

# DEVELOPMENT OF LISTENING COMPREHENSION IN FOREIGN LANGUAGE EDUCATION

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## Abstract

This article discusses the theoretical and practical aspects of the formation of listening skills in the process of teaching a foreign language. The role of listening in the system of speech activity, its relationship with other types of speech activity, as well as methods for developing this skill in students are analyzed. Particular attention is paid to listening difficulties (phonetic, grammatical and lexical) and ways to overcome them.

**Keywords:** Listening, listening comprehension, speech activity, teaching a foreign language, vocabulary, grammar, phonetics, communicative competence, methodology.

## Introduction

Today, much attention is paid to the study of foreign languages. From preschool education institutions to the higher education system, a continuous education program of teaching foreign languages has been developed. The adoption of a decree of the President of the Republic of Uzbekistan "On measures to qualitatively raise the study of foreign languages in the Republic of Uzbekistan" has created great opportunities for improving the qualification talent of foreign language specialists. [1]. The creation of new opportunities in this area is the creation of the Agency for the promotion of learning foreign languages under the Cabinet of Ministers of the Republic of Uzbekistan in accordance with this Decree. One of the main goals of language education is language skills. This process serves to develop communicative competence in students. In particular, listening comprehension skills are the basis for verbal comprehension and active participation in communication. Therefore, in modern methodological approaches special attention is paid to the development of these skills in an integrated manner.

Turkish language lessons will equally focus on four core skills - reading, listening, writing and speaking. These skills, as a rule, are developed in parallel, interdependently. Listening is such a type of speech activity in which almost nothing depends on the person performing it. The listener cannot change the activity being performed, lighten it, reduce the level of difficulty, or adapt the conditions of information reception to his/her capabilities, unlike someone who is reading, writing or speaking. The process of mastering a foreign language in real life and the development of speech skills takes place mainly by listening. Of the four types of speech activity—speaking, reading, listening, and writing—the least amount of time is devoted to



listening and understanding. Whereas in practical terms, listening comprehension is no less important than speaking a foreign language.

It is very important for the student to work with audio material in practical training so that they can develop an understanding comprehension by hearing the speech. Listening mastered the sound system, phonemes and intonation features (rhythm, stress, tone) of the studied language. At the same time, new lexical units and grammatical structures are also actively mastered through listening. It is impossible to form correct speech without listening, since these two processes are interrelated aspects of oral speech. To develop listening comprehension skills, students should regularly listen not only to the speech of the teacher, but also to audio recordings of native speakers and authentic texts.

The use of ready-made audio materials in the course of the lesson allows students to hear various communicative situations, get acquainted with dialogues and dramatic passages. But there are also some drawbacks to such materials: high speech speed and ideal level of pronunciation can differ from real life. Nevertheless, their application is important in the development of speech competence. Audio materials are used in various forms: as a methodological tool, as part of a lesson or as the main educational activity. For its development, a special system of exercises is used. These include repetitions from behind the speaker, exercises to develop hearing speech, and strengthen memory. At the same time, it is worth noting that audio materials such as podcasts, films, songs can also be recommended when assigning tasks for independent education. Also, the use of video materials and films is one of the most effective ways to develop listening skills, because through them students master both facial expressions and gestures. The audio-linguistic method is based on systematic repetition and strengthening of speech structures. As part of this method, pronunciation and grammar rules are taught by means of dialogues from songs of famous Turkish artists or from Turkish films. Songs are an important tool for the study of a language, which provides an opportunity to get acquainted with the history, way of life, culture and emotional world of the people being studied [2].

For example, based on the creativity of the famous Turkish singer Sezin Aksu, it is possible to teach phrases, analogies and means of artistic imagery. Experience and observations show that students participate in such classes with high interest. The language of the works of art allows students not only to master the language, but also to gain a deeper understanding of the cultural characteristics of the people.

Audio lessons are carried out in three stages: pre-text stage (motivation and preparation) - an understanding of a particular topic, listening stage (understanding the main content), and post-text stage (development of speech activity) - includes activities such as answering questions, working with unfamiliar words. When working with audio material, a person does not fully perceive every sound, but the brain restores meaning on the basis of existing knowledge. Therefore, texts for listening should be appropriate to the level of students and be chosen taking into account their age characteristics and interests. It is desirable if the grammatical topics taught in the lessons of audio material are selected according to the level of knowledge of the language of the student.



Difficulties that arise in the process of working with audio materials are divided into phonetic, grammatical and lexical groups. In addition, social and cultural factors play an important role, as students often interpret the speech of representatives of other cultures based on their own cultural norms. In such cases, the teacher will have to explain and explain.

Through listening comprehension, students learn to express their thoughts more clearly. At the elementary stage, this skill is formed through teacher speech, songs, poems and simple texts. Later, the use of authentic materials is expanded. At the same time, it is important to take into account the psychological state of the students.

In conclusion, the development of listening comprehension skill is an integral part of the process of teaching a foreign language, and its development is one of the essential requirements of modern education. Therefore, the teacher should pay special attention to listening comprehension exercises in the learning process.

In order for students to develop the skills not only to understand the language, but also to use it effectively, a systematic approach, the selection of appropriate material, and regular practice are necessary.

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