

DEVELOPMENT OF A METHODOLOGY FOR TEACHING LISTENING AT
PRIMARY SCHOOLS

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Annotation: *This article investigates methodological approaches to developing listening skills among primary school learners. The research explores contemporary strategies and techniques that enhance auditory comprehension in young students. The study emphasizes the importance of systematic listening instruction through carefully structured lesson phases and age-appropriate activities. Findings suggest that integrating interactive methods, authentic materials, and consistent assessment practices significantly improves listening outcomes. The article provides educators with practical guidelines for implementing effective listening instruction in primary school contexts.*

Keywords: *Listening methodology; primary school education; auditory comprehension; young learners; interactive techniques; language development; classroom strategies; listening assessment*

Аннотация: *Данная статья исследует методологические подходы к развитию навыков аудирования у учащихся начальных классов. Исследование изучает современные стратегии и техники, которые улучшают слуховое восприятие у младших школьников. В работе подчёркивается важность систематического обучения аудированию через тщательно структурированные этапы урока и соответствующие возрасту виды деятельности. Результаты показывают, что интеграция интерактивных методов, аутентичных материалов и последовательной практики оценивания значительно улучшает результаты аудирования. Статья предоставляет педагогам практические рекомендации по внедрению эффективного обучения аудированию в начальной школе.*

Annotatsiya: *Ushbu maqola boshlang'ich sinf o'quvchilarida tinglash ko'nikmalarini rivojlantirishga metodologik yondashuvlarni tadqiq etadi. Tadqiqot yosh o'quvchilarda eshitish tushunishini yaxshilaydigan zamonaviy strategiya va texnikalarni o'rganadi. Tadqiqotda puxta tuzilgan dars bosqichlari va yoshga mos faoliyat turlari orqali tizimli tinglash ta'limining ahamiyati ta'kidlanadi. Natijalar shuni ko'rsatadiki, interaktiv usullar, autentik materiallar va izchil baholash amaliyotini integratsiyalash tinglash natijalarini sezilarli darajada yaxshilaydi. Maqola pedagoglarga boshlang'ich sinf sharoitida samarali tinglash ta'limini joriy etish bo'yicha amaliy ko'rsatmalar taqdim etadi.*

Listening is the foundation of language education and primary school performance. Listening is not the passive process of receiving sounds but the active process of cognition,

which involves interpretation, analyzing, and responding. In the case of young learners who have come out of the informal education system into the formal one, good listening skills are essential to the general success in the academics and socialization. Modern pedagogic studies indicate that elementary school students devote a significant part of their working time in the classroom to listening-based practices. Research by Brown shows that good listening ability is directly related to reading skills, vocabulary development and overall performance at school^[1]. Although this has been well documented as an important skill, most educational systems do not organize ways to teach listening as a skill. The difficulty with teaching primary school students listening is that one must be aware of their developmental peculiarities. The young learners have low concentration capacity, need tangible and visual learning experiences and respond excellently to captivating and diversified methods of learning. The article is a detailed approach to teaching listening in primary schools, based on the existing research on the subject, as well as on the pedagogical models. The suggested strategy covers the organization of the lesson, the choice of the material, the design of the activities, and the assessment plan that is specifically focused on young students.

It is critical to understand the cognitive principles of listening to write effective teaching methodology. As Anderson and Lynch suggest, listening comprehension is a complicated mental functioning, which entails the recognition of acoustic signals, linguistic parsing, meaning construction, and response development. These processes are simultaneous and they demand a lot of cognitive resources^[2]. In children in primary school, cognitive development has a direct impact on the ability to listen. Cameron has conducted research that shows that young learners process sound information in different ways than adults; they need to apply a large amount of contextual information, have visual support, and familiar patterns of words and languages. Their growing working memory restricts the quantity of audio information they can handle at a time, requiring shorter listening chunks in addition to regular comprehension examinations. Another important aspect in primary school listening teaching is attention regulation. Young children find it difficult to be able to sustain focused attention over a long period of time^[3]. It is their inherent drive to physical action and interactive process, which implies that the effective approach to listening should include the possibility of active responses as opposed to passive listening.

Moreover, the emotional aspect of listening is to be considered. According to Brewster, Ellis, and Girard, the emotional factors such as anxiety, motivation, and self-confidence have a great influence on listening performance among young learners. To achieve the best listening development, it would be necessary to create a positive and encouraging classroom environment. Listening comprehension also depends on the level of language proficiency. The students of primary school are also acquiring the skills of the first language, but they might also be acquiring other languages. The teaching of listening should also consider the differences in the levels of proficiency in the classroom, as well as offer the right scaffolding to every learner^[4].

The choice of listening materials has a great influence on the effectiveness of instructions. Rixon points out that young learner materials need to be linguistically accessible and cognitively challenging to keep the attention of the learners at the same time making the content accessible. Content relevance links listening materials to the interests, experiences and the stage of development of students. Family, school, animals, games, and daily routines are some of the topics that the primary school learners identify with. The familiarity of contexts makes comprehension less burdened since students use the information they already know to interpret. Linguistic appropriateness makes sure that vocabulary, grammar, and discourse features are in proportion to the current levels of proficiency of the students. The materials must include mostly familiar language and minimal new content so that the students can concentrate on the mechanisms of comprehension and not on the unknown language. The rate of speech, its clarity and accent also need to be taken into consideration and the slower and more clearly articulated speech is more likely to be picked by a young listener^[5].

The length and complexity should also be in accordance with the attention and memory abilities of students. Young learners respond better to shorter listening passages that are well structured and organized and have logical flow rather than long or difficult passages. Natural pauses and repetition of materials help to understand with the need not to be artificially modified. Sound quality influences the understanding, especially among the growing audience. Recording is done clearly with no much background noise, overlapping speakers and distortion because of technical reasons, thereby, making the acoustic barrier not to hinder understanding. Diversity of material types exposes the students to different listening experiences. Songs, stories, dialogues, descriptions, and instructions help to develop various listening skills and keep the instructional process fresh. Natural language usage is exposed to with authentic materials which have been selected or adapted accordingly.

Listening skills should be assessed through methods that are suitable to the levels of young learners and the skill of listening as well. Ioannou-Georgiou and Pavlou suggest that assessment should be part of instruction incorporated in a natural way and the evaluation practices should be positive and supportive. The continuous monitoring will give unending results concerning the progress in listening among the students. In activities, teachers observe how students are responding, record patterns of success or challenge, and those students needing extra help. This is not a formal assessment that induces test anxiety^[6].

Portfolio documentation gathers data of listening development in the course of time. Finished listening activities, self-reflection sheets, and teacher notes indicate improvement and accomplishments. Portfolios facilitate the formative assessment functionalities and engage students in tracking their progress. Performance tasks are evaluated by listening to real life activities that involve showing comprehension. Responsiveness in following instructions to accomplish projects, adequacy in responding to communications, and engagement in activities that require listening depict functional listening competencies. Listening achievement is periodically measured by using age-appropriate formats in structured tests. Picture based multiple choice, matching activities, simple sequencing tasks

do not rely heavily on literacy abilities to evaluate comprehension. Self-assessment creates metacognitive awareness of listening processes. Basic reflection practices enable students to think about the behaviors they exhibit when listening, understand what is difficult, and make improvement objectives. The development of self-assessment habits helps in the development of autonomous learning.

To sum up, the development of effective listening skills among students of primary school involves considerate methodology, which takes into account cognitive, developmental, and pedagogical factors. The systematic nature of the approach made in this article gives a guideline on systematic teaching of listening that involves preparation, engagement and consolidation stages. The main aspects of the effective listening methodology are the awareness of the specificities of young learners and their needs, the use of interactive and interactive teaching strategies, the choice of the right materials in accordance with the abilities and interests of the students and types of activities that train different types of listening skills, the use of the age-based assessment techniques, and the approach to the main challenges with strategic solutions.

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