

Developing Listening Comprehension Skills in English Among Secondary School Students as a Pedagogical Problem

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Abstract: This article presents analytical opinions on pedagogical approaches and directions for developing listening comprehension skills in English among secondary school students. In particular, methods, forms and approaches that develop students' listening comprehension skills in English are considered important. In this regard, the development of theoretical methodologies, taking into account the personal abilities and age of students, is determined. Listening comprehension is one of the important factors that ensure the systematic development of students' knowledge level and learning skills.

Keywords: secondary schools, English, listening comprehension skills, pedagogical approaches, analytical opinions, methods, forms and approaches, personal abilities, theoretical methodologies, level of knowledge, learning skills, important factor.

Introduction:

Nowadays, in our independent Republic, there is a growing demand for qualified specialists with excellent knowledge of foreign languages. In particular, the study of English is a necessity of the times. We all know that in order to prepare well-rounded and well-versed personnel, great attention is paid to teaching English in all educational institutions.

Providing high-quality education to young people in general secondary educational institutions and training highly qualified personnel is one of the priorities of today. In particular, it is important to take into account the integrated approach to teaching English to students at levels A2, A2+, and to ensure that they learn high-quality and perfect English.

In particular, systematic work is being carried out to improve the educational and methodological support of students in grades 5-6, using the experience of developed countries such as Canada, France, Germany, Great Britain, Russia, and Finland, to develop English listening comprehension skills for students in grades 5-6, to introduce modern interactive teaching methods into the educational process, to select appropriate exercises for developing listening comprehension skills, to develop modern multimedia educational resources, to develop them and put them into practice.

General secondary education is the mainstay of modern society. The education system is associated with knowledge that is transformed into information, because this information serves as a resource for modern technologies and production. Education forms human capital, which includes knowledge and skills. In this regard, the importance of using innovative and new pedagogical technologies in education is increasing.

When it comes to the importance of educating students, it is worth noting the words of President Sh.Mirziyoyev in his speech at a meeting with representatives of the creative intelligentsia of Uzbekistan: "Today, when the world is changing rapidly and various new threats and dangers are emerging that undermine stability and the sustainable development of nations, it is more important than ever to pay attention to spirituality and enlightenment, moral education, and the desire of young people to acquire knowledge and achieve maturity"[1].

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In our country, a number of regulatory and legal documents have been adopted by our government regarding the study of the English language, all of which have created great opportunities for young people to learn the language and are aimed at more vividly demonstrating the talents of future specialists.

The “Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030” approved by the President of the Republic of Uzbekistan on October 8, 2019 No. PF-5847, and the “Strategy of Actions on Five Priority Areas of Development of the Republic of Uzbekistan in 2017-2021” adopted by the President of the Republic of Uzbekistan on August 15, 2017, also set the task of creating a continuous education system of a new content in the country, and within it, the formation of an innovative higher education system of a new content and essence was identified as the main direction. This determines the tasks of determining the guidelines for organizing the activities of the subjects of the educational process and improving the quality management of education, coordinating them on the basis of competency-based approaches and implementing them in practice.

The Republic of Uzbekistan, having chosen its own path of independent socio-economic development, is steadily reforming the education sector. In particular, the existence and implementation of such documents as the Law “On Education”, the “National Program for Personnel Training”, PP 1875 “On Measures to Further Improve the System of Learning Foreign Languages” have greatly expanded the work in this area. Based on the requirements of these documents, attention has increased to the acquisition of knowledge and skills. Due to this, new scientific and methodological approaches have begun to enter the education and upbringing system.

These approaches, in turn, certainly lead to certain positive changes in various organizational and methodological foundations of the educational process. Educational activity is, in a broad sense, a manifestation of human activity in the direction of certain goals. Since this activity is carried out only in human society, it serves the interests and goals of not only each person, but also the entire society. Educational activity is a purposeful activity aimed at training and educating a person in order to ensure his ability to successfully carry out his labor activity.

The essence of this process is to transform the experience, knowledge, skills and abilities accumulated by a person into a form and pass them on to the next generation. Educational activity is inextricably linked with the individual development of a person and exists at all its stages - from childhood to adulthood. Therefore, the educational process, which is considered a historical social phenomenon, has its own history of development.

Literature Analysis:

The texts selected for listening comprehension should be suitable for the age, interest and level of knowledge of foreign language learners. It is important that the teacher's speech fluency, clarity of pronunciation, and speaking speed are at the standard level.

In educational science, knowledge of the English language is understood as the ability to speak/converse, read, listen and understand, and write in this language, although not without shortcomings. The absence of shortcomings means that the language and speech material have been memorized. This does not lead to the conclusion that the English language has been mastered at the level of a means of communication and interaction. On the contrary, shortcomings indicate that the student is creating for the purpose of speech activity.

The typology of exercises in the 4 main areas used in teaching English has been studied by many foreign and domestic scholars, and their ideas have been covered in a number of scientific research works (J.Jalolov, T.Sattorov, M.Dzhusupov, L.T.Akhmedova, V.I.Normurodova, I.V.Rakhmanov, V.A.Buxbinder, Y.I.Passov, N.I.Geiz, V.L.Skalkin, D.Nunan, R.Ellis[2], S.Edwards and J. Willis[3])

In our republic, such prominent scientists as J.Jalolov, T.K.Sattorov, G.Kh.Bakieva, M.T.Iriskulov, D.U.Khoshimova, S.S.Saidaliev, G.T.Makkamova have been engaged in the conceptual and methodological foundations of English language teaching. In particular, the issues of forming linguistic competence of schoolchildren have found expression in the fundamental research of such



scientists as G.S.Sobirova, H.M.Gulyamova, P.Kh.Omanov, N.N.Normatova, M.F.Polvonova, M.R.Mukhitdinova, G.Sh.Tajibaev.

Research Methodology.

The educational methodology was carried out on the basis of proven comparative, sociological, logical-experimental, classification, description, comparison, statistical analysis, systematic analysis of pedagogical-psychological scientific sources, didactic materials, curriculum and subject programs, educational and methodological literature, observation, modeling, expert evaluation, pedagogical experimental testing, systematic functional and literary analysis methods.

Analyses and Results

Modern approaches to foreign language teaching: *communicative approach* - teaching language learners to communicate freely; *activity-oriented approach* - based on acting in accordance with the speech situation.

It is not for nothing that Y.I.Passov defined communicative exercises in his works as exercises that create and imitate the conditions of real speech communication, meet the requirements of motivational support and situational dependence[4]. They, first of all, ensure the activation of speech activity in the learning process, and also create the opportunity for students to satisfy their needs by using language as a means of communication, which is its primary purpose.

We believe that it is impossible not to agree with Y.I. Passov's opinion that speech exercises are of great importance in language teaching. It should be noted that the process of language acquisition through the implementation of these speech exercises is comparable to the process of learning to communicate, which is "programmed" in the minds of people by nature, that is, learning a native (first) language. Each child learns his language by observing, imitating and unconsciously repeating the process of communication in the environment. Experts in the field have proven that this mechanism also has its own sequence and dynamics.

Repeated repetition of speech exercises in classes in accordance with the needs of students leads to the activation of this mechanism in students, and its conscious nature determines how quickly language acquisition occurs. The extent to which a learner consciously performs the exercise, that is, the awareness of their needs and the awakening of specific motives aimed at satisfying them, creates sufficient motivation to achieve the goal set.

One of the local scientists, M. Dzhusupov, who conducted scientific research on the classification of exercises necessary for the development of listening comprehension skills, also approached this issue from his own perspective and proposed the following types of exercises:

- a) aimed at forming knowledge about the language system;
- b) aimed at forming knowledge about language dynamics;
- d) video or audio exercises aimed at forming knowledge and skills about speech activity[5].

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

1. Extralinguistic
2. Linguistic
3. Psychological.

Extralinguistic difficulties include:

- ✓ the mechanical nature of the speech being listened to, i.e. whether it is reproduced using a mechanical device;
- ✓ the timbre, speed of the speech, the conditions of listening, the situation; - the attention of the student;



- ✓ the number of times the speech is listened to;
- ✓ the presence of supporting tools, meaningful images, and other similar factors in the listening comprehension process.
- ✓ Linguistic difficulties are language-related difficulties. G. Rogova explains 3 types of such difficulties:
- ✓ phonetic difficulties, i.e. difficulties in listening to and distinguishing sounds that are close to each other;
- ✓ lexical difficulties, i.e. difficulties in listening to and understanding words that are close in pronunciation;
- ✓ grammatical difficulties, i.e. difficulties related to grammatical rules (arising from the fact that English is an analytical language)

Methodist J. Jalolov classifies listening comprehension difficulties as follows:

- ✓ language-related difficulties (words with different meanings and different pronunciations);
- ✓ content-related difficulties;
- ✓ difficulties associated with the conditions for perceiving speech;
- ✓ difficulties arising from a linguistic point of view;
- ✓ difficulties related to the structure of the audio text.[6]

To solve some problems in listening comprehension skills, watching movies, participating in group presentations, answering open-ended questions, and performing listening comprehension exercises while simultaneously forming the same phenomenon in our minds are effective methods for developing listening skills. For this purpose, we recommend an effective method for developing listening comprehension skills using the example of English language learners.

It is more appropriate to consider speech skills as “requirements for the level of mastery of types of speech activity in English”. The indicators of oral speech skills of monologue and dialogue, reading and listening are described in detail in the teaching methodology.

When applying the scientific and psychological doctrine of skills and skills to the practice of teaching English, it is appropriate to recognize the need to form lexical, grammatical, and pronunciation skills of speech and the possibility of developing speech skills from automated language skills. Speaking and writing in English are reproductive, while reading and listening are receptive types of speech activity.

The content of English language teaching is first of all reflected in the educational programs, what needs to be achieved, what the students should speak, listen and understand, read and write, the quality of their speaking skills and skills, the minimum level of mastery of the lexical, grammatical and pronunciation of the language is indicated in the educational program.

Conclusions.

Another task for students in learning English is listening to specific information. In this case, the teacher should encourage students to identify main ideas, understand the message, and extract relevant information from the listening material by engaging students in tasks that require them to listen for specific details, main ideas, or supporting information in oral texts.

In a task that involves listening comprehension strategies, students can be taught effective listening strategies such as predicting content, drawing conclusions, summarizing information, and taking notes during the listening comprehension process. Students should be helped to develop active listening skills to understand and retain oral speech.



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