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TEACHING TASKS FOR DEVELOPING LISTENING COMPREHENSION SKILLS IN PRIMARY EDUCATION

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ABSTRACT

The article presents the use of educational tasks in primary grades, their classification and description, an analytical study of the assignment, types, purpose of educational tasks and changes in the theory of educational tasks, reactions to new approaches, approaches to the advantages and disadvantages of educational tasks from textbooks.

KEYWORDS

Primary education, native language, exercise, task, question, types of educational tasks, new generation textbooks, text, vocabulary, skills, qualifications, knowledge, international experience.

INTRODUCTION

Modern teaching methods require the formation of 21st century skills in students, which means that teaching tasks must also urgently adapt to this requirement. When teaching the Uzbek language as a native and state language, as well as a second language, teaching tasks use questions and tasks developed according to the model. In fact, each question, each task should be carefully thought out and developed based on established criteria. The most disadvantage of existing training tasks is their incompatibility with the modern assessment system. Each exercise is

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presented to develop a specific skill or qualification.

METHODOLOGY

The current state educational standards for general secondary and secondary specialized, vocational education set out the qualification requirements for graduates of general secondary and secondary specialized, vocational education institutions in the subject of the Mother Tongue[1;54.b.], in which the subject-specific competencies are given as follows:

- 1) speech competence (listening and understanding, speaking, reading and writing).
- 2) linguistic competence (linguistic knowledge).

Sh. Abduraimov: "...the main goal of mother tongue education is to develop speech skills in students. Linguistic competencies serve as a means for the development and correct formation of speech skills. The exchange of ideas between people takes place in the form of verbal communication. It is known from psycholinguistic research that communication occurs on the basis of the process of encoding and decoding. The competencies acquired for the correct implementation of this process can be called "speech competence". In this sense, he emphasizes that "verbal competences are the skills to understand, comprehend, perceive oral or written speech, and to express thoughts in an oral or written form in a way that is understandable to the listener. It consists of listening comprehension, reading

comprehension, writing, and speaking skills" [2; 19.p.].

The teacher cannot eliminate all difficulties associated with reading comprehension. The teacher should help them to make this task easy and interesting. This development of listening skills should take into account the following three factors that can ensure the development of listening skills:

- 1. Pronunciation or intonation.
- 2. The content of the material recommended for listening
- 3. The form of the material and the conditions under which it is presented.

If the teacher uses the material that the students have mastered, it is possible to understand by listening. However, this does not completely eliminate difficulties in listening. The content of the material also affects understanding. The topic of the message should be within the scope of the students' understanding abilities. Difficulties should be explained (proper names, geographical names, terminology, etc.). Descriptions are more complex than narratives. It is very important that students understand and are ready to understand this. The title of the story can be useful in understanding the main ideas of the text. Monologue speech is easier. It is advisable to pay attention to this in native language lessons as much as possible.

The expressive conditions are great importance: the speed of speech, several

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decompositions of the material. It is necessary to teach students to listen to the text at the same time. However, sometimes they can understand only 70% of the information, or even less, so a second presentation may be useful. The presence or absence of a speaker is also an important factor.

We cannot say that all the tasks given in textbooks are aimed at developing listening comprehension, speaking, reading comprehension, and writing literacy. Therefore, there is a need for based on recommendations theoretical foundations and statistical analyses on what tasks should be used for formative assessment in mother tongue education. This issue is one of the problems mother urgent facing tongue methodologists [2].

The teacher uses these methods to develop listening skills.

- 1. Special classroom training provides the teacher with the ability to listen, using language as a means of communication, creating a favorable environment for students to master their speaking skills.
- 2. The teacher uses more speaking exercises at school to develop listening comprehension. There are also the following types of exercises. Types of exercises according to the sequence performance - propaedeutic, descriptive, fixation, repetitive, generalizing, creative; types of exercises according to the nature of mental activity - analytical, synthetic. analyticalsynthetic exercises and the leading method of performance - oral, written, mixed exercises[3].

Instructions for organizing listening activities.

1. Listening to texts

Informal conversation. The texts selected for listening should be unprepared and based on a single speech. The appearance of the speaker; the direct interaction between the speaker and the listener. Therefore, in most cases, audio recordings of listening exercises are used. If you vourself create texts for students to listen to, this is useful for students. The use of video materials also makes a positive contribution to increasing the effectiveness of the lesson.

2. Listening to the assignment

Assessments. Students should have a predetermined idea of the type of text they are listening to. So, listening to the show's argument... "less useful, something like this:" you hear a husband and wife discussing their plans for the summer... "facts, episodes, events, etc.) and helps to understand them.

Purpose. Furthermore, the purpose of listening should be to elicit clear, visible or audible responses by setting a predetermined task. Instead of just talking, give instructions such as "listen and understand ...": "It is easier and more natural to listen and find out where the family is going on summer vacation than to try to understand everything.

Current response from the listener. Finally, the task should include a response at intervals during normal listening; students should respond to the

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information they are hearing in order not to wait until the end.

DISCUSSION

Before students are invited to listen to the text. the teacher should be sure that all the words are familiar to the students. If there are any important ones, the teacher introduces them first (the words on the board in the order in which they appear in the text). Then the teacher should direct the attention of his students to what they are listening to. This will encourage them to think and help them understand the text.

Initial stimulating tasks that stimulate the student's attention:

- 1. Try to understand the main idea.
- 2. Make a plan for the story.
- 3. Try to finish the story.

The pictures can be understood. After listening, the teacher can ask questions; make comments on the text so that the students can agree or disagree.

Both types of listening are especially important because they create a great opportunity to hear voices other than the teacher's, give students the opportunity to develop good habits in speaking, and improve their pronunciation.

1. Public listening (the teacher invites the students to choose what they listen to and for fun and to improve the general language).

Mass audiences are usually located outside the classroom, and the material for extensive listening comes from a variety of sources (various books, songs, accompanying videotapes). is found.

Intensive listening reveals the material on the disc. Materials are used at various stages in the primary source process.

Types of Listening Activities

1. No clear answer.

Students are not required to do anything in response to the audio.

Stories. Telling an anecdote or true story, retelling a famous story, reading a story from a book; or writing a story. If the story is well chosen, students can listen and enjoy it.

Entertainment movies, theater, videos. Like stories, if the content is really interesting (interesting, stimulating, humorous, dramatic), students can try to understand without needing further assignments, they encourage.

2. Short answers.

Obey instructions. Students perform actions in response to commands, or draw a shape or picture.

Error detection. The teacher tells a story or description of something the class knows, but with intentional mistakes or inconsistencies. The audience raises their hands if they hear an incorrect word or phrase.

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Predicting. The teacher gives a brief verbal description of a person, place, thing, action, or event; the students write down what they think.

3. Longer Answers

Answering questions. One or more questions that require a very complete answer are asked in advance, and the answer(s) are provided for listening to the text. They are considered the most convenient in writing due to the relative length of the answers being asked.

Summary. Students write down the content of what they have heard. There is a long blank space at the beginning, middle, or end of the text; students write their guesses.

4. Extended Responses

Here, general skills such as extended reading, writing, or listening are developed as an activity. The problem is stated orally; students discuss how to approach it and/or write down a proposed solution. An excerpt from a monologue is presented, without prior information; the audience is asked to infer something from the words, the types of sounds, and the subtle clues to the events that are taking place. At a more advanced level, a piece of literature suitable for reading aloud (e.g., poems) can be discussed and analyzed.

The incentives that a teacher can use to develop his or her speaking skills are often weak and artificial. There should be situations where students want to tell someone about something. explain something, and prove something to someone (situational-communicative approach).

Conclusion

Teaching intuitive speaking is the most important in teaching the four skills (listening, speaking, reading, and writing). In international language teaching practices, language learners, first of all, feel the need to learn to speak. In order to be able to speak in a certain sense in their native language, they should strive to have correct, literate writing skills. In native language classes, working on the text, understanding the texts, and achieving reading literacy are of great importance. Below is a sample task (in Latin alphabet) to develop reading comprehension skills:

Task 1. Read the text silently and answer the questions thoughtfully.

You must obey your father

A Monkey lived with his youngest child. Sometimes he would take the youngest child out with him, and sometimes he would leave him alone at home. The little monkey did not yet know how to protect himself from enemies. One day, his father ordered him not to open the door to anyone and went out in search of food.

The youngest child was bored sitting at home. He watched outside the window. A cunning Fox, who was walking around, saw him and wanted to eat him. He went to his father to see if he was home:

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- I am your father's friend, I have come to see him. Call him. - he said.
- My father has gone to the market to get some food.
- Of course, he will be back soon. I will wait for him inside, open the door.
- That is impossible. My father ordered that you should not open the door to anyone while I am away.
- Your father does not trust you, otherwise he would not have done this, - said the Fox, looking at Kenjatoy with pity.
- He does, but I am still small.
- Oh, poor thing, you are so simple. If your father loved you, would he deprive you of the interesting, wonderful life outside? If you went out, you would make friends, play the game you liked. After all, you also have the right to act according to your own will, to live as you see fit!
- You're right, uncle, the monkey sighed.
- Will you let me in now?
- Of course, I'll open the door now.

The monkey tried to open the door. But he didn't have the strength to open it.

- I can't open the door, he said, and went back to the window.
- Then I'll break the door from the outside.
- No, don't do that, my father will be angry.

- He won't be angry, after all, he is my friend!

The fox tried to break the door, but he couldn't. This made him very angry. Because he was losing his easy prey! The fox looked at the monkey and his saliva flowed.

- Uncle, why are you looking at me like that? the monkey asked, trembling.
- Because I love you. I couldn't open the door, jump out the window, I'll drag you out myself.
- I won't go out, my father will beat him.
- Are you talking about your father again? Fun and joy await you on the street. Are you sitting like an old man? I will protect you like the apple of my eye.

The little monkey believed his words and was about to jump out of the window. At that moment his father came and said: "Son, don't do that! You'll break something," - he said. The Fox, hearing his voice, ran away. The little boy shouted after him: "Uncle, my father is here, why are you running away?" - he said.

- Why did you want to jump out of the window? the Monkey asked his son.
- I wanted to play with that friend of yours.

He is not my friend, and he is not your uncle either. He is a predatory Fox. He wanted to eat vou.

- No, he is very kind, isn't he?!

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- At first glance, that's it. You still can't tell friend from foe. That's why I told you not to go outside. I would have lost you if I hadn't, - said Maimun, hugging his beloved.

Lesson: Even if parents love their children, they often don't know it. A child should obey his father. Dear child! If your father or mother has left you the house and gone, don't open the door for strangers. Obeying your parents always leads to good.

Task 1. Answer the following questions on listening to the text and understanding it:

- 1. Which words did you find incomprehensible when you read the text?
- 2. What did you think?
- 3. What is the most important part for you?
- 4. How would you act?

Task 2. Try to understand the meaning of wisdom. Similarly, write an aphorism or proverb. Explain how the letters highlighted in it differ from others.

Excessive anger leads to savagery, and untimely grace destroys honor.

Aburayhon Beruniy

The leading activity that provides the main mental neoplasms in preschool age is the game. As A. Wenger noted, the game is by its nature a free type of joint activity. "Children, on their own initiative, unite with each other, determine a play area for themselves, take on appropriate roles,

perform game actions, develop the content of the game"[4]. However, with the arrival of the child at school, these important conditions for free activity established in the previous preschool period do not have the opportunity to consolidate and develop. The teacher himself sets the educational goals in the lesson, determines the content and sequence of its development, and evaluates the educational achievements of children himself. The traditional paradigm of primary education is characterized by the fact that all students in the class perform the same work at the same time. The use of free choice situations in the educational process helps to overcome the excessive monopolization of the main components of free activity by the teacher.

Practical experience shows that the development of this form of educational work by the child has certain regularities. Let us determine the features of the methodology for creating situations of free choice of educational tasks, an analysis of the difficulties experienced by younger schoolchildren at different stages of mastering this form of educational work will reveal the essence of the issue.

At the first stage, children mastered the forms of assignment of educational tasks that were unfamiliar to them, at the next stage the teacher directs the children to think and pre-select the section in which they will perform the tasks. This is greatly facilitated by the work done at the previous stage: all tasks are performed on the board, in front of the students.

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However, classroom observations show that not all first-graders can freely choose one of the sections of the tasks. Some of them begin to consult with their neighbors. It is either very easy or, on the contrary, very difficult for a child to choose an educational task that does not clearly match his or her true abilities.

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