

MENTAL ENLIGHTENMENT SCIENTIFIC –
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METHODOLOGICAL JOURNAL<http://mentaljournal-jspu.uz/index.php/mesmj/index>METHODOLOGY OF ORGANIZING LESSONS THROUGH
LISTENING COMPREHENSION SKILLS IN NATIVE LANGUAGE AND
LITERATURE CLASSES**Nursulton Shaykhislamov***Independent Researcher**Deputy Dean for Academic Affairs of the Faculty of Tourism**Chirchik State Pedagogical University**E-mail: 2nursultonshayxislamov@gmail.com**Chirchik, Uzbekistan*

ABOUT ARTICLE

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Abstract: This scientific article is dedicated to exploring the methodological foundations of developing listening comprehension skills in native language and literature classes. In the lesson process, listening comprehension plays an important role in improving students' overall educational level and mastering the language. The article discusses how this skill is applied in teaching methodology, methods, and the process of developing lesson plans, as well as effective ways to explain lesson material to students. Listening comprehension skills not only help students master the language but also assist in deeply understanding literary works and texts.

Introduction

The main goal of teaching native language and literature is not only to learn the language but also to develop students' artistic thinking and creative reasoning. This requires not only the development of written and spoken speech in lessons but also the enhancement of listening comprehension skills. Listening comprehension helps students not only to listen to the text but also to correctly understand its meaning, the author's ideas, and language expressions. This skill provides students with the opportunity to form concepts, use the language effectively, and deeply study literary works.

From this perspective, the article presents the listening comprehension skill and its methodological aspects of application in native language and literature lessons [2]. It also highlights the methods and lesson plans that should be developed to organize this process effectively.

Materials and methods

The importance of listening comprehension skills is not only significant in native language and literature lessons but also in the teaching of all languages. Listening comprehension is a complex process that involves not just listening to the text but also analyzing, understanding, and drawing conclusions. When students develop this skill, they become successful in fully understanding the content of the text, explaining the author's ideas, and identifying the styles of language and literature [2]. This process also enhances students' ability to understand speech and respond to it effectively.

There are various methods for teaching listening comprehension, and they can differ in various ways. However, all of them serve to shape and develop listening comprehension skills in students. In native language and literature lessons, the following methods can be used to teach listening comprehension skills.

In native language and literature lessons, communication and interactive methods are highly effective tools for developing students' listening comprehension skills. These methods not only allow students to listen to the text but also provide opportunities to analyse it,

understand the author's ideas, and express their own opinions. Such an approach increases student engagement, draws them into the lesson process, and develops their thinking abilities.

The question-and-answer method is a very important tool for testing and developing students' listening comprehension skills in native language and literature lessons [14]. This method helps determine how well students have understood the text they listened to, as well as improves their ability to express their thoughts clearly and concisely. Through questions, it provides an opportunity to analyze and evaluate students' ideas and guide them toward correct thinking.

Result and discussion

The method of group work is an effective and innovative approach for developing students' listening comprehension skills in native language and literature lessons. This method allows students to work together, exchange ideas, and analyse thoughts within the group. Through group work, students not only listen to the text but also delve deeper into its content, express their interests and misunderstandings, and enhance the effectiveness of the lesson by sharing their ideas among groups.

In native language and literature lessons, written tasks play an important role in developing listening comprehension skills. Through written assignments, students not only check their understanding of the text but also identify its main idea and understand its relevance to contemporary life. This process enhances students' analytical thinking skills, allowing them to connect personally with the text, compare it to current-day issues, and achieve a deeper understanding.

In the process of organizing lessons to develop listening comprehension skills, various tasks are carried out by both the teacher and the students. The teacher should organize the lesson with the aim of developing listening comprehension skills. Depending on the lesson's objectives, the complexity of the material, and the students' level of preparation, activities that encourage listening comprehension must be organized. The lesson can be organized as follows:

- Initial stage of listening:

- Provide students with the opportunity to listen to the text for the first time, and present questions or guides that help with understanding.
- Listening comprehension and discussion:
- Discussing, asking questions, and analyzing the author's ideas to check students' level of understanding.
- Drawing conclusions:
- Study the main idea of the text and provide students with the opportunity to express their thoughts and reflections.

The use of modern educational technologies in lessons is also considered necessary. The application of modern technologies in developing listening comprehension skills is of great importance. Using video and audio materials helps to quickly improve students' listening comprehension skills. For example, listening to and discussing texts through audiobooks, videos, and interactive programs makes the process much more effective.

The views and opinions of foreign scholars on listening comprehension have been formed based on various approaches. Foreign sources, particularly in the fields of education, psychology, and linguistics, extensively study the role and methodology of listening comprehension. Below, I will present the opinions of some foreign scholars on listening comprehension skills:

Michael Rost emphasizes the importance of listening comprehension in the language learning process. In his opinion, listening comprehension differs from speaking and reading because the process of receiving information through listening is more closely linked to external factors such as the speed of content, pronunciation, and spelling [10]. Rost argues that, in addition to teaching pronunciation, it is necessary to provide students with various listening comprehension exercises to enhance their overall language skills. According to Rost, the development of listening comprehension is closely related to the experiences of language learners and the social environment within the classroom.

James Richards emphasizes the significance of listening comprehension skills in language learning in his book *Teaching Listening and Speaking*. He shows that listening comprehension is not just a part of the language being learned, but rather a central process in comprehensive and effective language acquisition [11]. He suggests the following approaches for developing students' listening comprehension skills:

There are different types of listening: These include active listening, critical listening, and passive listening..

Applying an individual approach in teaching listening: Organizing listening comprehension exercises according to the varying needs of students at different levels.

In his book “*Listening in the Language Classroom*”, John Field discusses the difficulties of listening comprehension. He mainly focuses on two key problems of listening comprehension:

Speed and pronunciation: In language learning, students often encounter fast and unclear pronunciations, which makes comprehension difficult for them.

Political and cultural context: He emphasizes that students need to understand not only the grammar of the language but also its cultural and social context.

Paul Nation emphasizes the simultaneous development of listening comprehension and other language skills. He notes that listening in the language learning process not only helps in acquiring specific information but also serves to reinforce the key elements of the language being taught. He stresses the importance of consistent practice and the use of various listening materials to develop listening comprehension skills. According to him, teaching listening comprehension exercises helps not only with the grammatical aspects of the language but also in expanding its vocabulary. Through increased listening, students become familiar with words and expressions, strengthening their knowledge of them.

Beverley Whiteman analysed the impact of listening comprehension on cognitive processes. She emphasizes that listening comprehension should be understood as a cognitive process, as it involves not only understanding the meaning of words but also skills such as

discussion, drawing conclusions, and analysis [14]. In her opinion, the following factors are crucial in developing listening comprehension skills.

Cognitive approach: Providing students with exercises that combine listening and thinking.

The social dimension of listening comprehension: Encouraging students to consider personal and social perspectives while listening to the text.

The opinions and reflections of Uzbek scholars on listening comprehension are also of great importance for effectively teaching the language in mother tongue and literature classes. Scholars in Uzbekistan often highlight listening comprehension as one of the key components of language learning and present various methodological approaches regarding its role in the educational process [3]. Below, I will present the views of some Uzbek scholars on the skill of listening comprehension:

Kh.Ibrohimova, in her work "Tinglash va tushunish: ta'lim metodlari", emphasizes the importance of listening comprehension in education. She believes that listening comprehension is not just a process of receiving information, but also involves the formation of new knowledge in the student's cognitive processes. She stresses the necessity of organizing various listening exercises for students and helping them understand the text in different contexts in order to develop listening comprehension skills. [15]

Sh.M.Sobirov [16], in his book "Til o'rgatish metodikasi", writes about the development of listening comprehension skills. According to him, listening can be taught effectively through analytical and synthetic approaches. Sobirov emphasizes the importance of teaching students to listen in real-life situations to develop their listening comprehension, as this enhances their ability to apply the language in practice.

In R.Qodirov's work "O'zbek tilini o'rgatishda metodik yondashuvlar", he discusses the role of listening comprehension skills in the language learning process. According to Qodirov, listening comprehension is not just about teaching students to hear and understand the text, but also about training them to analyze and draw conclusions from the information in the text.

He states that the development of listening comprehension skills helps students express their thoughts, expand their vocabulary, and build more effective communication. [17]

M.Kh.Kholboev [18], in his article “Ona tili va adabiyot darslarida tinglab tushunish ko‘nikmalarini rivojlantirish”, emphasizes that listening comprehension is an important tool for students in language learning. He suggests that to develop listening comprehension skills, it is essential to have students listen to various audio materials and texts, helping them expand their vocabulary. According to Kholboev, active participation from students is necessary in the listening comprehension process, as only such approaches will be effective.

A.G.Tukhtamurodova [19], in her work “Ona tili ta’limida tinglab tushunish ko‘nikmalarini o‘stirish”, highlights the significant role of listening comprehension in language learning. She believes it is essential to consider students' personal experiences and cultural differences in the process of listening and comprehension. According to A.Tukhtamurodova, when teaching listening comprehension, the diversity of methodological approaches must align with the individual characteristics of the students.

Uzbek scholars emphasize the special role of listening comprehension skills in language learning, particularly in mother tongue and literature classes. According to them, listening comprehension is not just about learning grammar but also provides students with the opportunity to apply the language in practice, analyze, and understand the social context [1]. The development of listening comprehension skills requires various methodological approaches and the consideration of individual needs, which are of great importance.

Conclusion

Listening comprehension skills play an important role in developing students' speaking and thinking abilities in mother tongue and literature classes. By teaching students to listen to, understand, analyze, and explain texts, we can equip them with high-level language and literature knowledge. The methodological foundations of the lesson process, the teacher's qualifications, and the use of modern technologies are crucial in enhancing listening comprehension skills. Additionally, by developing students' communication and discussion

skills, they will have the opportunity to not only learn the language but also foster their artistic thinking.

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