



PEDAGOGICAL MODELING OF LISTENING COMPREHENSION

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Abstract

This article comprehensively analyzes the essence, structural components and psycholinguistic features of listening comprehension competence in foreign language education, as well as issues of pedagogical modeling aimed at its development. It examines a stage-based (preparatory, main and final) model for organizing listening activities, ways of forming listening strategies, the potential of modern information and communication technologies and multimedia tools, advanced foreign experience, and criteria for assessing this competence based on the CEFR framework. The findings confirm the effectiveness of integrative, communicative and metacognitive approaches in developing listening skills.

Keywords: Listening comprehension, competence, pedagogical modeling, foreign language education, audio text, listening strategies, communicative skill, metacognitive approach, assessment criteria, CEFR.

Introduction

Annotatsiya:

Ushbu maqolada chet tili ta'limi jarayonida tinglab tushunish kompetensiyasining mohiyati, tarkibiy qismlari, psixolingvistik xususiyatlari va uni rivojlantirishga yo'naltirilgan pedagogik modellashtirish masalalari kompleks tarzda tahlil qilinadi. Maqolada tinglab tushunish faoliyatini tashkil etishning bosqichma-bagona (tayyorlov, asosiy va yakuniy) modeli, tinglash strategiyalarini shakllantirish yo'llari, zamonaviy axborot-kommunikatsiya texnologiyalari va multimedia vositalaridan foydalanish imkoniyatlari, xorijiy ilg'or tajriba, shuningdek ushbu kompetensiyani Yevropa Kengashining Til bo'yicha umumevropa kompetensiyalari (CEFR) tizimi asosida baholash mezonlari yoritiladi. Tadqiqot natijalari tinglab tushunish ko'nikmasini rivojlantirishda integratsion, kommunikativ va metakognitiv yondashuvlarning samaradorligini ko'rsatadi.



Kalit so'zlar: tinglab tushunish, kompetensiya, pedagogik modellashtirish, chet tili ta'limi, audiomatn, tinglash strategiyalari, kommunikativ ko'nikma, metakognitiv yondashuv, baholash mezonlari, CEFR.

Аннотация:

В данной статье комплексно анализируются сущность, структурные компоненты и психолингвистические особенности компетенции аудирования в процессе обучения иностранному языку, а также вопросы педагогического моделирования, направленного на её развитие. Рассматривается поэтапная (подготовительный, основной и заключительный этапы) модель организации деятельности по аудированию, пути формирования стратегий слушания, возможности использования современных информационно-коммуникационных технологий и мультимедийных средств, передовой зарубежный опыт, а также критерии оценки данной компетенции на основе системы CEFR. Результаты исследования подтверждают эффективность интеграционного, коммуникативного и метакогнитивного подходов в развитии навыков аудирования.

Ключевые слова: аудирование, компетенция, педагогическое моделирование, обучение иностранному языку, аудиотекст, стратегии слушания, коммуникативный навык, метакогнитивный подход, критерии оценки, CEFR.

The main goal of learning a foreign language in the modern education system is to form communicative competence in a student, covering four main types of speech activity (listening, speaking, reading and writing). Listening comprehension, which is one of the components of communicative competence, is one of the most complex and multi-layered types of speech activity, since it requires the simultaneous implementation of several cognitive processes, such as language perception, understanding of phonetic-phonological units, decoding of meaning and interpretation based on context, in real time¹.

Practice shows that the time and methodological attention allocated to the development of listening comprehension skills in relation to reading and writing skills

¹ Rost M. Teaching and Researching Listening. — 2nd ed. — Harlow: Pearson Education, 2011.

Vandergrift L., Goh C. Teaching and Learning Second Language Listening: Metacognition in Action. — New York: Routledge, 2012.



is often insufficient, as a result of which, although students understand the text well, they have serious difficulties in listening and understanding speech at a lively, natural pace.

The solution to this problem is to conduct listening comprehension activities not randomly, but on the basis of a scientifically based, consistent and step-by-step pedagogical model. Pedagogical modeling allows you to combine educational goals, content, methods, means, forms of activity and criteria for evaluating results into a single, consistent system.

The purpose of the study is to reveal the essence and psycholinguistic foundations of the listening comprehension competence, describe the structural stages of the pedagogical model aimed at its development, show ways to form listening strategies, analyze the possibilities of using modern technological tools and foreign experience, and clarify the criteria for assessing this competence.

Listening comprehension is a type of receptive speech activity in which a person perceives a heard oral text, recognizes its sound composition phonetically, understands lexical and grammatical units and, connecting the information received with his own cognitive experience, forms the final content. This process is not a one-way, mechanical movement, but a complex cognitive system consisting of several levels that interact with each other.

The following components of listening comprehension competence can be distinguished:

a) Phonological component

The ability to perceive and recognize the sound system of the language, stress, intonation and rhythmic features. This component includes the understanding of such phenomena as accent, pronunciation speed and the "sticking" of words to each other (assimilation, elision, reduction). Many learners cannot recognize words familiar to them in written form due to sound changes in live speech, which indicates that the phonological component requires special attention.

b) Lexical-grammatical component

The ability to recognize word combinations, grammatical forms and syntactic structures in the heard text and quickly understand their meaning. This component begins to work more actively the richer the learner's vocabulary, but there is a



significant difference between passive vocabulary and active listening comprehension.

c) Sociocultural component

The ability to correctly interpret cultural codes, social relations, idioms, phraseological units and contextual meanings reflected in the text being listened to. This component implies understanding language not only as a linguistic system, but also as a means of communication.

d) Strategic (metacognitive) component

The ability to use cognitive and metacognitive strategies such as prediction, identifying the main topic, separating primary and secondary information, and using context to fill gaps in understanding. This component allows the listener to continue "without stopping" when encountering unclear or incomprehensible parts, without losing the overall meaning.

All four components are interconnected, and only by developing them in a complex way can a high level of listening comprehension competence be achieved. It is this complexity that determines the need for pedagogical modeling, since a single system is required that forms each component not separately, but in its interdependence.

Pedagogical modeling is the process of creating a conditional system that reflects the logical relationship between educational goals, content, methods and means, forms of activity, and criteria for evaluating results. The model simplifies the educational process, representing its main elements and the relationships between them in a visual or descriptive form, which makes it easier for the teacher to plan, implement, and control the lesson².

Pedagogical models for the development of listening comprehension competence are usually based on the following approaches:

Stage (linear) approach - in which the activity is divided into pre-listening, during listening, and post-listening stages, each stage has a specific goal and task.

Spiral (repetitive) approach - in which the same language material is repeatedly listened to at different levels of complexity, with different tasks, which ensures deep mastery of the material.

² Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам: Лингводидактика и методика. — М.: Академия, 2017.
Соловова Е.Н. Методика обучения иностранным языкам: базовый курс лекций. — М.: Просвещение, 2015.



Learner-centered (interactive) approach - in which interaction with the listener's personal experience, interests and oral/written activity is ensured, the listener becomes not a passive receiver, but an active participant.

The joint use of these approaches serves to create a holistic pedagogical system that connects the process of listening comprehension not only with the reception of language, but also with its application in practical speech activity (speaking, writing, discussion). Such a system allows the teacher to consistently plan each lesson, clearly monitor the achievements and shortcomings of students.

It is desirable that the pedagogical model aimed at the effective formation of listening comprehension competence consists of three interrelated stages. The content, purpose and types of tasks used in it are described in detail below.

Pre-listening

In this stage, the teacher activates the listeners' existing knowledge and experience on the topic, introduces key vocabulary in advance, and gives tasks to predict the topic and context of the text. This stage forms the listener's psychological preparation and expectation horizon (expectation), facilitating the reception of information in the next stage.

The types of tasks used in the preparatory stage include: predicting through a picture or video related to the topic; guessing the content of the text based on a list of keywords; activating background knowledge through questions and answers on the topic; and teaching difficult words and phrases in advance.

The main stage (during-listening)

During this stage, the text is listened to several times for different purposes: the first listening determines the general content and main idea (global understanding); the second listening searches for specific facts, numbers, names, or details (selective understanding); and in the third listening, the detailed structure of the text, speech expressions and intonation features (detailed understanding) are analyzed. During each listening, listeners are presented with clear, short and actionable tasks (filling in the table, marking correct/incorrect answers, multiple-choice questions, ordering the sequence, filling in the blanks)³.

³ Vandergrift L., Goh C. Teaching and Learning Second Language Listening: Metacognition in Action. — New York: Routledge, 2012.

Nunan D. Second Language Teaching and Learning. — Boston: Heinle & Heinle, 1999.



An important methodological recommendation is that before each listening, listeners should be given a clear task, that is, they should know in advance "what they will listen to." This will focus the listener's attention and reduce anxiety caused by misunderstanding. The final stage (post-listening)

At this stage, the information obtained is analyzed, discussed and applied to other types of speech activities - speaking (giving feedback, role-playing, debate), writing (writing a summary, preparing notes, essays) or reading (comparing with additional texts, analyzing the transcript). In this way, listening comprehension is integrated with other skills and the learned language material is consolidated.

The consistency between the stages and the appropriateness of the tasks at each stage are the main factors determining the effectiveness of the pedagogical model. If any stage is neglected (for example, the preparatory stage is skipped), the level of listeners' understanding will significantly decrease.

Teaching listeners specific strategies is important in developing listening comprehension competence. Strategies are divided into two groups: cognitive strategies and metacognitive strategies.

a) Cognitive strategies

These strategies are directly related to language processing: paying attention to key words in the text, guessing unfamiliar words using context, separating primary and secondary information, connecting the information heard with one's own knowledge.

b) Metacognitive strategies

These strategies are related to planning, monitoring and evaluating one's own activities: setting goals before listening, monitoring one's level of understanding during listening, thinking back on parts that one did not understand, and evaluating one's own activities after listening. Consciously teaching these strategies forms the ability of listeners to learn independently (autonomous learning).

The development of information and communication technologies has created new opportunities for developing listening comprehension competence. Audio and video podcasts, multimedia presentations, interactive platforms and artificial intelligence-based language learning applications allow the listener to get acquainted with real (authentic) speech samples of different pace, accent and style.

The technique of working with subtitles (subtitles/transcripts) — first listening without subtitles, then checking with subtitles — allows the listener to compare the



heard and written form, to understand the differences between pronunciation and writing. Also, platforms with the function of adjusting the listening speed teach listeners at the initial stage to perceive the text at a gradually faster pace.

It is important that the use of such tools is not random within the framework of the pedagogical model, but is planned in accordance with the purpose of each stage — for example, introducing the topic through a short video at the preparatory stage, audio text with interactive tasks at the main stage, and exchanging ideas on an online platform at the final stage.

Foreign education systems pay special attention to the development of listening comprehension competence. In European countries, curricula based on the CEFR system specify clear listening comprehension descriptors for each language level, which allows teachers to build a targeted pedagogical model. In educational institutions where English is taught, the practice of "extensive listening" is widespread - students independently listen to podcasts or videos of interest to them, and then prepare a short report.

In the experience of Russia and the CIS countries, listening comprehension skills are often developed as part of complex language classes, through a combined form of audiolingual and communicative methods. In Southeast Asian countries (Japan, South Korea), the "shadowing" technique is widely used using digital language laboratories and mobile applications, which simultaneously develops listening comprehension and pronunciation⁴.

In recent years, as part of educational reforms in Uzbekistan, attention has been increasing to listening comprehension skills in teaching foreign languages - curricula adapted to international standards such as IELTS and CEFR, digital learning platforms and language labs are becoming more widespread. However, in practice, the implementation of foreign experience adapted to local conditions and based on a consistent pedagogical model remains an urgent task.

The Common European Framework of Reference for Languages (CEFR) of the Council of Europe is widely used to assess listening comprehension competence. According to this system, at levels A1-A2, a listener understands simple, slow and clear phrases, basic information on everyday topics; at levels B1-B2, he can understand the main content of natural-paced speech, including discussions on more

⁴ Соловова Е.Н. Методика обучения иностранным языкам: базовый курс лекций. — М.: Просвещение, 2015.
Jo'rayev R.X. Chet tili o'qitish metodikasi. — T.: Fan va texnologiya, 2020.



complex topics; and at levels C1-C2, he can understand long, complex speech in different accents and styles, including subtle differences in meaning.

In pedagogical practice, the following assessment criteria are used:

Comprehension completeness - the extent to which the text covers the main and secondary information;

Accuracy - the ability to identify facts, numbers, names and dates without errors;

Speed - the ability to perceive information in real time, without having to listen to the text again;

Strategic flexibility - the ability to restore the misunderstood parts using the context, to continue without losing the content.

Diagnostic (initial), intermediate and final tests based on these criteria allow for an objective assessment of the effectiveness of the pedagogical model, as well as to monitor the dynamics of the individual development of each listener.

In practice, there are a number of problems in developing listening comprehension competence. First, most educational materials consist of artificially slow and clear texts, which does not prepare listeners for natural speech in real communication situations. Second, some teachers do not use a step-by-step pedagogical model, limiting listening comprehension lessons to just playing audio and asking questions. Third, when listeners have insufficient vocabulary and phonological preparation, they may lose motivation during listening.

The following are recommended solutions to these problems: using authentic and semi-authentic materials in a step-by-step, level-appropriate manner; planning each listening lesson based on a clear pedagogical model that includes preparatory, main and final stages; dedicating special time to activating vocabulary and background knowledge before listening; using reflective tasks aimed at developing listeners' self-assessment and strategic thinking skills; and improving teachers' skills in using modern methodologies and technologies through in-service training courses.

Conclusion

Listening comprehension competence is an important, but often neglected component of foreign language education, and its effective formation can be ensured only through activities organized within the framework of a scientifically based pedagogical model.

The analysis allows us to formulate the following conclusions:



Listening comprehension competence consists of a single complex of phonological, lexical-grammatical, sociocultural and strategic (metacognitive) components, which should be developed not separately, but together;

The listening comprehension process is based on a combination of bottom-up and top-down processing methods, therefore, tasks should cover both directions;

Pedagogical modeling significantly increases the effectiveness of listening comprehension lessons by combining the educational goal, content, method and assessment criteria into a single system;

A three-stage model consisting of preparatory, main and final stages serves to integrate listening comprehension with other types of speech activity;

Conscious teaching of cognitive and metacognitive listening strategies forms the ability of listeners to learn independently;

The purposeful use of modern multimedia and artificial intelligence tools allows listeners to adapt to authentic speech and provide individualized education;

The introduction of foreign best practices adapted to local conditions is an important factor in improving the quality of listening comprehension education;

Assessment criteria based on the CEFR system and a variety of test tasks serve to objectively monitor the effectiveness of the pedagogical model.

In the future, it is expected that the role of adaptive learning platforms based on artificial intelligence will further increase in the development of listening comprehension competence, as well as the development of pedagogical models that integrate this competence with other language skills.

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