

DEVELOPMENT OF A METHODOLOGY FOR TEACHING LISTENING AT  
PRIMARY SCHOOLS

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**Annotation:** *This article presents a methodology for teaching listening skills at primary schools. The study examines effective approaches and strategies designed for young learners aged 6-11 years. The research analyzes psychological and pedagogical foundations of listening comprehension development and proposes a structured framework incorporating pre-listening, while-listening, and post-listening stages. Practical recommendations for teachers include activity sequencing, material selection criteria, and assessment strategies tailored to young learners.*

**Keywords:** *Listening skills; primary education; teaching methodology; young learners; listening comprehension; pre-listening; while-listening; post-listening*

**Аннотация:** *Данная статья представляет методику обучения аудированию в начальной школе. Исследование рассматривает эффективные подходы и стратегии, разработанные для младших школьников в возрасте 6-11 лет. В работе анализируются психолого-педагогические основы развития навыков восприятия речи на слух и предлагается структурированная система, включающая этапы до прослушивания, во время прослушивания и после прослушивания. Практические рекомендации для учителей включают последовательность упражнений, критерии отбора материалов и стратегии оценивания.*

**Annotatsiya:** *Ushbu maqola boshlang'ich sinflarda tinglash ko'nikmalarini o'qitish metodikasini taqdim etadi. Tadqiqot 6-11 yoshdagi kichik yoshdagi o'quvchilar uchun ishlab chiqilgan samarali yondashuvlar va strategiyalarni o'rganadi. Ilmiy ish tinglash tushunishini rivojlantirishning psixologik va pedagogik asoslarini tahlil qiladi hamda tinglashdan oldingi, tinglash jarayonidagi va tinglashdan keyingi bosqichlarni o'z ichiga olgan strukturaviy tizimni taklif etadi. O'qituvchilar uchun amaliy tavsiyalar mashqlar ketma-ketligi, materiallarni tanlash mezonlari va baholash strategiyalarini o'z ichiga oladi.*

The most basic language skill is listening as it is the basis of all other linguistic skills. Rost states that listening comprehension is the basis of much of the classroom learning time in primary school, and is a key to academic success. Irrespective of this importance, pedagogical research has traditionally given less focus on listening instruction as compared with reading, writing and speaking. At the primary school level, the students are in a crucial developmental phase in the acquisition of the language<sup>[1]</sup>. According to a study conducted by Vandergrift and Goh, children in primary classes are asked to spend over half of their school time in

listening. Nonetheless, unless taught expressly, students understand a small part of what they listen to in the classroom. Learners in early stages have special features such as a low attention span, concrete thoughts, and require differentiation in activities. The purpose of the article will be to develop a viable approach to teaching listening in the primary schools that will consider these particular needs and integrate modern methodologies in pedagogy<sup>[2]</sup>.

Listening comprehension is an active process that is complicated and requires several cognitive processes. Field claims that there are two main mechanisms in the listening process, and they are bottom-up processing and top-down processing. Bottom-up processing is the process of decoding a single sound, word and sentence in order to form meaning. This type of processing is very important to the young learners as they build phonological awareness and vocabulary knowledge. Top-down processing involves the use of previous knowledge and context to perceive auditory information, which primary students are slowly building up since their knowledge of the world and their schematic understanding increases. Psychological peculiarities of primary school students have a direct influence on the methodology of listening instruction. Children aged 6-7 have poor sustained attention, and there is a need to have variation of activities and include movement-based activities and interactive activities in the lesson on listening. Research on working memory by Gathercole and Alloway suggests that working memory of young children has lower capacity than working memory of older students and that the capacity of working memory of young children improves gradually with the course of primary school years. These limitations need to be considered in listening activities by chunking, repetition and visual support. Moreover, as Piagetian theory of development indicates, primary school children develop through preoperational to concrete operations stages in these years. This transition has an impact on their processing of abstract language, inferences, and non-literal meanings. As a result, listening activities and resources are supposed to be focused on practical and familiar situations that resonate with the experiences of students<sup>[3]</sup>.

Effective methodology depends on the way the right listening materials are chosen. Primary school materials should fit certain requirements concerning the content, level of language, time span, and the ability to engage. In younger students of primary grades, the length of listening texts should be short, with a high ratio of familiar to new words, a slow speech rate, simple sentence structures, and a high level of visual aids. In the case of older primary pupils, they can be moderately longer in duration, with a little more complicated vocabulary and syntax, near-natural speech rates, and moderate visual support.

Pedagogical materials (audio recordings in textbooks, graded listening texts, specifically designed dialogues, and instructional songs and chants) represent categories of listening materials. Altered natural language patterns are exposed through modified authentic materials such as children songs, simple cartoon dialogues and picture book read-alouds. Teacher-created content such as narration, storytelling, classroom directions, and personalized content provide very contextualized, customizable input in which teachers are able to control speed and repeat important information at any time depending on immediate student feedback. The

type of activities must deal with various areas of listening competence. Phonological awareness activities build up the skills of the students to sense and identify sounds based on minimal pair discrimination, rhyme recognition, and sound recognition tasks. Receptive vocabulary is developed by vocabulary recognition activities, which include word-picture matching, category sorting, and listening bingo games. The comprehension activities build up general knowledge by identifying the main idea, sequential order, and answer questions. The interactive listening exercises like Total Physical Response, Simon Says, and listen and draw combine listening with physical or verbal response and engage the listener with the exercise as skills are built.

Buck states that formative assessment must become part of instruction and not a standalone testing event. The assessment based on observation is to observe the responses of the students in the course of activities, observe any difficulties in the comprehension and patterns, and trace the progress of the separate students. This constant observation helps teachers to recognize students who need further assistance and modify teaching. Response-based assessment involves examination of written answers to listening activities, assessment of physical answers in TPR activities, examination of completed worksheets and assessment of oral answers to comprehension questions. The introduction of self and peer assessment may take place in the form of simple self-assessment checklists and partner checking activities, building metacognitive awareness of listening processes. Summative assessment methods involve the use of selected response questions like multiple choice questions with pictures, true/false questions with pictures, and matching questions. The tasks which can be constructed as responses are gap-fill completions, short answer questions, and sequencing. Performance based assessment entails complying with oral instructions, answering questions orally and showing understanding by action. Instructional activities and content should be reflected in assessment design, there should be relevant visual support corresponding to the classroom practice, processing time should be allowed, instructions should be clear and familiar, and anxiety should be minimized by using familiar formats<sup>[4]</sup>.

**References:**

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