

DEVELOPMENT OF A METHODOLOGY FOR TEACHING LISTENING AT  
PRIMARY SCHOOLS

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**Annotation:** *This article explores the development of an effective methodology for teaching listening skills at primary school level. The research investigates proven strategies, techniques, and approaches that enhance listening comprehension among young learners. The study analyzes key components of successful listening instruction including lesson staging, activity design, material selection, and learner engagement strategies. Findings demonstrate that systematic, interactive, and developmentally appropriate listening instruction significantly improves student outcomes. The article offers practical guidance for educators seeking to implement research-based listening methodology in primary school classrooms.*

**Keywords:** *Effective methodology; listening instruction; primary school; young learners; listening comprehension; teaching strategies; interactive learning; lesson design*

**Аннотация:** *Данная статья исследует разработку эффективной методики обучения навыкам аудирования на уровне начальной школы. Исследование изучает проверенные стратегии, техники и подходы, которые улучшают понимание на слух у младших школьников. В работе анализируются ключевые компоненты успешного обучения аудированию, включая этапы урока, разработку заданий, отбор материалов и стратегии вовлечения учащихся. Результаты показывают, что систематическое, интерактивное и соответствующее развитию обучение аудированию значительно улучшает результаты учащихся. Статья предлагает практическое руководство для педагогов, стремящихся внедрить научно обоснованную методику аудирования в классах начальной школы.*

**Annotatsiya:** *Ushbu maqola boshlang'ich maktab darajasida tinglash ko'nikmalarini o'qitishning samarali metodikasini ishlab chiqishni o'rganadi. Tadqiqot yosh o'quvchilarda tinglash tushunishini yaxshilaydigan tasdiqlangan strategiyalar, texnikalar va yondashuvlarni tekshiradi. Tadqiqotda muvaffaqiyatli tinglash ta'limining asosiy komponentlari tahlil qilinadi, jumladan dars bosqichlari, faoliyat dizayni, materiallarni tanlash va o'quvchilarni jalb qilish strategiyalari. Natijalar shuni ko'rsatadiki, tizimli, interaktiv va rivojlanishga mos tinglash ta'limi o'quvchilar natijalarini sezilarli darajada yaxshilaydi. Maqola boshlang'ich sinf xonalarida ilmiy asoslangan tinglash metodikasini joriy etishga intilayotgan pedagoglar uchun amaliy ko'rsatmalar taklif etadi.*

Listening comprehension is a complex thinking process which goes far beyond simple sound reception. Gilakjani and Ahmadi state that the process of listening implies concomitant activation of the perceptual processing, linguistic knowledge, and interpretive strategies. Little children have to read acoustically, decode vocabulary, decode grammars and construct meaning with limited cognitive resources. Students in primary school process listening in a different way than students in higher grades. Their emerging language systems imply increased dependence on the context, illustrations, and patterns. Limits of working memory limit the amount of information that they can receive and process at the same time, with regard to auditory data<sup>[1]</sup>. The fluctuation of attention needs different and interesting teaching methods to uphold attention during listening tasks. Affective dimension is a crucial factor in the success of listening in young learners. Hamouda observes that anxiety, motivation, and confidence have a direct effect on the performance of comprehension. Students who feel encouraged and supported show better listening results than students who feel pressurized or have the fear of losing. The cognitions and affective factors described are understood to inform the formation of effective methodology. The teaching should offer the right scaffolding, keep the interest, supportive conditions, and progressively develop independent listening ability<sup>[2]</sup>. The teaching should offer the correct scaffolding, sustain engagement, facilitate conditions and develop independent listening ability gradually.

The successful listening methodology involves a regular lesson plan that helps learners to go through preparation, engagement, and extension of the lesson. This is a systematic method, promoted by Harmer that leads to adequate development of skills and retention of confidence and participation by the students. The preparation stage prepares the students to listening successfully. Via teachers, the background knowledge will be activated, making the newly introduced content to be linked to prior knowledge. Vital vocabulary is studied prior to listening and this eliminates any language barrier to understanding. Predictions and purpose-setting give attention to students and make investment in the listening task. This practice goes a long way in enhancing the level of understanding by alleviating the cognitive load at the time of actual listening. The engagement stage entails the actual interaction with listening content with the help of well-designed exposure. Preliminary listening is one that aims at international comprehension and students can get the general meaning without the stress of having to understand everything. Later listening tasks involve detailed listening, the language properties, or higher interpretation. Several exposures with different objectives develop overall knowledge as they strengthen language patterns<sup>[3]</sup>. The numerous exposures with the different purposes create holistic knowledge in the sense that they strengthen language patterns. The extension stage solidifies the learning that goes beyond immediate understanding. Students confirm the knowledge by discussion and feedback. Direct attention and practice are given to language in the listening text. Listening is related to speaking, reading and writing through integration activities. Personalization connects the content to the student's own experiences, making it easier to remember and more relevant.

Passive listening does not always provide the best learning results especially in young learners who need to be actively involved in learning. A good methodology utilizes interactive methods that kept the interest through the building of understanding skills. Total Physical Response strategies relate listening to movement, and the students react to listening by moving. This approach eliminates anxiety, supports the needs of the kinesthetic learning style, and forms language associations that are easily remembered. Movement integration helps young learners most especially where they use the natural energy constructively as they strengthen the understanding. Group listening activities involve students in collective understanding activities. The groups or partners collaborate to accomplish listening tasks by integrating personal knowledge to reach group success. Social interaction encourages involvement and peer support to struggling listeners. Listening practice is turned into fun activities through the use of games. Listening games, competitions and playful challenges are very engaging and build real-world skills. The elements of a game are received enthusiastically by young learners, which maintain attention and effort during activities. Response based activities demand observable understanding representation. Action demonstrates understanding, not the verbal explanation of drawing, coloring, matching, sequencing, and manipulating objects. These strategies are inclusive of different learner abilities and comprehension is visible to the teacher during assessment.

The choice of material is very crucial to instructional effectiveness. Yildirim and Yildirim opine that listening materials to young learners should have a balance between accessibility and engagement to be interested and yet understand. Relevance of content relates materials to interests and experiences of the students. Primary school learners are interested in topics touching on their day to day lives, relatives, friends, animals and activities familiar to them. Relevancy prompts existing knowledge that facilitates understanding without losing intrinsic motivation. Linguistic appropriateness is used to ensure that vocabulary and grammar are aligned to student levels of proficiency. The contents of materials should include mostly known language with very few novel items that are introduced methodically<sup>[4]</sup>. The speech clarity, speed, and accent also should be considered, and the clear articulation usually is more available to the developing listeners. Duration alignment compares length of listening with capabilities of attention. Young learners are better placed in shorter segments that are well structured as opposed to long or complicated texts. Short listening tasks help to avoid exhaustion and practice the focused understanding. Diversity in the type of the materials that students listen to introduces them to a variety of listening. Songs, stories, conversations, descriptions and instructions all build up various skills without fail keeping the instruction fresh. This diversity helps avoid boredom and covers the entire listening competence.

To develop a proper methodology of teaching listening in primary school, both theoretical knowledge and strategies of implementing it are needed. The model, outlined in this paper, focuses on the systematization of the lesson, the interactive strategies of the lesson, the selection of the material, and supportive assessment activities. Effective teaching in listening skills considers the special needs of young learners such as the development of attention skills,

limited working memory, preference to active learning and sensitivity to affective variables. Systematic development of skills that take such realities into account is what creates best results in methodology. Among the principles that are formed as a result of the analysis, it is important to mention explicit instruction in listening, sufficient preparation of listening tasks, multiple exposures with gradual purposes, combining interactive and engaging activities, selecting suitable materials, and supportive assessment methods. By applying a careful use of appropriate methodology, the teachers of primary schools can greatly improve the listening skills of students. Good listening skills built in primary school years underpin future success in academics, language acquisition and further education in later years.

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