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DEVELOPMENT OF STUDENTS' LISTENING SKILLS IN ENGLISH LESSONS DURING THE MIDDLE STAGE OF STUDY

Abstract. *In the modern educational process, the development of listening skills plays a significant role in learning English, especially at the intermediate stage, when students move from basic understanding to more complex forms of audio comprehension and analysis. Listening is not just a passive reception of information but an active process that involves predicting, interpreting, and understanding what is heard. At this stage, learners encounter various accents, speech styles, and communicative situations, which requires teachers to apply diverse methods and teaching strategies.*

The successful development of listening skills contributes to the improvement of students' overall language competence, expands their vocabulary, enhances grammatical intuition, and increases motivation to learn the language. However, in practice, teachers often face challenges such as students' insufficient preparation for authentic speech, the lack of authentic materials, and limited time for the development of this type of speech activity.

This study aims to explore effective approaches and methodologies that promote the formation and improvement of listening skills among students at the intermediate level, as well as to identify the factors that influence the success of this process.

The article examines one of the most important goals of teaching a foreign language at school, namely, teaching listening. The types of listening, their classification are considered in detail, and texts for listening of varying degrees of complexity are highlighted. A special place in the article is given to the consideration of the system of exercises for teaching listening, including three groups of exercises: training (preparatory), communicative (speech) and control. The article examines the significance of enhancing listening skills in English language learners at the intermediate stage of their education. It covers a range of techniques and exercises that educators can employ to improve students' listening comprehension. Additionally, it delves into the role of technology in aiding the development of listening skills and offers practical guidance for educators to incorporate into their teaching.

Keywords: *Listening skills, understanding, strategies, exercises, technology, methodology.*

Introduction. Listening is a fundamental aspect of language acquisition and holds a pivotal position in successful communication. For English language learners, the cultivation of listening skills is vital for comprehension, vocabulary building, and overall language competency. Nonetheless, numerous students encounter challenges with listening comprehension, particularly in the intermediate stage of

their language education. This article seeks to delve into the advancement of students' listening abilities in English lessons at this pivotal juncture.

Importance of Listening Skills in English Language Learning: The ability to listen effectively is crucial for successful communication in any language, including English. It enables learners to comprehend

spoken language, follow instructions, and participate in conversations.

In the context of learning English, listening skills hold particular significance for several reasons:

1. **Comprehension:** Listening comprehension is indispensable for understanding spoken language, facilitating meaningful communication.

2. **Vocabulary Acquisition:** Listening facilitates the acquisition of new vocabulary, exposing learners to new words and phrases in context.

3. **Pronunciation and Intonation:** Listening to native speakers aids in improving learners' pronunciation and intonation, enhancing the natural fluency of their speech.

4. **Cultural Understanding:** Exposure to authentic materials such as podcasts, interviews, and songs through listening allows learners to encounter different accents, dialects, and cultural subtleties.

5. **Academic Success:** Strong listening skills are essential for academic success. They enable learners to follow lectures, participate in discussions, and understand academic texts. It is important to note that subjective evaluations should be excluded unless clearly marked as such.

Since the goals may be different - to understand the general meaning of a statement, to find an answer to a specific question, to find out details - the approach to listening should be different.

Based on the objectives, we can distinguish five types of listening:

1. *Listening to understand the main idea.* The purpose of this type of listening is to learn to understand the main points or general information presented in the audio. We often are hung up on details, words or phrases that we do not understand and do not see the bigger picture.

2. *Listening for details.* The goal here is to learn to understand specific information, details that are relevant,

important or necessary. For example, when you need to find an answer to a specific question - when a meeting will take place, etc.... In this type of listening, the main thing is to focus on hearing and understanding only the information you need. Not everything else is so important.

3. *Listening for sequencing.* Quite often, we receive instructions in English. Information on how to act or instructions that we need to follow. It is crucial to correctly understand the order of actions and what each step entails.

4. *Listening to learn new words.* Listening provides great opportunities to learn new words or activate existing vocabulary. The aim here is to identify and memorize a number of words that are usually easy to categorize. For example, food, sports, animals, etc. You can also pay attention to what expressions are used to express your opinion or attitude to what is being said.

5. *Listening in order to understand the opinion of the interlocutor.* Sometimes we have to listen carefully not, to what a person literally says, but to what he wants to express through some words or images. It is important for us to understand his/her opinion and attitude towards the subject he/she is talking about. Moreover, the degree of expression when expressing an opinion - from mild criticism to strong disagreement. It is important to understand the speaker's position and determine how he or she feels.

1. *Extended Strategies and Activities*

1. **Dictation Exercises:** In dictation exercises, students listen to a passage read aloud by the teacher and transcribe the spoken content. This exercise concurrently enhances students' listening and writing proficiencies.

2. **Role-Play:** Role-play activities entail students assuming distinct roles and participating in a simulated conversation.

This exercise enables students to practice listening for context and grasping the speaker's intentions and emotions.

3. **Listening Journals:** Listening journals serve as a platform for students to contemplate their listening encounters. Students can document the challenges encountered, newly acquired vocabulary, and strategies employed to enhance their listening skills.

4. **Peer Listening:** Peer listening involves students attentively listening to one another and offering constructive feedback. This activity aids in the development of students' listening abilities while fostering confidence and communication skills.

5. **Authentic Listening Experiences:** Encourage students to engage in authentic English listening experiences, such as watching movies, listening to music, or interacting with native speakers. This cultivates students' capacity to comprehend diverse accents and dialects.

6. **Listening Games:** Integrate listening-based games into your instructional sessions, such as "Simon Says" or "20 Questions," to infuse enjoyment and engagement into listening practice for students.

7. **Story Retelling:** Task students with listening to a narrative and recounting it in their own words. This exercise enables students to hone their ability to listen for key concepts and specifics, while also refining their oral expression and storytelling proficiencies.

8. **Listening Circles:** Establish small student groups and task them with collectively listening to a brief audio excerpt. Subsequently, each group engages in a discussion about their interpretation of the content and shares their insights with the class. This activity nurtures students' collaborative development of listening and speaking competencies.

9. **Listening Logs:** Encourage students to maintain a listening log wherein they document the audio materials they engage with outside of class, accompanied by a succinct summary and reflective commentary. This approach empowers students to take charge of their learning journey and monitor their progress.

10. **Listening Assessments:** Routinely evaluate students' listening proficiencies through diverse assessment techniques, such as quizzes, listening journals, and oral tasks. This practice equips students with insights into their strengths and areas for enhancement.

2. *Technology Integration*

1. **Online Listening Platforms:** Employ online platforms that provide a wide range of listening materials, such as TED Talks, podcasts, and news articles. These platforms frequently offer interactive exercises and quizzes to aid students in honing their listening skills.

2. **Interactive Whiteboards:** Utilize interactive whiteboards to exhibit audio and video materials, enabling students to listen and watch as a collective. This can enhance classroom discussions and collaborative listening activities.

3. **Digital Language Labs:** Integrate digital language labs into your instruction, where students can listen to audio materials, record their responses, and receive immediate feedback. This allows for personalized practice and evaluation.

4. **Mobile Apps:** Advocate for students to utilize language learning apps on their smartphones or tablets, which frequently include listening exercises and activities. This permits students to enhance their listening skills at all times and in any location.

5. **Virtual Reality (VR):** Delve into the application of VR technology to construct immersive listening experiences for students. VR has the capability to replicate real-life listening scenarios, such as placing

an order at a restaurant or navigating through a city, aiding students in refining their listening skills within a contextual framework.

6. **Speech Recognition Software:** Employ speech recognition software to furnish students with feedback on their pronunciation and intonation. This can assist students in enhancing their speaking and listening abilities concurrently.

7. **Online Discussion Forums:** Establish online discussion forums where students can engage with audio materials, such as podcasts or news clips, and engage in discussions with their peers. This fosters collaborative listening and promotes critical thinking.

3. *Role of Technology in Facilitating Listening Skill Development*

Technology serves as a valuable asset in cultivating students' listening skills in English lessons. There exist numerous approaches through which educators can harness technology to elevate listening comprehension:

1. **Audio Recordings:** Educators can utilize audio recordings of native speakers to acquaint students with authentic language and refine their pronunciation and intonation.

2. **Podcasts:** Podcasts present an exceptional resource for honing listening skills, covering a diverse array of topics and featuring a multitude of speakers. Educators can employ podcasts to involve students in genuine listening practice and expose them to various accents and dialects.

3. **Digital Platforms:** An array of digital platforms and apps offer interactive listening activities and exercises. Educators can leverage these platforms to furnish students with supplementary practice and feedback.

4. **Video Clips:** Utilizing video clips offers an effective approach to engaging students in listening practice by providing visual context and promoting

comprehension. Educators can employ video clips to familiarize students with diverse accents, gestures, and cultural subtleties.

5. *Practical Tips for Educators*

Here are some practical guidelines for educators aiming to develop students' listening skills in English lessons:

1. **Provide Clear Instructions:** Ensure that students comprehend the listening task and are aware of the expected actions.

2. **Scaffold Listening Tasks:** Initiate with uncomplicated tasks and progressively augment the complexity to bolster students' confidence and competencies.

3. **Encourage Active Listening:** Motivate students to engage in active listening by prompting them to take notes, pose questions, or summarize the content.

4. **Offer Feedback:** Furnish students with constructive feedback regarding their listening skills and encourage them to contemplate their strengths and areas for enhancement.

5. **Utilize Genuine Materials:** Employ authentic materials, such as podcasts, interviews, and songs, to acquaint students with real-life language and cultural context.

Methodology. Learning to listen to a foreign language text at the middle stage of learning in an English lesson should begin with the differentiation of texts; there are three groups of them, according to their degree of complexity:

1) Light texts

- compiled (educational) and semi-authentic texts of colloquial literary, popular science and artistic styles in the genre of message or narrative with a simple sequential presentation;

-the main idea is expressed explicitly at the beginning of the text;

Sphere of communication: informal, in the form of a simple monologue or dialogue
- message/request for information;

2) Texts of moderate difficulty:

- authentic and semi-authentic texts of colloquial literary, popular science or artistic style in the genre of conversation, messages, descriptions with consistent and simple presentation;

- the main idea is expressed at the beginning or in the middle of the text;

- sphere of communication: official and unofficial; monologue - description/narration; dialogue - inquiry/explanation with a limited number of storylines;

3) Difficult texts:

- authentic texts of journalistic, popular science, and artistic styles in the genre of conversation, interview, reportage, and description;

- is the main idea expressed at the end of the text or is it not explicitly expressed;

- the sphere of communication is informal, a polylogue with a variety of storylines, a monologue in dialogue.

Before talking about the methods of teaching lexical units in listening, we should mention the difficulties of understanding audio texts. There are two ways to deal with difficulties: eliminate them or overcome them.

This study is based on a mixed (qualitative and quantitative) method in order to identify the effectiveness of implementing special listening development strategies for middle-level students. I conducted the study for two months as part of my English language training at two secondary schools № 8 and № 30 in Taraz, Kazakhstan.

The sample included 60 students in grades 7 and 8, aged 12 to 14 years. The students were divided into two equal groups — experimental and control. In both groups, classes were conducted by the same teachers, which ensured uniform learning conditions. The difference was in the approach to learning listening.

The experimental group was engaged in a specially developed program that includes:

- Pre-listening stage – activation of students' background knowledge, discussion of the topic of audio material, prediction of content based on keywords and visual cues;

- While-listening stage – performing tasks for global and detailed understanding, filling out tables, highlighting key information;

- Post-listening stage – discussion of what was listened to, retelling, performing creative tasks (role-playing games, interviews, etc.).

The control group continued to study according to the traditional program without an emphasis on strategic listening skills.

The following methods were used to assess the dynamics of skill development:

1. Diagnostic testing – before and after the experiment, students completed standardized listening tasks corresponding to CEFR levels A2–B1.

2. Questionnaire – students filled out questionnaires reflecting their attitude to listening, motivation level, difficulties in understanding oral speech.

3. Observation – pedagogical observations were recorded during the performance of listening tasks, with activity, engagement, and emotional reaction recorded.

4. Analysis of the results – quantitative (test scores) and qualitative indicators (analysis of responses, behavioral manifestations) were compared, statistical data processing methods were used (calculation of the average score, increment, standard deviation).

Thus, the research methodology made it possible to comprehensively approach the study of the problem and obtain objective data on the impact of targeted listening training on the level of formation of

appropriate skills among middle-level students.

Conclusion. Nurturing students' listening skills in English lessons during the intermediate phase of their education is pivotal for their comprehensive language proficiency and communication aptitude. Educators can employ a range of strategies and exercises, including pre-listening activities, targeted information retrieval, and post-listening tasks, to enrich students'

listening comprehension capabilities. Additionally, technology can serve as a valuable tool in facilitating the development of listening skills. By furnishing students with opportunities to engage with authentic materials, participate in meaningful listening exercises, and receive constructive feedback, educators can aid students in developing greater confidence and proficiency as listeners in English.

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ОҚУДЫҢ ОРТА КЕЗЕҢІНДЕ ОҚУШЫЛАРДЫҢ АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА ТЫҢДАУ ДАҒДЫЛАРЫН ДАМУ

Аңдатпа. Қазіргі білім беру процесінде тыңдау дағдыларын дамыту ағылшын тілін үйренуде, әсіресе аралық кезеңде, студенттер негізгі түсініктен аудионы түсіну мен талдаудың күрделі формаларына көшкен кезде маңызды рөл атқарады. Тыңдау-бұл ақпаратты пассивті қабылдау ғана емес, сонымен қатар естілетін нәрсені болжауды, түсіндіруді және түсінуді қамтитын белсенді процесс. Бұл кезеңде оқушылар әртүрлі екпіндерге, сөйлеу мәнерлеріне және коммуникативті жағдайларға тап болады, бұл мұғалімдерден оқытудың әртүрлі әдістері мен стратегияларын қолдануды талап етеді. Тыңдау дағдыларының сәтті дамуы оқушылардың жалпы тілдік құзыреттілігін арттыруға, сөздік қорын кеңейтуге, грамматикалық түйсігін арттыруға, тілді үйренуге деген ынтасын арттыруға ықпал етеді. Алайда, іс жүзінде мұғалімдер оқушылардың шынайы сөйлеуге

жеткіліксіз дайындығы, шынайы материалдардың жетіспеушілігі және сөйлеу әрекетінің осы түрін дамытуға уақыттың шектеулілігі сияқты қиындықтарға жиі тап болады.

Бұл зерттеу орта деңгейдегі студенттердің тыңдау дағдыларын қалыптастыруға және жетілдіруге ықпал ететін тиімді тәсілдер мен әдістемелерді зерттеуге, сондай-ақ осы процестің сәттілігіне әсер ететін факторларды анықтауға бағытталған.

Мақалада мектепте шет тілін оқытудың маңызды мақсаттарының бірі, атап айтқанда тыңдауды үйрету қарастырылған. Тыңдаудың түрлері, олардың жіктелуі егжей-тегжейлі қарастырылады, әр түрлі күрделіліктегі тыңдауға арналған мәтіндер бөлектеледі. Мақалада тыңдауды үйретуге арналған жаттығулар жүйесін, оның ішінде жаттығулардың үш тобын қарастыруға ерекше орын берілген: оқыту (дайындық), коммуникативті (сөйлеу) және бақылау. Мақалада ағылшын тілін үйренушілердің білім алуының аралық кезеңінде тыңдау дағдыларын жетілдірудің маңыздылығы қарастырылған. Онда тәрбиешілер оқушылардың тыңдауды түсінуін жақсарту үшін қолдана алатын бірқатар әдістер мен жаттығулар қамтылған. Сонымен қатар, ол тыңдау дағдыларын дамытуға көмектесетін технологияның рөлін зерттейді және тәрбиешілерге оларды оқытуға енгізу үшін практикалық нұсқаулар ұсынады.

Тірек сөздер: тыңдау дағдылары, түсіну, стратегиялар, жаттығулар, технология, әдістеме.

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РАЗВИТИЕ НАВЫКОВ АУДИРОВАНИЯ УЧАЩИХСЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА НА СРЕДНЕМ ЭТАПЕ ОБУЧЕНИЯ

Аннотация. Развитие навыков аудирования в современном образовательном процессе играет важную роль в изучении английского языка, особенно на промежуточном этапе, когда учащиеся переходят от основного понимания к более сложным формам понимания и анализа звука. Слушание-это не только пассивное восприятие информации, но и активный процесс, включающий предсказание, интерпретацию и понимание того, что слышно. На этом этапе учащиеся сталкиваются с различными акцентами, стилями речи и коммуникативными ситуациями, которые требуют от учителей использования различных методов и стратегий обучения.

Успешное развитие навыков аудирования способствует повышению общей языковой компетентности учащихся, расширению словарного запаса, повышению грамматической интуиции, повышению мотивации к изучению языка. Однако на практике учителя часто сталкиваются с такими трудностями, как недостаточная готовность учащихся к подлинной речи, недостаток подлинного материала и ограничение времени на развитие этого вида речевой деятельности.

Это исследование направлено на изучение эффективных подходов и методологий, которые способствуют формированию и совершенствованию навыков аудирования учащихся среднего звена, а также на выявление факторов, влияющих на успех этого процесса.

В статье рассматривается одна из важнейших целей обучения иностранному языку в школе, а именно обучение аудированию. Подробно рассматриваются виды аудирования, их классификация, выделяются тексты для аудирования различной сложности. Особое место в статье отводится рассмотрению системы упражнений для обучения аудированию, включающей три группы упражнений: обучающие (подготовительные), коммуникативные (речевые) и контрольные. В статье рассматривается важность совершенствования навыков аудирования на промежуточном

этапе обучения изучающих английский язык. Он включает в себя ряд методов и упражнений, которые преподаватели могут использовать для улучшения понимания слушания учащимися. Кроме того, он исследует роль технологий, которые помогают развивать навыки аудирования, и предлагает педагогам практические рекомендации по их внедрению в обучение.

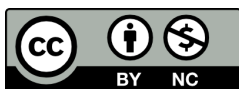
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