

IMPORTANCE OF LISTENING STUDENT'S PERCEPTIONS IN  
LANGUAGE TEACHING

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## Abstract

The objective of the research is examining differences among pupils “and their teachers” views regarding “English Language Teaching” exercises (Türkey Bulut et. al, p. 90)

“Listening” plays a vital “role in both” everyday situations and academic settings, as it is essential for individuals to maintain successful “communication”. Despite the significance of “listening” for the advancement of both “communication” and “cognitive” abilities, it was not integrated into “language teaching” curricula for many “years”. But, in the past few “years”, as language teaching increasingly prioritizes “communication, listening” has finally begun to be recognized and incorporated into “language programs” as it rightfully deserves. While there exist various viewpoints on “teaching listening”, the effectiveness “of each” perspective relies to some extent on identifying and reducing the “listening comprehension” challenges encountered “by language learners.” (Selin Yıldırım & Özgür Yıldırım, 2016, p. 2094)

## Introduction

“Teaching” demands a multitude of skills, critical “thinking”, and “decision making” abilities. Resembling an “art” form rather than a task suited for just anyone. Educators must recognize that “learning” is not simply a result or endpoint but rather an ongoing, participatory process that entails assessing “experiences”, acquiring and synthesizing “knowledge”. Ultimately, it is the “learners” duty to engage in learning; “he/she” has the agency to decide “what, when, why” and how they “learn”. “We” are

aware “that making decisions” about “classroom activities” can be challenging. It’s important to “always” consider questions such as: who will participate, what the “activity” entails, and “where” it will be implemented when selecting the type of activities to incorporate and designing them for specific audiences. (Türkay Bulut, 2002, p. 91)

“Teaching or learning” a second language requires significant effort, and educators bear additional responsibilities. “They” ought to ensure that the “learning” experience is enjoyable for “their students”. “Learners should not” perceive “learning” as a chore, “nor should they” feel “obligated” to engage in it. “Instead”, by actively engaging

“them in our activities” and fostering a pleasant “atmosphere”, we can facilitate their learning of the second language in a “enjoyable” manner. (Türkay Bulut, 2002, p.

92) Methodology

The following research will assist to find out what students thoughts and how significant it is to listen to their opinions. Further, the survey research conducted and compiled several questions regarding the teaching of teachers and how much they listen to the perceptions of their students.(Appendix 1) According to Smart Survey: “Survey is the process of collecting, analyzing and interpreting data from many individuals. It aims to determine insights about a group of people”. ([https://www.smartsurvey.co.uk/articles/survey-vs-questionnaire#:~:text=A%20survey](https://www.smartsurvey.co.uk/articles/survey-vs-questionnaire#:~:text=A%20survey%20is%20the%20process,one%20form%20of%20data%20collection)

[%20is%20the%20process,one%20form%20of%20data%20collection](https://www.smartsurvey.co.uk/articles/survey-vs-questionnaire#:~:text=A%20survey%20is%20the%20process,one%20form%20of%20data%20collection))

The survey research was applied to investigate and to collect the data in certain areas. (Suegona, 2011). Moreover, according to Sucardi 2007 using survey research can vary based on its complexity. “Using” a straightforward “analysis technique” compared to employing “relational analysis among” intricate “variables”. (Sukardi, 2007, p.132) Participants

In the consecutive research participated fifteen of English Education students, 13 females and 2 males at Kimyo International University in Tashkent Samarkand branch.

All students were Uzbek and knowing English Language. The average age of students was 19 years. The questionnaire was asking the students to answer the questions as: Yes/No/Sometimes, to make students easier to understand the questions. The researcher analyzed and participated in the study to answer students questions.

#### Data analysis

Based on this questionnaire, we can conclude that students do tasks effectively discussing it with their teacher. In language teaching, listening student's perceptions gave a positive answer. This was proven by the students answers that they marked on their questionnaire. For instance, to the first question "My teacher listens to my opinion/ideas attentively" and "Teachers help/listen to their students when they have problems" 90% of students marked YES and the rest of 10% marked SOMETIMES. This means that teachers work very well with their students with superior experience. To the next questions "I do my tasks effectively discussing it with teacher" and "I can trust to my teacher" 83% students noted YES and 17% SOMETIMES. Summarizing all collected data, identified result is that students believe that they are taking the right advice from their teachers. However, to the first question one student marked NO. It means that this student does not have enough attention from the teacher or the student himself/herself does not actively participate in classes. In order to avoid such situations teachers need to pay attention to each student and give them advices and knowledge.

#### Conclusion

Based on the above research, it shows that the role of the teacher is important in teaching as a listener. First year students of KIUT Samarkand branch confirmed that they feel good and confident when teachers give their suggestions and advices. This helps students participate actively during classes, improve their public speaking skills and language learning skills. From this we can complete that communication with students, listening to their opinions has a big role in language teaching. And this study gave a positive result.

#### References

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