

INTEGRATIVE TEACHING LISTENING AT ENGLISH CLASSES

Nazarova Madina – University of world economy and diplomacy, PhD, Associate Professor

Abstract: Nowadays, knowing foreign language perfectly is the major thing of achieving high professional skill. The English language takes leading place among the other languages of the world, so we too forced to learn this language and it is not without reason that there was given separate attention for learning it. Today, we can see a lot of success, and new scientific approaches in using new pedagogical technologies in teaching English. In this article analyses the problem a listening as a type of speech activity.

Keywords: teaching, method, approach, language, foreign languages, pedagogical technologies

Introduction

Today, great importance attached to studying and teaching foreign languages. That's why our main task prepare in our country new methods of intensive foreign language learning based on our national peculiarities. Our education system achieved its high quality in this actual process. Such factors of finding out new technologies of teaching and preparing high quality specialists are the great importance of today. Economic development of the Republic of Uzbekistan towards market relations, expansion of international ties, new possibilities to find jobs in international enterprises, joint ventures and foreign offices both at home and abroad, to run own business, free access to internet or other sources of evidence as well as other incentives, require adequate knowledge of foreign languages, especially of English, in order to use professional skills in different spheres of human activity.

As is generally known, the expression of thought and communication among people, spiritual and other types of communication will be appeared by the help of the language. Academic L.V. Scherba¹ noted that there should be differentiate three sides of language- speech activity, language system and text. According to him speech activity is the process of speaking and understanding the speech, and language system consists of from the dictionaries of languages and their grammar, language material consists of from the text.

Listening skills are vital for learners. Of the 'four skills,' listening is by far the most frequently used. Listening and speaking are often taught together, but beginners, especially non-literate ones, should be given more listening than speaking practice. It's important to speak as close to natural speed as possible, although with beginners some slowing is usually necessary. Without reducing one's speaking speed, one can make your language easier to comprehend by simplifying your vocabulary, using shorter sentences, and increasing the number and length of pauses in one's speech.

Listening skill makes you successful in workplace, family and in the society. Good listening skill is mandatory to get into a profession in communications, management, planning, sales, etc. Listening skills involve a different set of etiquettes, questioning for explanation, showing empathy and providing a suitable response. Good listening skills include the understanding ability. Body language is also a part of listening skill. Eye contact with the speaker, sitting straight and alert are the good gestures of a good listener.

Listening comprehension has received considerable attention in the fields of applied linguistics, psycholinguistics and second language pedagogy during the last two decades (Anderson & Lynch, Flowerdew, Rost, Underwood, Ur). Results of the large body of research have shown that listening is not a passive process, in which the listener simply receives a spoken message, but rather a complex cognitive process, in which the listener constructs the meaning using both her linguistic and non-linguistic knowledge. The importance of the listeners' cognitive and social judgements in the process of listening, in addition to the linguistic knowledge, has been especially emphasized.

Although most of the findings relevant to understanding how listening operates come from research into listening in the mother tongue, many of the conclusions have had important implications for the teaching of listening in the foreign language. It is widely recognized today that listening is an active skill, or rather, a cluster of various sub-skills, which are both learnable and teachable. Listening is regarded as an essential element of foreign language proficiency, and as such plays an important role in foreign language programs. Various methodologies for the teaching of listening have emerged. These have had a considerable influence on course design and textbook writing, especially in terms of features of materials for teaching listening (authentic vs. constructed), types of listening tasks, ways of raising learner awareness of the listening process and effective strategies for listening, stages in listening activities, and integrating listening with other language skills. The importance that listening receives in foreign language pedagogy today is reflected at various levels: in one form or another, listening is present in syllabuses, course books and teaching materials available on the market, general proficiency language exams and is even the main focus of specialized courses, such as academic listening.

Research into the specific features of academic listening has shown the complexity of this skill. Richards, for example, specifies a list of micro-skills within academic listening as opposed to conversational listening, such as understanding the main points in a lecture, or distinguishing between the main line and digressions. A different classification is offered by Rost, who starts from the assumption that listening sub-skills are grouped into certain clusters, arranged into hierarchies. Both classifications, however, indicate that academic listening is a skill whose development requires special training. These and other findings have contributed to the fact that many universities today recognize the need to offer courses in academic listening at the beginning of university studies, either as special courses or as part of study skills courses, with the aim to train students to develop skills for listening in the academic context.

Listening skills are an essential part of any language. There are several things one can do for English listening practice. One of the most common ways to do this is to watch movies. Whether they are dubbed in your native language or not, it is useful to hear the natural speed in which native English speakers speak.

In addition, there are many sites you can find around the Internet to help. Segments for free listening English can easily be found on YouTube or any other video site, such as video.about.com. Look for segments in which the speaker speaks clearly at a natural speed. For beginner ESL listening, the speed will seem difficult, but in time it becomes very easy. To increase the challenge and difficulty of your listening, start listening to a wide variety of songs in English.

Without the video in the background, the speed changes, or even the music in the background, this makes for very challenging English listening.

If these are not available there are more innovative ways to get ESL listening skills in. Download short stories off the Internet and read them out loud to yourself or a partner. A tricky thing that comes up often in English listening practice is a homonym. These are words that are pronounced or spelt the same, but have different meanings. A good English listening exercise will have several of these, which you should be able to figure out from the context of the narrative. For ESL listening, these should be practiced often until the meanings of context are understood.

Method

Teacher creates her own materials and devises tasks based on the needs of the learners. The teachers rely on their own materials rather than depending on other resources.

In Uzbekistan scientific points of view about foreign language methodic has great history as European countries. Our great ancestors knew many languages and they add great contribution in developing world science. In 20th century teaching FL as a subject had begun teaching FL at school. Today we have such great scientists who have great contribution in developing Uzbek FL teaching methodology.

Professor J.J. Jalolov is the first Uzbek professor who put first stone to this building of science, and followed by T.Q. Sattorov, Q. Musayev, S. Missirov, G.T. Makhkamova and others. They are great teachers and great scientists of Uzbek FL teaching methodology. Professor. J.J. Jalolov² said about it in his book “Foreign Language Teaching Methodology” and that problem was given in the chapter “Teaching listening”.

He discussed following problems in the given chapter:

1. Listening as a speech activity and skill
2. Difficulties while listening FL
3. Psychological mechanisms of listening
4. Teaching and checking listening material
5. Exercises of teaching listening

Research suggests that the integrated use of modern techniques can yield positive results and lead to the improvement of communicative competence. Learning English by using new methods in education and traveling and working abroad encourages students to learn the language, develops their ability to speak fluently, and helps them overcome the language barrier. There are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students’ fluency when speaking.

The problem of teaching foreign language had been analyzed by the scientists of the world and scientists of Uzbekistan (H.Palmer, M.West, I.A.Zimnya, L.S.Vygotskiy, J.J.Jalolov, and others). Today, this problem has international importance and there are a lot of researches which deals with it.

According to G.Makhkamova: “In innovative technological approach the following psychological principles will help to improve the efficiency of teaching a foreign language by forming interest and motivation for learning a target language:

1. Efficiency of teaching is depended on the activity, interest, personal or individual abilities of the pupils. They are especially meaningful for learner-centered teaching.
2. Efficiency of teaching is depended on the teachers’ ability and professional skills of a teacher.

Efficiency of forming and developing communicative competence is dependent on the degree of acquisition of language knowledge and skills and on degree of creative thinking”...³

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery.

The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Given the importance of listening in language learning and teaching it is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom.

There are different types of listening depending upon the situation and the environment, where the listening takes place. Few important types are the following:

- ✚ whole-person listening- understanding the speaker, his words, thought, motive;
- ✚ appreciative listening- listening for appreciation and pleasure;
- ✚ attentive listening –attentively listening each and every word;
- ✚ casual listening- listening not very attentive, listening casually without any interest;
- ✚ evaluative listening- listening to evaluate or judge something.

Student can capture knowledge, skills and habits, which are connected to language, while receiving, and producing information by the means of language in the process of coming true the practical aim of teaching foreign language. Reading texts of proficiency can influence positively for learning terms and develop their outlook.

Discussion

The importance of listening comprehension in the process of learning a foreign language has been emphasized in various models and theories of foreign language learning. Krashen and Terrell⁴, for example, stated that all foreign language acquisition takes place through receiving comprehensible input that is slightly above the learners' present level, that is, through reading and listening to the foreign language. Some teaching methods, such as Total Physical Response, rely heavily on the listening input at the beginning stages of learning a language.

Although listening is very important at the beginner's level, its importance does not diminish as the learner's progress to more advanced levels of language proficiency. Practicing listening at all stages of learning not only develops this skill but also expands and consolidates other elements of language knowledge, such as vocabulary, grammar and intonation. However, while the importance of listening in language learning is widely recognized today, there are different views as to how to approach the teaching of listening. While some authors, such as Krashen and Terrell⁵ believe in the value of mere exposure to spoken language during which learners unconsciously develop their listening skills and acquire other elements of the foreign language, other authors, such as Rost⁶ and Ur,⁷ agree that in order for learners to benefit from practicing listening, it is necessary to develop this skill in a direct and systematic way. Most authors stress the importance of three main factors in the teaching of listening at all levels: listening materials, listening tasks and the procedure for organizing listening activities. The interplay of these three factors plays a significant role in designing effective listening activities.

Recent methodologies for the teaching of listening (Brown,⁸ Anderson & Lynch⁹ Rost¹⁰, Brown & Yule, 1983¹¹) point out that listening develops through the process of exposing learners to listening texts on which they perform tasks specially designed to promote the development of certain sub-skills. As for materials, in selecting listening texts for teaching purposes, their various characteristics have to be taken into account, such as genre, level of authenticity, linguistic and cognitive complexity, density of information, length, speed of delivery and variety or dialect of English. Much more attention, however, has focused on tasks accompanying a text, as it is through doing tasks that skills are developed. According to Harmer¹² the importance of tasks lies in the fact that they create a purpose, motivation and expectations in learners, which are all characteristics of listening in real life.

In analyzing tasks and their effect on the development of listening skills, different classifications of task types have been proposed. Rost, for example, classifies tasks into open tasks, such as note-taking and closed ones, such as true/false sentences, which differ in terms of whether the level of difficulty is fixed or open. Thus, in open tasks it is the learner who determines the level of difficulty by adapting the task to his or her proficiency level. In note-taking tasks, for example, the quantity and quality of notes that the learner writes down while listening will depend on his or her proficiency and motivation. In contrast, in a closed task such as a true/false exercise, the difficulty level is set in advance, and the learner can either perform the task or fail to do so. It is important to note, however, that the division into open and closed tasks is not based on the level of

difficulty itself, as tasks of both types can be of various levels of difficulty depending on task design and the listening material used. What this classification emphasizes is that tasks differ in the amount of choice the learner has in his or her response while performing a task.

Another classification outlined by Rost is based on the factor of time, according to which tasks can be prospective, that is, carried out before listening, simultaneous with listening and retrospective. Each of these types of tasks focuses on a different sub-skill. For example, prospective tasks develop learners' ability to raise expectations and use them in the process of listening. A prospective task like brainstorming on the topic of the listening activity not only creates expectations but also helps activate the language that the learner will probably need in the process of comprehension. Awareness of different processes involved in each of these types of tasks is necessary in task design so that task features can be used optimally. For example, simultaneous tasks must be formulated in a very simple way, either graphically or textually, so as not to distract the listeners while they are focusing on listening. Similarly, retrospective tasks must take into account the limitations of memory and should not require the learners to focus on memorizing a large number of details.

Tasks can also be classified according to the quantity of response required. Ur¹³ distinguishes four categories of responses required in different types of tasks, which range from no response required (e.g., in listening to a story), short responses (such as true/false sentences), long responses (answering questions) to extended responses (such as discussion based on the listening material). Again, it is important to note that the difficulty level is not directly related to these four types of tasks. In other words, a task requiring a short or no response can be linguistically and cognitively more demanding than a task requiring a long response. As this short overview shows, task type is an important factor in teaching listening. Different types of tasks focus on different stages of the listening process, listening strategies and sub-skills that learners need to develop.

The choice of task will therefore depend on the aims of listening instruction at a particular learning stage and on the characteristics of a particular teaching context. Thus, in an academic listening course note-taking tasks will be more frequent than other types of tasks, reflecting the needs of students attending such a course.

As for the procedure for conducting listening activities, most methodologies divide listening activities into three basic stages:

1. Pre-Listening
2. Listening
3. Post-Listening

Each of which has a clear aim and function. The importance of pre-listening activities is especially emphasized in recent methodologies, since they not only provide the context necessary for activating the language and background knowledge related to the topic, but also help to raise learners' expectations and motivation. Post-listening activities, in turn, offer a natural opportunity to link listening with another language skill, as they usually lead on to speaking or writing.

A systematic approach to the teaching of listening requires a careful selection of materials, tasks and procedure at all levels of language learning. At tertiary level of studying English the teaching of listening acquires yet another important dimension: not only is listening practiced and developed as part of general language proficiency but also as a necessary element of students' study skills. Studying English at university implies listening to lectures and participating in seminars conducted in English, which presents students with demands for concentrated listening to material dense with information for a longer period of time. Furthermore, listening to lectures is accompanied by note-taking, which puts additional pressure on the listeners in terms of time, since several activities take place simultaneously: listening, summarizing and writing.

It's necessary to teach speech activities while teaching listening. We can receive an information, and also we can give another in its place. This process comprises the aim of teaching English. There are two types of speech activities:

1. Receptive (listening and reading)

2. Productive (speaking and writing)

According to the research, while reading and seeing student can receive more than 6% information than listening.

Nevertheless, there is integration among all speech activities. Especially, there is close integration between listening and speaking. That's why they are both receptive speech doings. In the process of correct reading pupil may understand easily. If he cannot read or cannot pronounce the word correctly, he will not recognize the word while listening and he will not be able to catch the meaning of the given word. There are some complications of listening while learning English. They are two:

- A. Extra linguistic
- B. Linguistic

Extra linguistic difficulties are:

1. The listening material is mechanic; listening phonogram or video phonogram
2. Listening real speech from the speaker
3. Tempo of speech
4. Speed of speech
5. Listening state (it's belong to number of pupils, their behavior, their keeping calm while listening)
6. Need for listening
7. Attention of pupil
8. Listening one or several times
9. There should be given glossary or some pictures

Linguistic difficulties:

1. Being the speech monologue or dialogue
2. Phonologic difficulty (pronouncing the words in correct order)
3. Lexicological difficulty (known words, being polysemantic and conversion)
4. Grammatical difficulty (tenses, grammatical forms, structure of sentences)

Grammatical difficulty divides in to two parts:

1. Being difficult to understand
2. Not being difficult to understand

Adjective and verb suffices are not too difficult, but, tenses, question sentences and their syntactic structure becomes more difficult one.

Stylistic difficulty may be seen while listening the word in dialect or in literary form.

According to V.Rogova there are such kind of difficulties while listening:

1. Phonetic difficulties can be seen while listening contrastive words; [θ-s]; [tr-t]; [ʌ-o]; [s-z]; [ð-θ]; [dʒ-ʒ]; [t-tʃ]; [w-v]; [u-u:]; [ʒ-v]; [æ-e]

Pupil meets some problems to differentiate these words while listening: worked-walked, first-fast, fast-forced, lion-line, tired-tide, and bought-boat-board.

They listen incorrect because they hear not right. These difficulties belong to phonetics. While listening these sentences incorrect they will not understand the correct form of the sentence, for example: the horse is sleeping, the horse is slipping. G.V. Rogova divides the types of exercises into two parts:

1. Drill exercises (phonetic exercises: listen to the words- desk, pen, ten)
2. Speech exercises (listen to the following words and find the word a boy:

A baby, a box, a toy, a boat, a toy, a boy, a girl.

Among the four skills in English language learning, listening plays the most important role in communication in real life: listening accounts for 40-50% of communicating, with dialogue at 25-30%, reading at 11-16%, and writing at 9% Nevertheless, listening has been put in the dark box in the English classroom. In other words, listening teaching is thought about and taught poorly in many EFL programs, even though it is used at such high frequency outside the classroom. Before putting

English teachers in front of the wall/war in listening teaching, teachers need to go back to review the subject knowledge about the process of listening comprehension.

I. Approaches in Listening Teaching

Listening comprehension is regarded as an active process. Each listener needs to select their individual aspects of aural input, then form their understanding of the passage and associate what they hear with their prior/background knowledge. Through this process, listeners are able to produce answers and reactions for communication.

I.1 Bottom-up Approach

The bottom-up approach acknowledges listening is a process of decoding sounds, from the smallest significant units to complex texts, inclusive of the main four processing levels as follows: a) phonemes, b) individual words, c) syntactic level followed by an analysis of the semantic content, and at last, d) literal understanding.

I.2 Top-down Method

The top-down approach employs background knowledge in comprehending the meaning of the message. Listeners employ their background knowledge of the context and situation to understand what they hear. They make use of the knowledge of the topic at hand, speakers, and their personal correlation with the situation to enhance their understanding. It stresses the way various kinds of knowledge are used to help understand the message coming from the ears, but it is not prepared into any fixed order because all the forms of prior knowledge interact and influence each other.

I.3 Interactive Tactic

Interactive theory shows another way to overcome the shortcomings of bottom-up and top-down approaches to listening comprehension. It emphasizes the importance of acoustic input, suggesting that listening comprehension is a process of interaction among the acoustic inputs, different types of linguistic knowledge, details of the context and general world knowledge and so forth (Gilakjani and Ahmadi, 2011). English teachers in their seminar room instruction can now combine both bottom-up and top-down approaches to help students work on their ability in listening comprehension (LC), making complex and simultaneous processing and interpretation much easier.

After looking at certain concepts of LC, we would like to figure out how to have a listening curriculum embedded in daily instruction in regular class or specific class. Intensive listening and extensive listening are the two approaches that teachers might use with their students at different stages.

I.4 Intensive Listening and Extensive listening

In intensive listening instruction, students are required to listen to a text several times, or teachers can divide the text into paragraphs and sentences to focus on each one. Else, in extensive listening instruction, students won't be asked to understand every sentence and every word. On the contrary, students are encouraged to grasp the general picture of the message. The main goal of extensive listening instruction is to help format the habits to understand the content as the priority. So to speak, intensive listening is for building basic learning skills while extensive listening is to functionalize overall listening ability.

I.5 Controlled Process and Programmed Process

Most people might have the bias that spoken text and written text share almost the same features in their linguistic system. As a matter of fact, there are some alterations between them. One of the significant points of spoken text is that people do not usually speak in sentences, instead using a lot of short phrase or clauses put together in a rather loose way, especially in informal situations. In addition, the vocabulary and the syntax tend to be far more colloquial and much less formal. That resources many words and terminologies that are used in speech, seldom or never occur in written text. Moreover, speech takes place in real time, so the text is heard only once, and then it is gone. It is almost impossible for a listener to rehear a piece of speech while readers are able to go back to the text to clarify their understanding. "Speakers generally speak very quickly:

three words a second is quite normal so that to understand speakers at this speed, the listening developments must be almost entirely automatic (Buck, 2010, p.6)”.

In L1, learners rarely have problems processing information when speech rates get faster, while second language learners will not have sufficient time to process the evidence even in terms of lexical and grammatical function because, for second language learners, their language processing will be only partly automatic. Just like driving a car, at the first stage, the whole process is controlled and the drivers pay their attention to everything they need to do, but after a while things become a little more automatic and then, drivers are able to drive a car without thinking to think about it very much. Eventually, they are able to automatically control everything.

With a clear mind about the reputation of information processing in listening comprehension, we English teachers are trying to find out ways to help learners in their listening performance.

Conclusion

So, at the end we gave following recommendation:

Devote plenty of time to listening work. Yes, it is difficult. And it's doubly important because it gives practice in listening skills and provides raw material for language input.

Make plenty of use of 'live' listening, with natural speed, delivery and pronunciation but tailored to the learners' interests in terms of content, and graded to some extent in terms of linguistic complexity. Give learners practice in using 'active listener' signals, and being effective conversational participants.

Gradually introduce some recorded material. It should be naturalistic, but whether it's actually 'authentic' is probably less important than whether it's interesting and accessible to the learners. Use video where possible and appropriate.

Give learners plenty of preparation and support for listening, especially in the early stages, but also gradually begin to give them some practice in 'jumping in at the deep end' and listening without any preparation.

Give them practice in listening for different purposes: sometimes for understanding, sometimes for language input, sometimes for pronunciation study – i.e. purposes relevant both to their interests as learners of English and to their needs as prospective users of English.

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