

METHODS OF DEVELOPING LISTENING COMPREHENSION SKILLS BASED ON AN INTEGRATIVE APPROACH IN NATIVE LANGUAGE LESSONS*Avazova Farinaz Ihtiyat kizi**Basic doctoral student at Sharaf Rashidov Samarkand State University*[*farangizavazova97@gmail.com*](mailto:farangizavazova97@gmail.com)

Abstract: This article highlights the listening and understanding tasks presented in the 6th grade native language textbook, their role and importance in shaping students' speech and developing a worldview, the degree to which the tasks correspond to world language patterns, and some methodological recommendations for their teaching.

Keywords: 6th grade native language, assignment, exercise, pragmatics, skill, methodology, listening, memorization, analysis.

МЕТОДЫ РАЗВИТИЯ НАВЫКА ПОНИМАНИЯ НА СЛУХ НА ОСНОВЕ ИНТЕГРАТИВНОГО ПОДХОДА НА УРОКАХ РОДНОГО ЯЗЫКА

Аннотация: В данной статье отмечены задания на умение слушать и понимать, представленные в учебнике родного языка 6 класса, их роль и значение в формировании речи учащихся и развитии мировоззрения, степень соответствия заданий мировым языковым шаблонам и некоторые методические рекомендации по их обучению.

Ключевые слова: 6 класс родной язык, задание, упражнение, прагматика, умение, методика, аудирование, запоминание, анализ.

ONA TILI DARSLARIDA INTEGRATIV YONDASHUV ASOSIDA TINGLAB TUSHUNISH KO'NIKMASINI RIVOJLANTIRISH USULLARI

Annotatsiya: ushbu maqolada 6-sinf ona tili darsligida keltirilgan tinglab tushunish ko'nikmasiga oid topshiriqlarning berilishi, ularning o'quvchilar nutqini shajllantirish hamda dunyo qarashining rivojlanishida tutgan o'rni va ahamiyati, topshiriqlarning jahon til o'qitish andozalariga qay darajada mos kelishi va ularni o'qitishga doir ba'zi metodik tavsiyalar qayd etilgan.

Kalit so'zlar: 6-sinf ona tili, topshiriq, mashq qilish, pragmatika, ko'nikma, metodika, tinglash, esda saqlash, tahlil qilish.

Listening is a crucial part of everyday communication for everyone. Because through proper listening and comprehension, the speaker's speech is clearly and logically formed. This process accounts for half of speech activity and plays an important role in native language education. Listening comprehension is also an activity that requires exceptionally different types of knowledge and a process that interacts with each other. When a survey was conducted among students and pupils learning a foreign language, asking "which skill is the most difficult in a foreign language?", most students answered "listening and comprehension." Since the introduction of new generation native language textbooks in 2020, many

teachers have found it difficult to teach the tasks related to the listening comprehension competency included in these textbooks, because there were no rules and skills that taught how to teach this competency. Developing listening requires skills, time, and practice. Initially, teaching listening comprehension skills among the four skills (reading, writing, listening, and speaking) in language teaching was neglected for some time. Today, interest in this area is reviving. This is due to the fact that listening comprehension is interesting and is studied with great interest by students.

The first updated 5th grade native language textbook contained tasks on listening comprehension. However, when we analyze it, we can see that the tasks were not fully formulated in accordance with the world standards and rules of listening comprehension. In subsequent grade textbooks, we can see that some shortcomings were eliminated in the 6th grade native language textbook. It is clear that the 6th grade native language textbook has become much closer to cognitive-pragmatic education. Pragmatism is a philosophical and pedagogical direction that advocates bringing education closer to life and achieving educational goals in practice. The ideas of the first pragmatists were developed by the American philosopher and educator D. Dewey. In the textbook, we can see that the learning tasks are developed based on a pragmatic approach. That is, in this textbook, the following were taken into account when organizing listening comprehension exercises:

- audio recordings for listening are prepared in advance, and the text is inextricably linked to the topic and life skills:
- the prepared text is based on a speech;
- the speaker's appearance is highlighted, a relationship is formed between the speaker and the listener;
- the students themselves are encouraged to prepare audio texts and develop mutual listening skills.

The new edition of the 6th grade native language textbook published in 2022 contains a total of 26 topics, and within these topics, 24 listening tasks are given. These tasks can also be divided into types. They are tasks that encourage students to listen to each other and to listen to a larger text on a previously prepared topic for a specific purpose. Considering that the new generation of textbooks being created in the native language subject is one of the educational literatures aimed at ensuring the connection between everyday life and practice, forming the ability to apply the acquired knowledge in practice, and ensuring an integral connection with other academic subjects, we can see that the topics presented and the comprehension exercises related to them are in line with the above purpose. In particular, the textbook provides listening comprehension tasks on the following topics: on page 19 of the textbook literature, there is a task with the content "Listen to the continuation of the text about Anvar Obidjon. Answer the questions" and its audio text is available, the text is read by a reader of the same age as the students, observing the norms of literary speech. After the audio text, we see that questions and tasks are given that contribute to the thinking of students and the development of their communicative and speech competencies:

Answer the questions.

Bolaning she'r yoza boshlashi, undagi kechgan hislar haqida fikr bildiring.

Jurnal xodimi haqida qanday fikrdasiz? Javobingizni izohlang.

“Tahrir” deganda nimani tushunasiz? Bu qanday jarayon?

1. What is your impression of the hero's attitude to the book? Tell me, why did the store manager keep recommending books to the boy?
2. What was the thing that changed the boy's life during the trip to Fergana?
3. “Now I can't be distracted from poetry, and it was impossible to convince me that I was an amateur.” Explain this idea of the author.

Before performing listening comprehension tasks, the teacher, first of all, should work on himself and familiarize himself with the text in advance, and identify words that are unfamiliar and difficult for students to understand as keywords and write them on the board before listening to the text. Encouraging students to read the subsequent tasks once before listening to the text will help students find answers to questions such as what is the purpose of listening to this text and what should be paid attention to. The following tasks and exercises for this audio recording are tasks that will further improve the students' thinking and encourage them to speak: Complete the task: What do you think is the most suitable title for the audio text? Why? What other titles do you suggest?

In this task, students are asked for their free opinions and why they came to this decision. This task teaches the student to freely express their opinion, develop their speech, and defend their decision.

Complete the task: Identify and write down the correct ideas given based on the text. Correct the incorrect ones.

1. The child often did not have enough money to buy books in a general store.
2. The feeling that he could write better than the poems in the magazine "Guncha" gave the child confidence in poetry.

3. The boy's first published poem was about one of the household appliances.
4. The employee of the magazine "Guncha" did not respond to the poems sent by the boy, but kept returning them.
5. The poet's first poem was published when he was in the 6th grade.
6. When his first poem was published, the boy himself did not believe in his amateur poetry.

The above task is like a memory game, the child tries to recall the information he heard and understood and recreate it in his mind. This requires and forms the principle of quick thinking and accuracy in the student.

Do the exercise: Copy the missing commas and periods.

Once, I even got carried away and sent different poems, but the answers I received were almost the same, explaining my shortcomings better and writing longer, but he put up with it; Now, when you write a letter of one and a half or two pages, your poems are much more correct, try expressing such and such places differently.

The exercise helps you remember the rules of punctuation. It would be appropriate to recall the rules learned in grade 5 and then start doing this exercise. First, the students are asked questions about the rules for using commas and periods, and the teacher explains the rest again before doing the exercise. After the exercise is completed, the teacher reads the text with intonation, paying attention to the punctuation marks of periods and commas, and the students check their exercises according to the intonation and find out their mistakes. The fact that the homework assignment is based on the text encourages the student to work with the audio text at home: Copy the words and phrases that are spelled correctly.

boast boast

“Guncha” magazine Guncha magazine

poet poet

imagination imagination

peshma peshma- peshma

even though it means in English

when I am literate when I am literate

Because there are specific aspects between oral speech and written speech, we do not always write all the words in our language the way we say them, but on the contrary, we do not always pronounce them the way we write them. When explaining the homework, the teacher must teach the students that they

need to listen to the audio recording again and carefully read the words that came before it, and that when listening to the audio recording, it is necessary to pay attention to the pronunciation of these words, and the importance of finding the word that is spelled correctly according to the pronunciation standards. In this way, students will strengthen both their orthoepic and orthographic knowledge. D.N. Ushakov pays great attention to this form of tasks and methods. He notes that one of the most convenient ways to make an illiterate person literate is to give them the ability to distinguish the correct spelling from the incorrect and correct spelling of a certain word.

In conclusion, we see that the tasks and exercises that serve to improve speech skills presented in the 6th grade native language textbook are much more advanced than in the 5th grade native language textbook. The exercises and tasks are structured in a variety of ways, and the tasks and exercises for listening comprehension themselves have 5 different forms. This arouses interest in the student in the process of the lesson being taught. It greatly helps in developing students' speech. Although oral and written speech are inextricably linked in essence, they also have their own characteristics. In oral speech, words and sounds in words are pronounced through the speech organs and perceived through the hearing organs. In this regard, tasks and exercises organized in the same way as the tasks listed above play a very important role in the formation of students' oral speech.

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