

# Analysis of the Current State of Development of Listening Skills in Primary Grades

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**Abstract:** The article explores methods and educational strategies for enhancing listening and comprehension skills in young schoolchildren. It highlights the significance of listening comprehension in the learning process and its integral role within the broader framework of speech competencies. The discussion includes detailed arguments on how listening comprehension impacts overall learning outcomes. By examining various pedagogical and psychological approaches, the article aims to identify effective techniques for developing these essential skills. The importance of early intervention and consistent practice in improving listening abilities is emphasised. The article concludes that fostering strong listening comprehension in young learners not only supports their academic success but also contributes to their overall communication skills.

## 1 INTRODUCTION

It is known that learning any language is conducted in 4 main practical means of speech activity. These are the processes of speaking, reading, writing, and listening comprehension, and it is important to teach these types of speech activities when learning languages because information is given and received through them. If information acquisition is done by listening and reading, information delivery is done by speaking and writing. There are two forms of speech activity, i.e., oral, and written speech. Teaching speaking includes teaching listening and speaking, and teaching writing includes teaching reading and writing. "Listening comprehension is a type of speech activity, which is part of receptive speech activity. Listening comprehension is listening and understanding the speaker's speech from the radio, tape recorder, CD, and during communication. In some literature, it is also called auditory. It is a complex speech activity because the listener needs to be able to quickly accept the form and keep it in memory, otherwise, there is no source, conditions mean to be able to see it again, read it, and understand it. Research shows that students' listening comprehension is less developed than speaking. A

student receives six times more information by reading and seeing than by listening and understanding. The reason is that he has worked on it less, because of its complexity. Listening comprehension is an integral part of speaking. Listening comprehension and speaking constitute oral speech. Listening comprehension is an integral part of speaking. Listening comprehension and speaking constitute oral speech.

The ability to listen to speech consists of the following components:

- phonemic listening ability,
- phonetic listening ability,
- intonation listening ability.

Phonemic listening ability serves to distinguish the phonological, i.e., meaning-separating properties of phonemes. Phonetic listening skills and speech serve to distinguish the phonetic character of sounds, that is, the ability to correctly listen to speech sounds that do not distinguish meaning. Intonational listening ability serves to correctly understand the tone of sentences and sentences. This type of ability is just as important as the ones above. Methodist scientist T. Sattarov's linguistic and psychological features of teaching listening comprehension in higher education institutions studied and attributed

listening comprehension difficulties to the following factors:

- Individual age characteristics of the listener.
- Speed of perception.
- Conditions.
- Speed.
- Amount, size of information.
- Perception supports.
- Exhaustion

Yakubov I. assessed listening comprehension as an important type of speech activity and highlighted 3 types of difficulties in teaching listening comprehension:

- Extralinguistic
- Linguistic
- Psychological

Extralinguistic difficulties are:

- the mechanical nature of the speech being listened to, i.e. it is broadcast using a mechanical device.
- tone, speed of the speech, listening conditions, situation.
- attention of the student; - how many times the speech is listened to.
- the presence of supporting tools, meaningful pictures, and other similar factors in the listening comprehension process.
- Linguistic difficulties are language-related difficulties. Rogova G. explains 3 types of such difficulties:
  - phonetic difficulties, i.e. difficulties in understanding and distinguishing sounds that are close to each other.
  - lexical difficulties, i.e. difficulties related to listening and understanding words that are close in pronunciation to each other.
  - grammatical difficulties, that is, difficulties related to grammatical rules (because English is an analytical language)

Psychological difficulties are related to the individual characteristics of the learner. From a psychological point of view, students' memory plays an important role in listening comprehension. When listening to a speech, if the information in it is stored in the memory, it is not necessary to listen to it again, and it becomes a little easier to perform tasks.

Methodist Jalolov J. classifies listening comprehension difficulties as follows:

- language difficulties (words with different meanings and different pronunciations).
- content difficulties.
- difficulties related to speech perception conditions.

- difficulties that occur from the point of view of linguistics

- audiotext structure difficulties.

To avoid these difficulties, it is necessary to choose the right audio text for listening comprehension. In our opinion, the following requirements should be followed when choosing an audio text:

- the text has ideological and educational value.
- matching the age of students, and their experience of speaking in their native language and a foreign language.
- to illuminate an issue that arouses interest in the student.
- logical construction.
- coverage of different forms of speech.
- lack of additional information elements.

## 2 THEORETICAL BASIS

Today, the demand for language learning is increasing. It develops the speaking, listening, and reading skills of the learners. Forming such a language appearance, the student comes with a lot of burden. Taking listening comprehension skills as an example, language learners' problems in pronunciation, correct writing or comprehension, and lack of vocabulary can cause them to lose interest in learning a foreign language. It means that the student's inability to concentrate, not being thorough, and listening comprehension skills will remain at a lower level. Evaluating the material, you are listening to as uninteresting, criticizing the speaker, listening only to facts, and lack of attention are among these. Watching movies, participating in group presentations, answering open-ended questions, and listening to forming the event in our mind while performing comprehension exercises, effective methods of developing listening skills.

In conclusion, listening to special audio and passing the above six steps to improve listening comprehension skills while learning a language will certainly give effective results.

The creation of educational methodological support for the mother tongue and reading literacy is directly related to the issue of preparing the country's students for international assessment processes and adapting education to world standards. In this regard, listening comprehension is also used as an assistant to read comprehension skills. Psychological mechanism of speech activity in recent years, the word "mechanism" has been widely used in the fields of

philosophy, psychology, psycholinguistics, and linguistics. However, none of the researchers gave a clear definition of this word. Its meaning can be deduced only depending on the context. Some researchers understand the structure of something, its structural features under the mechanism, others understand certain actions and actions or a set of processes, and another group of authors understand the structure and understand the interaction of processes, structure, process and its results, functions, and social conditions (Астрель, 2005).

Memorization of speech, as well as the importance of the mechanism of speech memory, is not inferior to the mechanism of speech understanding. It provides all aspects of the speech process the "content aspect" of speech and its linguistic expression. Speech cannot exist without the reflection of its subject, that is, the activation of this or that event in existence - the knowledge in human memory and the imagination of the surrounding world. Also, it cannot be without the activation of the imagination of the images of language signs in the mind and the rules of their use in the process of speech communication. The mechanism of speech prediction has not yet been fully studied in psycholinguistics. In this place, speech activity is carried out using speaking, listening, writing, and reading. These tools appear in the process of verbal communication as a type of human interaction. All types of speech activity, while having common aspects, differ from each other according to several criteria. Based on the mentioned criteria, the specific characteristics of speech activities can be analysed as follows:

- speech activity is carried out using oral communication and written communication according to the uniqueness of speech communication.
- the primary types of speech activity include speaking and listening. Thinking can be interpreted as the process of formation of thought through internal speech, and speaking and writing can be interpreted as external ways of thought formation in oral and written forms of communication.

There are monologic, dialogic, and group forms of oral expressive speech. The types of speech activity differ from each other according to the nature of the opposite communication that governs these processes. For example, in speaking and writing types of speech activity, from the executive body (articulating body, writing hands) to the program that "organizes" this activity, a neuro-muscular opposite connection is made to the part of the brain. This

opposite communication acts as an internal control and editing.

When the text created by the speaker is pronounced, it reaches the ear of the listener through airwaves. It is from this point on that the text consisting of the combination of speech sounds begins to be perceived by the community member of the speaker. Perception is also a long and complex process. The listener's task is to extract the underlying content from a group of sounds and respond to it either verbally or physically or consider the appeal (неродному, 1989).

In current textbooks, it is necessary to pay attention to the analysis of educational tasks given for listening comprehension:

Listen carefully to the audio text.

What do you think is the author's purpose in creating this audio text?

Do the exercises in the notebook based on the text you have listened to.

- Why did the people of the meadow unite?
- Tell me, do people like the ant in this story found in real life? How do they protect their country?
- Do you have even a tiny chance to protect the Motherland? Give an example.
- What do you mean by dedication?
- Which characters in the story made sacrifices?

This textbook is written based on modern requirements, it includes the development of listening comprehension skills along with other speaking skills and skills. However, there are some questions and assignments that are above the level of thinking of a 2nd grader. This can be mitigated and explained by a competent teacher, but not all teachers have the same skills to develop reading literacy. The presence of more scientific text questions and assignments in the textbook is a positive phenomenon, but audio texts can also be used to develop aesthetic taste.

In our opinion, tasks such as the following serve only to develop the student's thinking:

Listen to the audio text "The Nobel Prize".

- What did Alfred Nobel invent?
- Why did he regret what he did?
- Why did the scientist think of the Nobel Prize?
- In which fields is the Nobel Prize awarded?
- Who was awarded the first prize in 1901?
- How much money is given to a person who won the Nobel Prize?
- In which countries will the award be given to its owners?

The lesson can be considered one of the appropriate assignments for listening to the audiotape "Uzbek Craftsmen" on page 99:

- Who do we call "artisans"?
- What should a craftsman's item look like?
- What kinds of crafts are our cities famous for?
- Which cities have large craft centres?
- What can tourists learn by looking at the work of artisans?

However, it was possible to enrich the content of the questions and assignments. For example, It would be appropriate if issues such as proverbs related to crafts and the importance of crafts in human life were taken into account. In general, the general idea of the educational tasks given in the textbooks is as follows:

Pragmatic adaptation of questions

Linguistic skills such as listening comprehension, reading comprehension, and written and oral presentation of speech play an important role in human speech perception. Speech perception is a complex and comprehensive mental process, which, like other types of perception, takes place based on general objective laws. In this regard, G. Hamroyev: "If the organization of the lesson, in particular, the teaching of phonetics, orthography, and orthography in the native language classes, is completely left to the discretion of the teacher, the students' literary pronunciation and spelling skills it is inevitable that they will not be the same. And the rules of pronunciation and spelling require uniformity. In this sense, the issue of automating the development of students' speech competence becomes very relevant." (Ўқитувчи, 1992). О. Курбанова Самарканд, 2019) speech competencies in mother tongue classes development is mainly related to the organization of the lesson by the native language teacher at a high level. Speech competencies: listening comprehension, hearing, reading, and writing are developed in almost every native language lesson. One of the main tasks of the teacher in teaching the mother tongue is the development of students' speech skills, and it is emphasized that it is necessary to pay attention to the development of listening comprehension skills starting from the primary grade.

### 3 RESULTS

In a conversation between two people, according to human habit, they speak in turn and try to understand each other by listening. It is known from life experience that expressing one's opinion orally (speaking) is a type of speech activity that many

people like. Different information is obtained by listening to another person. Being in speech communication is a necessary need for a person. In the process of listening, there are cases of partial or complete misunderstanding of the speaker's opinions. The main reason for this is that listening comprehension is not given enough attention. The role of mother tongue and reading literacy in textbooks and manuals in the development of speaking skills, and listening comprehension, this type of thinking provides for the development of the student's analytical skills. He usually listens to the presented audio text and performs comparison tasks while concentrating.

Psychological mechanism of speech activity In recent years, the word "mechanism" has been widely used in the fields of philosophy, psychology, psycholinguistics, and linguistics. However, none of the researchers gave a clear definition of this word. Its meaning can be deduced only depending on the context. Some researchers understand the structure of something, and its structural features under the mechanism, others understand certain actions and actions or a set of processes, and another group of authors understand the interaction of structures and processes, structure, process and its results, functions and social conditions (Астрель, 2005). Keeping speech in memory, the importance of the speech memory mechanism does not save the speech comprehension mechanism. It combines all aspects of the speech process, the "content aspect" of the speech and its linguistic expression. Speech cannot exist without the reflection of its subject, that is, without the activation of one or another event in existence - knowledge in human memory and imagination of the surrounding world. Its operation is impossible without the imagination of images about the language signs present in the mind and their activation in the process of speech communication. The mechanism of speech prediction has not yet been fully studied in psycholinguistics. In this place, speech activity is carried out using speaking, listening, writing, and reading. These tools appear in the process of verbal communication as a type of human interaction. All types of speech activity, while having common aspects, differ from each other according to several criteria. Based on the mentioned criteria, the specific characteristics of speech activities can be analysed as follows:

- implementation of speech activity using oral communication and written communication according to the uniqueness of speech communication.

- primary types of speech activity include speaking and cooperation. Thinking can be interpreted as the process of formation of thoughts with the help of an internal tool, and speaking and writing can be interpreted as methods of reasoning related to the basis of oral and written.

## 4 CONCLUSIONS

There are monologic, dialogic, and group forms of oral expressive speech. The types of speech activity related to the nature of opposite communication that governs these processes are different from each other. For example, in the speaking and writing types of speech activity, there is a neuro-muscular opposite communication from the executive organ (articulating organ, writing hands) to the program that "organizes" this activity, to the part of the brain. This opposite communication acts as an internal control and editing (Астрель, 2005). When the text created by the speaker is pronounced, it reaches the ear of the listener through airwaves. It is from this point on that the text consisting of the combination of speech sounds begins to be perceived by the community member of the speaker. Perception is also a long and complex process. The listener's task is to extract the underlying content from a group of sounds and respond to it either verbally or physically or consider the appeal (Ўкитувчи, 1992). Linguistic skills such as listening comprehension, reading comprehension, and written and oral presentation of speech play an important role in human speech perception. Speech perception is a complex and comprehensive mental process, which, like other types of perception, takes place based on general objective laws. The activity of speech perception can be divided into such components as the primary formation of the perceptual image and the familiarity of the formed image. Speech perception includes auditory or visual reception (reception) of language elements, determination of their interrelationship, and formation of ideas about their content. Thus, speech perception takes place in two stages - through perception and understanding of speech expression. In psychology, comprehension is interpreted as uncovering the general meaning behind the stream of directly perceived speech (sounds). This perception is the process of turning the meaning behind the speech into real content. For example, "Cold!" the meaning of an expression can vary depending on the "non-speech context" and by whom it is said. If this is a mother's appeal to her child, then the child may take

it as advice to dress warmer. If this expression is said by someone pointing to an open window, then it can be taken as a request to close the window. Or the same expression may be said to express a subjective (negative) attitude towards someone. In the process of understanding, the recipient determines the semantic connections between the words that make up the set of semantic content of this expression. In this regard, G. Hamroyev: "If the organization of the lesson, the teaching of phonetics, orthography, and orthography in the native language classes are completely left to the discretion of the teacher, students' knowledge of literary pronunciation and spelling 'nickname'. inevitably the same. And the rules of pronunciation and spelling require uniformity. In this sense, the issue of automating the development of students' speech competence becomes very relevant," he says. The development of speech competencies in O. Qurbanova's native language classes is mainly related to the organization of the lesson by the native language teacher at a high level. Speech competencies: listening comprehension, hearing, reading, and writing are developed in almost every native language lesson. One of the main tasks of the teacher in teaching the mother tongue is, the development of students' speech skills, it is emphasized that it is necessary to pay attention to the development of listening comprehension skills starting from the primary grade. In a conversation between two people, according to human habit, they speak in turn and try to understand each other by listening. It is known from life experience that expressing one's opinion orally (speaking) is a type of speech activity that many people like. Different information is obtained by listening to another person. Being in speech communication is a necessary need for a person. Partially express the speaker's opinions during the listening process or there are cases of complete misunderstanding. The main reason for this is that listening comprehension is not given enough attention. The role of listening comprehension in the development of speaking skills This type of thinking develops the student's analytical skills. He listens to the presented audio text and at the same time performs comparative tasks while concentrating. For example, identifying an idea or conclusion that does not correspond to the content of the text; demonstrates speech competence such as putting forward an opinion that is compatible with the given attitude, understanding misleading thoughts, and gathering reliable information.

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