

METHODOLOGY FOR FORMING LISTENING SKILLS IN NATIVE LANGUAGE AND
READING LITERACY LESSONS IN THE PRIMARY GRADE

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Abstract: This article broadly covers the scientific and methodological foundations of the formation of listening skills in primary school native language and reading literacy classes . It is emphasized that listening skills are important in developing students' speech culture, strengthening cognitive and socio- emotional skills. The article analyzes the features of child psychology and speech development based on the theories of scientists such as LS Vygotsky , J. Piaget and D. Elkonin . The effectiveness of modern methods such as exercises aimed at understanding the text, interactive methods, audiovisual tools, game elements and group work in the formation of listening skills is considered. The importance of technological approaches such as digital educational platforms and audiobooks and the role of systematic exercises are also emphasized. The article shows teachers the importance of an individual approach and systematic monitoring in developing listening skills and offers practical strategies.

Keywords: listening skills, primary school, native language, reading literacy, speech development, psychological and pedagogical approach, interactive methods, audiovisual tools, game methods, digital education.

The most important areas of native language and reading literacy classes , since this process plays a key role in developing students' speech culture, strengthening reading and writing skills, and ensuring cognitive and socio -emotional development. Listening skills are the ability to perceive, understand and analyze oral speech, which depends not only on the functioning of the auditory organs, but also on such psychological mechanisms as attention, memory, analysis and synthesis. This skill is especially important for primary school children, since their speech apparatus and mental abilities are actively forming. This article is aimed at broadly covering the scientific and methodological foundations of developing listening skills, and provides an in-depth analysis of psychological and pedagogical features, modern methods, technological approaches and practical strategies.

To understand the scientific basis of listening skills, it is necessary to consider the psychology of children and the features of speech development. LS Vygotsky According to sociocultural theory, speech development is shaped by interaction with the social environment and the teacher. Listening skills, as an important part of this process, develop the student's ability to understand and respond to the speech of the teacher or peers. J. Piaget Cognitive development theory is a concrete example of elementary school students emphasizes that students are at the stage of operational thinking, that is, they have a high need for visual and contextual support in the listening process. Therefore, the use of visual aids, such as images, animations or videos, in listening exercises allows students to concentrate and better perceive information. In addition, D. Elkonin's activity theory emphasizes the activity of children in their learning activities , which indicates the importance of active participation in the listening process. The effectiveness of methodological approaches in the formation of listening skills depends on the teacher's ability to organize the lesson. A number of effective methods are used in modern pedagogy. Exercises aimed at understanding the text are widespread in this direction, in which students listen to a story, fairy tale or informational text and then answer questions about the

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content. For example, reading the fairy tales “Alpomish” or “Golden Fish”, students are asked to analyze the behavior of the characters, determine the sequence of events or express the main idea of the story. These exercises develop students' ability to concentrate, identify main ideas, and remember details, while also improving critical thinking skills. Interactive methods, on the other hand, ensure active participation of students. The teacher pauses during the reading of the story and asks students to guess how the story will continue, for example, by asking the question "What will the hero do next?" Their creative thinking and predictive skills develop. This method turns listening from a passive process into an active analysis. Audiovisual aids are of great importance in developing listening skills in modern education. Animated films, short educational videos, or audio materials develop students' listening and visual perception skills together. This method is especially effective because primary school students often focus better on visual images. For example, showing a short animated video for children and then asking questions about the content increases students' interest while strengthening listening skills. Game-based methods also make listening exercises interesting. In the game “Who listened well?”, the teacher reads a short text and then asks students questions about the details in the text, and those who answer correctly receive points or an incentive prize. These games increase students' motivation and help them concentrate. Group and pair work are also important methods. One student tells a short story, while another listens and retells the content or makes up questions, which together develop social skills and listening skills.

To increase the effectiveness of these methods, the teacher should take into account a number of aspects. Primary school students have a short attention span, usually 5-10 minutes, so listening exercises should be short and precise. The content of the texts should correspond to the age, interests and experience of the students, for example, fairy tales about animals or interesting stories will be attractive to young children. The teacher should set clear goals and tasks before each exercise, for example, questions such as “What was the main problem in the text?” or “What can you say about the character of the hero?” will direct attention. The use of modern technologies creates new opportunities for developing listening skills. Organizing listening-based quizzes on platforms such as “Kahoot” or “Quizlet”, using podcasts or audiobooks increases students' listening skills and digital literacy. For example, by listening to a short podcast specially prepared for children, students learn to analyze the content of the story. Systematicity and continuity are important in developing listening skills. This skill is not formed in one lesson, but develops through regular practice. If the teacher devotes 5-7 minutes to listening exercises in each lesson, this ability of students will gradually develop. When assessing listening skills, the level of understanding of the text, the ability to identify main ideas, and the level of concentration are checked. When assessing, attention should be paid not only to the number of correct answers, but also to the student's ability to analyze and reason. For example, if a student understood the general content of the text, but could not remember some details, this may indicate problems with memory or concentration, not poor listening skills. An individual approach to assessment and encouraging feedback increase students' self-confidence.

In conclusion, the formation of listening skills in primary school native language and reading literacy classes is important for the speech culture, cognitive and social development of students. The integration of various methods, such as exercises aimed at understanding the text, interactive methods, audiovisual aids, game elements and group work, makes this process effective. An approach appropriate to the age characteristics and individual needs of students, the use of modern technologies and systematic exercises are the keys to success in developing listening skills. The teacher's

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professional approach and constant Monitoring further strengthens these skills and ensures students' active and effective participation in the learning process.

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