answers in your head first before writing them down, summarizing and discussing short fragments of a reading passage orally, reading to yourself aloud, or doing it when someone leaves other.

Physical/tactile or kinesthetic learners learn by moving, doing, and touching, so they prefer to use their body, hands, and touch. They learn best through a hands-on approach, actively exploring the physical world around them. They can find it difficult to sit still for long periods of time and can be distracted by their urges for activity and exploration. Learning a range of facts while doing some form of exercise, engaging in activity-based role play, linking language to learning through processes that involve physical activity, and physically emphasizing important language and information are just a few of the strategies that can be employed when



working with this learner type. Despite the variety of methods that language teachers can use, many of them today do not follow a single method. Over the years they develop a personal methodology built from their own selection of what they feel is best and most appropriate from what they have learned. There are individual preferences for how learners want to communicate and learn.

A full repertoire of teaching and learning approaches enhances learning. Learners who approach the learning process with a wide range of strategies have more options at their disposal to meet expectations. Increased student awareness of different learning styles creates multiple perspectives that help students better understand others and work in their learning community.

REFERENCES

1. Green, S., *New Perspectives on Teaching and Learning Modern Languages*, Clevedon, UK, 2000
2. Harmer, J., *The Practice of English Language Teaching*, London: Pearson Education Ltd., 2000
3. Hutchison, T., Waters, A., *English for Specific Purposes: a learner-centered approach*, England: Cambridge University Press, 1987
4. Oxford, R., *Language Learning Strategies: What Every Teacher Should Know*, New York: Newbury House, 1990
5. Richards, J. C., Lockhart, C., *Reflective Teaching in Second Language Classrooms*, Cambridge: Cambridge University Press, 1996
6. Tursunovich, R. I. (2022). Teaching a Foreign Language and Developing Language Competence. *Web of Scholars: Multidimensional Research Journal*, 1(8), 8-11.
7. Tursunovich, R. I. (2022). LINGUISTIC AND CULTURAL ASPECTS OF LITERARY TRANSLATION AND TRANSLATION SKILLS. *British Journal of Global Ecology and Sustainable Development*, 10, 168-173.
8. Rustamov, I. (2022). Илхом TEACHING ENGLISH AS A FOREIGN LANGUAGE. *Журнал иностранных языков и лингвистики*, 4(4).
9. Rustamov, I. (2022). Ilhom THE INTERLEVEL ANALYSIS OF VERBAL HUMOUR RESOURCES IN THE ENGLISH LANGUAGE: THE INTERLEVEL ANALYSIS OF VERBAL HUMOUR RESOURCES IN THE



- ENGLISH LANGUAGE. Журнал иностранных языков и лингвистики, 4(4).
10. Rustamov, I. (2022). ilhom МИЛЛИЙ ЛАТИФАЛАРНИНГ СТЕРОТИПИК ТАЛҚИНИ: МИЛЛИЙ ЛАТИФАЛАРНИНГ СТЕРОТИПИК ТАЛҚИНИ. Журнал иностранных языков и лингвистики, 4(4).
11. Tursunovich, R. I. (2022, November). ON THE CONCEPTUAL METAPHOR: MAN IS UP, WOMAN IS DOWN. In Proceedings of International Conference on Modern Science and Scientific Studies (Vol. 1, No. 2, pp. 28-31).
12. Tursunovich, R. I. (2022, November). THE SIGNIFICANCE OF PRAGMATIC APPROPRIATENESS IN ESL CULTURE. In Proceedings of Scientific Conference on Multidisciplinary Studies (Vol. 1, No. 2, pp. 157-160).
13. Rustamov, I. (2022). DEVELOPMENT OF SPEAKING COMPREHENSION IN TEACHING FOREIGN LANGUAGE FOR PROFESSIONAL PURPOSES. **INDIA**. <https://doi.org/10.5958/2249-7315.2022.00099.5>
14. Rustamov, I. (2022). CLASSIFICATION SYMBOLS OF WORDS. <https://www.indianjournals.com/ijor.Aspix>. <https://doi.org/DOI : 10.5958/2249-7315.2022.00097.1>
15. Рустамов, И. Т., Ярматова, Д. А., & Сайфуллаев, Х. Д. (2021). МАТНДА ЖОЙ НОМЛАРИНИНГ ФАОЛЛАШИШИ. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 4(2).
16. Rustamov, I. (2021). PRAGMATICS IN GENRE FEATURES OF ORIGINAL TEXTS. Scienceweb academic papers collection.
17. Rustamov, I. (2021). IMPORTANCE OF UZBEK AND ENGLISH SONGS IN EDUCATION AND LANGUAGE LEARNING. **INDIA**. <https://doi.org/DOI : 10.5958/2249-7137.2021.00477.8>
18. Tursunovich, R. I. (2022). METHODOLOGY OF TEACHING RIDDLES AND TEACHING FOREIGN LANGUAGES THROUGH THEM. Journal of new century innovations, 8(1), 570-573.
19. Ataboyev, I. (2022). isroilataboyev2@ gmail. com TANA-DASHNOM KONSEPTINING LINGVISTIK CHEGARALARI TO'G'RISIDA: TANA-DASHNOM KONSEPTINING LINGVISTIK CHEGARALARI TO'G'RISIDA. Журнал иностранных языков и лингвистики, 4(4).
20. Ataboyev, I. (2022). fazilatturgunova05@ gmail. com SEMANTIK MAYDONNI TASHKIL ETUVCHI UNSURLAR ORTASIDAGI ALOQA

TURLARI: SEMANTIK MAYDONNI TASHKIL ETUVCHI UNSURLAR ORTASIDAGI ALOQA TURLARI. Журнал иностранных языков и лингвистики, 4(4).

21. Ataboyev Isroiljon Mirza o'g'li. (2022). RESPONDING TO A SPEECH REPROACH. British Journal of Global Ecology and Sustainable Development, 10, 161–167. Retrieved from <https://journalzone.org/index.php/bjgesd/article/view/157>
22. Turgunova, F. (2022). fazilatturgunova05@ gmail. com YANGILIK SARLAVHALARDAGI QISQARTMALAR VA ULARNING TARJIMA XUSUSIYATLARI: YANGILIK SARLAVHALARDAGI QISQARTMALAR VA ULARNING TARJIMA XUSUSIYATLARI. Журнал иностранных языков и лингвистики, 4(4).
23. Turgunova, F. (2022). fazilatturgunova05@ gmail. com FRAZEOLOGIYANI O'RGANISHNING ETNOLINGVISTIK ASPEKTI: FRAZEOLOGIYANI O'RGANISHNING ETNOLINGVISTIK ASPEKTI. Журнал иностранных языков и лингвистики, 4(4).
24. Turgunova, F. (2022). fazilatturgunova05@ gmail. com MATNINI SIQISHNI O'RGANISH UCHUN NAZARIY SHARTLAR. MATNNI SIQISH: MATNINI SIQISHNI O'RGANISH UCHUN NAZARIY SHARTLAR. MATNNI SIQISH. Журнал иностранных языков и лингвистики, 4(4).
25. Turg'unova, F. (2022). INGLIZ TILIDAGI MAQOLALAR SARLAVHALARINI LEKSIK VA GRAMMATIK JIHATDAN TARJIMA QILISHDA XATOLARNING SABABI (Tarjima xatolarining ta'rifi va tasnifi). ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ.
26. Ataboyev, I. (2022). isroilataboyev2@ gmail. com TANA-DASHNOM KONSEPTINING LINGVISTIK CHEGARALARI TO'G'RISIDA: TANA-DASHNOM KONSEPTINING LINGVISTIK CHEGARALARI TO'G'RISIDA. Журнал иностранных языков и лингвистики, 4(4).
27. Turgunova, F. (2022). fazilatturgunova05@ gmail. com YANGILIK SARLAVHALARINI TARJIMA QILISHNING LEKSIK XUSUSIYATLARI: YANGILIK SARLAVHALARINI TARJIMA QILISHNING LEKSIK XUSUSIYATLARI. Журнал иностранных языков и лингвистики, 4(4).



28. Tursunovich, R. I. (2022). XORIJIY TILLARNI O'RGANISH NEGA MUHIM?. Journal of new century innovations, 19(4), 52-56.
29. Tursunovich, R. I. (2022). XORIJIY TILNI O'RGANISHDA SHE'RIY ASARLARNI TO'G'RI TALQIN ETISHNING AHAMIYATI. Journal of new century innovations, 19(4), 57-61.
30. Tursunovich, R. I. (2022). Modern Methods in the Methodology of Teaching a Foreign Language. Central Asian Journal of Theoretical and Applied Science, 3(12), 146-152.
31. Tursunovich, R. I. (2022). HOZIRGI ZAMON TILSHUNOSLIGIDA TIL VA MADANIYATNING TALQINI. PEDAGOGS jurnali, 24(2), 49-54.
32. Tursunovich, R. I. (2022). TALIM JARAYONIDA XORIJIY TILLARNI O'QITISHNING ZAMONAVIY METODIKALARI. PEDAGOGS jurnali, 24(2), 55-60.

