

BASIC TECHNOLOGIES OF DEVELOPING LISTENING SKILLS OF YOUNG LEARNERS

Sevinch Usmonaliyeva

Student, Chirchik State Pedagogical University

usmonaliyevasevinch2@gmail.com

Abstract: *This article is dedicated to show how to develop listening skills in kindergarten and primary school learners. Young learners need to be engaged and have a reason for listening. Moreover, it isn't enough to pre-teach new vocabulary to have them recognize it in the track or just ask some questions to check comprehension. These kinds of tasks are not enough to motivate kids.*

Key words: *Developing English Language, Comprehension, strategies, methods, approach, pre-tech.*

INTRODUCTION

Listening tasks are the first we start with when we teach very young learners and young learners who are true beginners at learning the English language. As they cannot read, write or speak in English yet, it's the first model of language acquisition for them, as a result, for further speaking practice. Therefore, it's one of the most essential language skills for young learners' language development. Materials should relate to their real life or experience. In addition, they should be manageable and graded (for example, vocabulary pre-teaching, pre-listening tasks, visuals, examples). The content itself must be interesting and appealing to young learners; be visually attractive. It should relate to their interests and be age appropriate. Moreover, it's good when materials are fun and gamified to make learning process enjoyable.

MAIN PART

Young learners get information from their experience. Teachers are supposed to create real-life conditions in the classroom to help learners develop skills for understanding messages. The tasks must reflect learners' real life experience and the knowledge they acquire every day. What tasks can reflect their real life? For example, when they listen to game instructions or doing craft activities. They have a certain purpose therefore the tasks become meaningful for them. Young learners are naturally curious, new things engage them. So it's quite important to create materials that can captivate and stimulate their imagination. They also learn through visuals, videos, games. They want to share what they learn with their friends. So they task should keep them involved while they are learning the language, they should raise and generate interest. Furthermore, it's great when tasks develop students' imagination and creativity.

Listening stages. Pre-listening: These tasks prepare students for listening activities. This stage is supposed to arouse students' interests and spark their curiosity, e.g. look at the picture, guess what the recording will be about or predict the words. It's also aimed at contextualizing the listening activity and activating schemata to help learners understand the track and make the process easier and more natural. We also pre-teach some structures, expressions or vocabulary to facilitate listening.

While-listening: Student should have a purpose, reason for listening, or task. Moreover, students should listen to a recording several times to do the task. The tasks are usually graded. The first task is usually easy and students listen for general information or gist. The second one is more difficult, it usually requires students to listen for specific information or details. The third listening is usually aimed at checking their answers or at finding implied meanings.

Post-listening: There are two main post-listening activities. First is discussion of the recording, giving opinions on the content (agree/disagree; like/dislike), personalization. Second is focus on language : it's aimed more at language development rather than listening or speaking skills, e.g. find and analyze collocations.

Here are some typical listening tasks:

- 1.Listen and point (e.g. when students listen to new words and point at the pictures).
- 2.Listen and say what it is about (e.g. when students listen to a story).
- 3.Listen and number (e.g. students have pictures from a comic strip and should number the pictures).
- 4.Listen and order the lines (e.g., for the song or the steps of the story).
- 5.Listen and answer comprehension questions (e.g., for the fairytale)
- 6.Listen and choose "True" or "False" (e.g., for some factual information from a CLIL lesson).
- 7.Listen and correct the information. (e.g., biography of a child).
- 8.Listen and match. (e.g., phrases with pictures)
- 9.Listen and make (e.g, craft activity).
- 10.Listen and draw/visualise (e.g, activities aimed at developing students' imagination and creativity)
- 11.Listen and repeat. (e.g., chant or song or story lines)
- 12.Listen and role-play (e.g., a part from a story)

The difficulty of listening. It is necessary to acknowledge that listening can be quite challenging, especially for young learners. When presented with a new language, learners try to understand it in terms of cues of their first language , which is still in a developing process itself.

As people are not always communicating face-to-face listeners cannot predict the communication because there is no visual support, nor can they ask someone to repeat

or try to explain it differently, for instance, when you listen to a CD. Thus, listening is regarded as one of the most difficult skills to learn and consequently to teach due to the fact that listening is quite complex and requires an active process of interpretation in which listeners must try to understand the messages they hear with the use of the knowledge they already possess. In addition, they cannot control the choice of vocabulary, structure or rate of delivery of the speakers.

As language teachers we should also make sure that children are aware that despite their best effort, at times, they will still encounter some difficulties and challenges as improving listening is a process that requires time and practice and that they are not expected to understand every word each time that they are asked to do listening activities (Brewster, Ellis & Girard, 2002). According to Bloomfield et al. , there are some other factors regarding the characteristics of the listeners that can also have a major impact on their ability to listen effectively. Namely, listeners' working memory capacity which is reflected by their capability of understanding more of what they hear when they are listening to L2 language. In addition, a number of factors pertaining to listeners' experience with the L2 influence their listening skills, such as the amount of exposure to the language, familiarity and ability to understand the phonology of the target language,

the amount of vocabulary provided and background knowledge about the topic.

Bloomfield et al. also claim that it is crucial to be mindful that listeners' anxiety impacts their ability to understand what they can hear, especially young learners who tend to succumb to distractions sometimes and are unable to focus their attention for long periods of time on the same activity, which makes it even more challenging for them to listen effectively. Therefore, we must try to maximize our students' learning ability in class through listening as this skill is the first phase that connects language with meaning. Furthermore, speaking, proceeds listening cognitively thus, listening provides the input that supplies the basis for language acquisition and allows learners to interact in spoken communication.

Listening for gist. Even though it is possible to understand the overall sense or presentation of a situation when listening, learners are aware that information comes in a sequence. In that sequence of information, there are content words that can help them form the 'bigger picture' of what they are listening to. This is often called listening for gist, meaning that, when learners listen for gist they become aware that just by gathering broad information of what they can hear they are already able to obtain a general understanding of a topic or situation and use it to discuss it further. When listening for details, learners are interested in listening for a specific kind of information – a number, name or object – therefore, ignoring anything that sounds irrelevant for that particular situation. This way they are able to narrow down their search and obtain the details they need.

CONCLUSION

Listening skills are vital for the growth and development of children. They lay the foundation for effective communication, understanding, and learning. Through listening, kids learn to interpret the world around them, build vocabulary, and develop social skills. However, nurturing these skills in young learners requires engaging methods that capture their attention and interest. This is where listening activities for kids come into play. Overall the listening strategies chosen to be taught and put in practice in this action research were helpful as they worked as guidelines for me as teacher which allowed me to create a more specific set of exercises that were in accordance with strategies known to help language learners improve their listening comprehension of stories and also in other listening tasks in the classroom. I also realized my students were becoming more confident when we discussed the stories after they listened to them because as I asked them specific questions that were in accordance with the listening strategies that they were taught they already knew what I expected them to answer and in turn it made it easier for them to answer more quickly but still accurately. However, even though children were able to improve their results in general I was still not able to be positive that these strategies helped them indeed since as the final questionnaire results show, they admitted not have used them. Therefore, I am not sure if these strategies were the best strategies to be chosen to improve learners' listening skills but at least I believe it helped children become aware that there are strategies they can try to see if they are able to improve their listening skills and overall performance in class.

REFERENCES

1. Ahmed, R. (2015). Five essential listening skills for English learners. Retrieved January 2, 2018, from <https://www.britishcouncil.org/voices-magazine/five-essential-listening-skills-english-learners>
2. Anderson, A., & Lynch, T. (2003). Listening (11th ed.). Oxford: Oxford University Press. Bala, E. (2015). Storytelling in EFL classes. *International Journal of Social Sciences & Educational Studies*, 2 (2), 20-23.
3. Omonova, M. (2020). Innovative ways of teaching vocabulary in ESL and EFL classrooms. *Science and Education*, 1(7), 229-233.
4. Bloomfield, A., Wayland, S. C., Rhoades, E., Blodgett, A., Linck, J., & Ross, S. (2011). What makes listening difficult? Factors affecting second language listening comprehension (Technical Report TTO 81434 E.3.1). College Park, MD: University of Maryland Center for Advanced Study of Language.
5. Maftuna Shermatovna Omonova. (2023). Importance of Listening for Non-Native Students.

6. Omonova, M. S. (2023). TEACHING FOREIGN LANGUAGE IN NON-PHILOLOGICAL STUDENTS STEP BY STEP. *Galaxy International Interdisciplinary Research Journal*, 11(5), 461-464.
7. Omonova, M. S. (2023). Importance of Foreign Language for Non-Native Students. *Open Academia: Journal of Scholarly Research*, 1(1), 74-76.
8. Pulatova, K. (2023). Communicative approach in language teaching. *Journal of language and linguistics*, 6(5), 111-115.
9. Pulatova, K. (2023). Communicative competence in English language teaching. *Innovative Development in Educational Activities*, 2(23), 522-532.
10. Pulatova, K. (2023). A communicative teaching approach for language. *Pedagog*, 6(12), 185-189.
11. Pulatova, K. (2022). Theoretical-pedagogical foundations of information-communicative competence development in future English language teachers. *Журнал иностранных языков и лингвистики*, 6(6), 74-82.
12. Omonova, M. S. (2024). THE SIGNIFICANCE OF LANGUAGE COMPETENCES FOR NON-PHILOLOGICAL EDUCATION STUDENTS. *Mental Enlightenment Scientific-Methodological Journal*, 5(02), 190-196.
13. OMONOVA, M. (2024). PRINCIPLES OF IMPROVING STUDENTS' LANGUAGE COMPETENCES OF NON-PHILOLOGICAL EDUCATION. *News of UzMU journal*, 1(1.2. 1), 171-175.