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THE METHODOLOGY OF DEVELOPING LISTENING AND READING
COMPREHENSION COMPETENCE TO STUDENTS OF SECONDARY
SCHOOLS

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Abstract: This thesis explores effective strategies and best practices for developing listening comprehension and reading comprehension skills in language learners. Listening and reading comprehension are essential language skills; however, they are often overlooked compared to other skills such as speaking and writing. As language learners progress and encounter increasingly complex curricula, the importance of the ability to effectively understand spoken and written discourse in the target language becomes greater. Developing these receptive skills is crucial for improving overall language proficiency and enabling learners to successfully engage in academic and real-life communication.

Keywords: Methodology, technique, research, activity, predetermined steps, framework, theoretical analysis, methods and procedures, listening, reading, comprehension competence.

Annotatsiya: Ushbu maqola til o'rganuvchilarda tinglab tushunish va o'qib tushunish ko'nikmalarini rivojlantirish uchun samarali strategiyalar va eng yaxshi amaliyotlarni o'rganadi. Tinglab tushunish va o'qib tushunish juda muhim til mahoratidir, lekin u ko'pincha gapirish va yozish kabi boshqa ko'nikmalarga nisbatan e'tibordan chetda qoladi. Til o'rganuvchilar o'rganib borishi va tobora murakkab o'quv dasturiga duch kelgani sayin, o'rganilayotgan chet tilidagi nutqni samarali tushunish qobiliyatining ahamiyati oshadi.

Kalit so'zlar: Metodologiya, usul, tadqiqot, faoliyat, oldindan belgilangan bosqichlar, tuzulma, nazariy tahlil, usullar va jarayonlar, tinglab tushunish, o'qib tushunish, tushunish kompetentsiyasi.

Аннотация: Данная статья исследует эффективные стратегии и лучшие практики развития навыков аудирования и чтения у изучающих иностранный язык. Аудирование и чтение являются важнейшими языковыми навыками, однако им часто уделяется меньше внимания по сравнению с такими навыками, как говорение и письмо. По мере того как изучающие язык продвигаются в обучении и сталкиваются со всё более сложной учебной программой, возрастает значение способности эффективно понимать устную и письменную речь на изучаемом языке.



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Развитие этих рецептивных навыков играет важную роль в повышении общего уровня владения языком и успешном участии в академическом и повседневном общении.

Ключевые слова: Методология, техника, исследование, деятельность, заранее определённые этапы, структура, теоретический анализ, методы и процедуры, аудирование, чтение, компетенция понимания.

Introduction

Humans as social beings need language to build relationships. English, as an international language, helps people communicate across nations. Therefore, learning English is important for daily communication with foreigners. Its role and influence are increasing worldwide and in Uzbekistan. Currently, Uzbekistan is reforming its education system to meet modern standards. Special attention is given to improving foreign language teaching, increasing quality, attracting qualified teachers, and raising public interest, as stated in the Presidential Resolution No. PP-5117 (May 19, 2021)[1].

A methodology is a technique designed to carry out research, a task, or any particular activity. Any activity that is performed with some predetermined fixed steps is known as methodology. It is a framework for the theoretical analysis of a definite task. Methodologies are framed and designed by the shared beliefs, views, and values of the society. Different activities have different sets of methods and procedures. It is difficult to reach the goals in the absence of the set procedures. Methodologies play a critical role in the continuous improvement of the performed task. The constructive approach used by the researchers leads to better work efficiency. Knowledge and reality of the surroundings are significant to create a methodology for different activities. The historical analysis of the formation of listening and reading as a component of foreign language teaching allows us to trace the main changes and trends in the teaching of this skill in methodological science. For the first time in the methodology of teaching foreign languages, the term “listening” was introduced in 1950 in the work “Teaching Aural English” by the American psychologist D. Brown, thereby combining the concepts of “listening” used interchangeably, “hearing”, “understanding” [2,7]. In Russia, the use of the term “listening” was substantiated by Z.A. Kochkina in 1964 in the article “What is listening?”, which raises the problem of choosing the terms “listening” and “hearing”. According to the methodologist, “not every listening is aimed at developing the ability to understand speech,” and this term did not satisfy speech researchers at that time [3, 12]. Since that time, a more active development of aspects of listening education has begun. The role of listening in the educational process has changed depending on the prevailing methodological approach. In the early periods of the history of teaching foreign languages. Seemed that there is no need to teach oral speech perception separately. Thus, in the grammatical translation method, which was one of the first and prevailed for a long time, students mastered only reading and translation from a foreign language into their native language [4,149]. Despite the great progressiveness, the development of auditory skills and



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abilities was ignored in the lexical-translation method, which mainly pursued general educational goals and, like the previous one, ensured the development of reading and translation skills [5,28]. As a result, Russian methodologists of the twentieth century (M.L. Weisburd, I.A. Zimnaya, N.V. Elukhina, N.I. Gez, L.Y. Kulish, N.Y. Abramovskaya, Y.M. Kolker, E.S. Ustinova, S.V. Timina and others) noted that the level of listening skills has always been significantly inferior to the degree of formation of skills in other types of speech activity [6,31]. This is also proved by the X data. Hackita, according to which 3,000 had been published by 1955 works devoted to reading, and a total of 20 works on listening. Also, Graham explained some features between listening and hearing in his books [7,4]. In addition, this follows from the content of educational programs in the 1940s and 1960s, in which listening is only accompanied the study of grammar, and was also used in teaching pronunciation during "drills" and imitation of dialogues [8,72]. Vandergift in his Teaching and learning second language listening, states that competent listeners vary the way they listen in different contexts and for different purposes. And they use different enabling skills or subskills to help them receive and interpret the spoken input and use it for a purpose that prompted the listening in the first place [9,19]. Thus, the perception of oral speech as a separate type of speech activity was not the subject of attention of methodologists and teachers until the middle of the last century.

In conclusion, the development of listening and reading comprehension strategies among secondary school students is significant for their academic success and overall language proficiency. This study has highlighted the different challenges faced by students in both listening and reading comprehension and the importance of implementing effective strategies to overcome these obstacles. Through the use of strategies such as pre-listening and pre-reading activities, as well as while- and post-activities, students can boost their comprehension skills and become more proficient in understanding both spoken and written language.

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