

IMPROVING LISTENING AND READING SKILLS OF SECONDARY SCHOOL STUDENTS

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Abstract

Today, the importance of targeted and quality organization of primary education at the level of public policy is one of the topics. In primary education, a number of practical activities are organized, first of all, to improve children's reading and listening skills. This article gives you a brief overview on reading and listening skills.

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In recent years, teachers and Methodists have been experiencing great anxiety and worry, as the reading culture of the younger generation is an important indicator of the spiritual potential of the whole society, with a significant decline and declining trend with the transition to higher grades. Among the many ideas aimed at improving reading, in our opinion, the most important is the idea of studying and shaping students' reading interests. Its implementation implies the purposeful use by the teacher of the objective and subjective possibilities of teaching and learning. This idea, on the one hand, serves to find teaching methods that engage students, place them in collaborative activities with the teacher, and activate the teaching of school students. On the other hand, the teacher will have allies in building and improving the learning process, relying on the students' own experiences and interests, their aspirations, requests, and inclinations.

For a child to be successful in school, first and foremost, he or she must master basic learning skills: reading, writing, and arithmetic. We can say that they are the basis of all education. Reading is a means of gaining new knowledge needed for further study. A student who has not learned to read or is unable to read will not be able to successfully master the knowledge. After all, the process of schooling always involves children working independently, especially working on a book. Students' lack of mastery of reading techniques, and most importantly, their inability to understand what they are reading, can lead to serious learning difficulties, which in turn can lead to academic failure. "Small school age is the period in a child's life from the age of six to ten, when he is in primary school." - In this period, teaching is the main activity in which a person is formed. In elementary school, children begin to learn the beginnings of science. At this stage, the intellectual-cognitive sphere of the psyche is mainly developing. At this stage, many mental neoplasms appear, the old ones improve and develop. "The school period is characterized by intensive development of cognitive, emotional-perceptual, mental, mnemonic, and others."

Usually an elementary school student goes to this educational institution voluntarily. It is characteristic for first- and fourth-graders to aspire to the position of schoolboy. The experience a child has at home during the first days of school is of great importance. In the past, a small preschool educator was a unique and unique creature, but upon entering the school, he finds himself in an environment that is the same "one and only" around him. In addition to adapting to the rhythm of school life and new demands, the younger student must learn to communicate with his classmates in order to master the school space, to master the methods of self-organization and organization of his time. But the main task of a young student is to succeed in school. It should also be noted that at the primary school age, a child experiences a period called the seven-year crisis. The child's perception of their role in the relationship system changes. "The social status of development is changing and the child finds himself on the verge of a new age." The child understands his place in the world of social relations and assumes a new social position of the student, which is directly related to educational activities. This process radically alters his self-awareness, leading to a reassessment of values. Reading is of great importance to the student, so, for example, the chain of failures in this activity of the child leading at this stage can lead to the formation of stable complexes or even chronic failure syndrome.

It is no secret that modern children who come to school sometimes have a better computer than a teacher. Therefore, one of the main tasks of modern education is to form students' information literacy: the ability to find and use the information obtained, the ability to critically evaluate it. And that's what we need to teach our students from elementary school. Thus, the introduction of information and communication technologies in the educational process has become a socially defined need. Local and foreign research on the use of information and communication technologies in education proves convincingly the possibility and expediency of using ICT in the development of speech, intelligence and the student's personality in general. Learning in school is a very new and therefore fun activity for children, however, they also face a number of challenges. Of course, school children do not initially know how to formulate learning tasks independently and what actions to take to solve them. For now, the teacher will help them in this regard, but gradually they will acquire the appropriate skills on their own (in the process, they will develop educational activities, learning skills, which will be carried out independently). Children of this age have a share of impulsiveness, whimsy, stubbornness. Voluntary processes in young students are not yet sufficiently developed. Gradually, the ability to display strong-willed actions emerges in the mental activities and behaviors of school children. Voluntary mental actions are formed in schoolchildren, for example, intentional memorization, voluntary attention, focused and constant observation, perseverance in solving various problems. Therefore, the importance of assessment of student performance by adults is growing. The student's learning and cognitive activity has social and individual significance and is essentially twofold: internal, when the student is satisfied with the acquisition of new knowledge and skills, and external, when his cognitive achievements are evaluated by the teacher.

The assessment given by the teacher is an incentive for the student. This assessment also has a significant impact on the student's self-esteem. In addition, the need for assessment and the strength of the experience are much higher for vulnerable students. Evaluation works as a reward. Assessment by the teacher helps the child learn to self-assess their work over time. In addition, it should not only evaluate the result, but also the student's own actions, the method he chooses to solve any specific problem. A teacher in the primary grades of a school cannot be limited to simply marking a journal to assess a student's performance. Here, meaningful assessment is important, i.e. the teacher explains to the student why this clear assessment was given, the pros and cons of the child's work. The teacher then evaluates the children's learning activities, its outcomes and processes, and forms assessment criteria for the children. Reading competence within the new educational standards means universal educational efforts, and one of the tools for its formation is the use of ICT technologies. A student with an advanced reading ability knows what to read (focused on the world of literature), knows how to read (understands enough to read), depending on his ideas about artistic technique, his tastes and feelings. The

competence of the reader, the culture of literary perception, is based on an understanding of the figurative nature of the literary text and includes the acquisition of the language of oral images, a direction in the system of basic literary concepts. K. D. Ushinsky noted: "Teach the child five unknown words, he will suffer for a long time and in vain; but connect twenty such words with pictures - and the child will know them quickly. "Modern information technology has a wide range of possibilities to accomplish this task, only teachers need to take into account the psychological characteristics of material acceptance by students of a certain age. I have been working at the school for over thirty years and I see how much has changed in the education system, especially in connection with the introduction of the Federal State Education Standard. We teachers need to be in tune with the times, keep track of all the changes, be close to our students and not be in tune with them. I see many advantages of using ICT technologies in the classroom: increasing the effectiveness of teaching school students, increasing motivation; organization of new forms of interaction in the learning process and change the content and nature of teacher and student activities; increase the level of student activity; improvement of methods and technologies of selection and formation of educational content; to develop the ability to search for solutions to educational problems, to develop the ability to study examples of subject areas by combining them; ability to predict outcomes.

When conducting literary and extracurricular reading lessons, I noticed that children often work with text that is downloaded from the Internet and printed on sheets, rather than with a real, "live" book. Believe me, this sad picture - children with leaves in their hands. At the same time, I see a problem - incompatibility with the modern capabilities of educational electronic resources and the reluctance of children and parents or not finding time to find the right book. As I talk to my parents, I find that almost no one in the family reads in the evenings - they don't even have time to take classes. While preparing for lessons, children and parents do not go to the library, search for a book or encyclopedia at home, or even go to the store to buy more books - it is easier and faster to find the information you need on the Internet, our students read at home do not have their own libraries. It should also be noted that the frequent use of information resources published on the Internet leads to the emergence of the principle of energy saving: ready-made projects, theses, lectures and even solving problems in school textbooks borrowed from the Internet - this is today. a familiar fact in the day school, and therefore a decrease in the effectiveness of teaching and the training of school children; the difficulty of moving independently of the data circulating in the network to actions and searches; reduction of live communication between teachers and school students, and therefore limited in the educational process; as well as non-compliance with the norms of use of information resources in the classroom does not add health to students. According to the system of LV Zankov in the program of primary general education we read: the role of literature in the general development of schoolchildren is incomparable. Touching the literature helps to develop spiritual and moral ideas, to form aesthetic concepts, to shape the personality of the child. The result of the work done in the process of artistic reading can be the upbringing of an intelligent person.

When language skills are examined, it is possible to conclude that while reading, speaking, writing and other skills may be sufficient to improve language proficiency, listening has a greater influence on the maturation process. Furthermore, listening is the first comprehension skill and hence, listening makes it easy to learn a language through awareness and to improve language skills. Because once a language is understood, it is significantly easier to improve other language skills. All studies, including those on language acquisition skills, have demonstrated that language proficiency is acquired through listening (45%), speaking (30%), reading (15%), and writing (10%) while we communicate. Apart from serving as a primary mode of communication, listening enables learners to appreciate the beauty of the language. These rates are significant because they demonstrate the priority and importance of listening during the communication process. For all of these reasons, it can be said that listening serves as the foundation for language learning. As these studies demonstrate, listening skill is critical for language learning. The studies also show that there are problems involving this important skill as well. Studies

with students at different education levels are critical for explaining these problems. In addition, it is seen that some of these studies have suggested alternative solutions. These suggestions are crucial; however, it is exceedingly difficult to achieve the desired level of awareness and proficiency in listening without first identifying the source of the problems and implementing a fundamental solution to these problems. Therefore, it is important to identify the source of the problems and determine the appropriate course of action. The purpose of this study is to determine the listening problems of secondary school students by utilizing the experiences of Turkish teachers, to get to the source of these problems, to ascertain how teachers address these problems, and to make recommendations for resolving these problems. In a nutshell, the aim of this study is to examine listening skill through emphasizing on its problems and solutions. This study conducted with this point of view, will provide an important perspective for future research and will be a significant step toward minimizing the problems related with listening skills.

Almost all of the codes worked with no issues. A few ambiguous codes were discussed and resolved. The remaining data were coded by one researcher and then double-checked by the other. Following the completion of the data coding process, codes with the same or similar meanings were combined by bringing them together. Thus, the reliability of the data analysis was ensured. After the data was coded, themes and sub-themes emerged, and the findings were presented in a meaningful structure. To ensure the validity of the data collection instrument, the study examined the literature and developed questions in conjunction with teachers during a brainstorming session. Furthermore, expert opinions were consulted regarding the interview form's suitability for the purpose, and the comprehensibility of the questions was confirmed via the pilot interview. There are several prominent results in the family-related aspects of students' listening problems, including "traditional family structure, families' lack of education, families not having enough time to practice the essential listening process with students, indifference of the family, families not being the correct role model for the students, not being listened of the students by their families. The most frequently repeated code among the approaches used by teachers to solve these problems is raising awareness of the families about listening. The most prominent alternative suggestions are; Informing parents about the importance of listening to students, providing listening education to the students in the family from early ages, ensuring school – family cooperation and creating a healthy environment with school-family cooperation. As suggested by Maden, it might be beneficial to provide families with trainings on intra- family communication, raising children and the importance of listening

Learning activities are motivated by a variety of motives. The child has a desire for self-development and a cognitive need. An interest in this content side is an interest in the learning activity and the activity process - how, in what ways the results are achieved, the learning tasks are solved. But not only the outcome of the learning activity, but also the assessment motivates the younger learner, but also the process of the learning activity itself: developing and improving oneself as a person, talent and ability. The school student becomes a subject of cognitive activity in the system of general educational influences, and at the same time acquires personal characteristics and a personal attitude to what he is doing and to the learning process in general. The peculiarity and complexity of the educational and cognitive activity of the school period is that it is carried out mainly in the context of direct communication with class and school teachers and students. Initially, young students rely entirely on the teacher's opinion. They look at the teacher's attitude towards different students and may even accept that attitude. But in the process of communicating with classmates and learning activities, younger students are already more critical of themselves. They begin to evaluate both bad and good deeds. Although still "the central place in the educational process is the student's relationship with the teacher. At the primary school age, the most favorable opportunities are formed for the formation of moral and social qualities, positive qualities personality. The flexibility and well-known offer of the school students, their credibility, tendency to imitate, the immense prestige of the teacher create favorable conditions for the formation of a high moral personality. The predominant type of thinking is

visual-figurative, the process of holistic perception is not yet sufficiently formed, attention is often voluntary. First graders focus on things that look brighter: size, shape, color, or shade. The child still has a long and arduous school path, during which he learns new sciences, new skills, new abilities. He improves himself and develops his abilities, but the foundations for their subsequent formation are clearly laid in the first years of study.

The process of reading involves two aspects: one is expressed in eye movements and speech-sound-action processes, and the other is expressed in the movement of the student's thoughts, feelings, and intentions arising from the content. . about what is read. In the process of learning to read, the sound and visual forms of a word are linked to a single image according to their semantic content. Classes on phonetic combinations and phonetic combinations lead the child to learn the official laws of word construction in Russian and to learn to read aloud easily and fluently, not fully understanding the meaning. Reading is one of the key skills, and its development largely determines a student's educational success. The effectiveness of working with different texts depends on the methods of semantic processing for the reader's understanding. Shibaeva L.V. High-order reading skills are considered to be a complex system that encompasses elementary operations of character encoding, decoding grammatical structures, and complex methods of semantic interpretation of the main text, the author's position, and so on.

Reading techniques formed at the level of high-level skills are an important condition for advanced reading activities. In the context of school education, the low level of reading ability of school children is always manifested in the learning and extracurricular situations in primary school. What is the importance of reading in a child's learning activities and in his or her life in general? N.F., the most prominent representative of the national teaching methodology, wrote "Reading". Bunakov is the primary tool of primary school, which can influence the mental and moral development of students. Goretskiy V.G. writes: "Reading is an inexhaustible source of enrichment of knowledge, a universal way to develop a child's cognitive and speech skills, creative powers. A powerful tool for cultivating moral qualities. Reading is also something that is taught to young students, through which they are nurtured and developed; and through it, children learn much of the educational sciences. The development of reading skills as a type of speech activity is carried out as a mental movement that takes place in the inner plane, from the extended loud form of reading aloud to self-reading. Reading skills are formed only as a type of speech and mental activity. As a means of self-education and self-development, but also as a complex set of skills of a general educational nature. The modern child today receives a lot of different information, which has a great impact on the formation and development of his consciousness and culture. Resisting such a flow of information is possible only by mastering a part of basic knowledge and developing qualities such as independent thinking, criticism, creative imagination. Reading is an important tool for achieving and achieving a goal.

Reading speed should be in the optimal range, taking into account the age and dynamics of mental activity of students. When determining reading speed, it is important to keep in mind that it depends on temperament. For example, in an introvert, it can be slow. Because speeding it up isn't always desirable. in which case comprehension of the text may be impaired. Comprehension is one of the key indicators of text processing. Teacher Kudina G.N. considers it more important in a sense to pay attention to the author's assessments to determine the level of reading activity than to focus on the inner world of the protagonists, as the latter manifests as general mental development with age and the former `can occur only as a result of the unit. To understand the work, the student is required to master the techniques of working with text. In the student's emotional-evaluative approach to the story, the following can be distinguished: general evaluation (positive or negative) and modal-specific. emotional reactions (joy, sadness, anxiety). Younger students respond with "like" because they are "interesting" and "good" in an attempt to explain their positive attitude. Children who respond meaningfully are not always able to adequately interpret the text, indicating that there is no direct link between understanding the story and the attitude towards it.

Reading is a complex process. An adult, experienced learner does not perceive the elementary movements that make up the reading process, as these movements are automated, but a 6-year-old learning to read still does not combine all the elementary movements into one complex movement. Each element is an independent action, often - very difficult, requires not only strong-willed, intellectual, but also great physical strength. An experienced reader does not stop to look at every letter, even every word: 2-3 words fall into his "reading area" at once, marked by a short pause of the eye. The student's gaze was found to wander along the line and stop 3-4 times on the line. Text comprehension occurs during pauses. The number of pauses depends not only on the reader's experience, but also on the difficulty of the text. The main indicator of the development of reading activity of school students is the success of understanding the author by students, and in addition - the focus on students' understanding of the author's assessments and a positive attitude to the text. Each young person develops their own ways of teaching reading. He then forgets to "rediscover" them and to amaze them again decades later. Each has its own charm. But let's look at this diversity. There are two main, radically opposite ways of teaching reading. One is called the whole word method and the other is called the phonological method. There has long been a debate over whether to teach phonetics in general. By 1930, a number of studies on the subject had been conducted and it had been concluded that all phonetics were necessary, the only question being how and to what extent to give it to children. For example, such an experiment was established. One group of children was divided into halves, and the first small group was taught to read using the whole word method, the second - using the phonological method. When the children started reading, they were tested. In the first stage, the first group of children read aloud and better for themselves. Phonological children were able to cope with unfamiliar words more easily, and by the end of the second grade, they were ahead of their classmates in terms of comprehension and vocabulary.

According to the researchers' observations, the "whole word" children made the usual mistakes. For example, as they read the caption below the picture, they swapped words that had similar meanings. You could say "tiger" instead of "lion", "girl" instead of "boys", "car" instead of "wheel". The desire to give the word a strictly defined meaning has led these children to not be able to learn to read new words without someone's help throughout the school year. It is important to make sure that the child succeeds so that his or her success is clear. For example, take to master a few dozen words that mean things in the house. If you hang tablets with words on these things, the child will soon begin to recognize familiar notes. Then you can play a "guessing game", lotto, with the same words - and the child will feel confident. Only against the background of positive emotions will the next session be effective.

Dynamic reading will be introduced in the second half of 2nd grade in order to improve reading technique and consciousness. This is a qualitatively new method: whole word groups, blocks are read, not letters, syllables, or words; The reader becomes the co-author of the text. In dynamic reading with the eye, words are perceived as images. In the process of analyzing reading teaching methods and techniques, we came to the conclusion that no additional training is needed to develop conscious reading skills in primary school age. Reading lessons that skillfully complete the selected set of exercises that shape this skill are sufficient. For a younger student, understanding the text being read is a particular challenge. He is hampered by a lack of intonation, facial expressions, and gestures. However, the reader does not yet know all the methods (word reinforcement, punctuation, word order, phrase formation) that help to understand the behavior of the characters, the author's attitude to them. Voice analysis and synthesis, fluent, fluent reading skills, the development of complex thinking processes that allow you to master the richness of meaning and ideological content - all this contributes to the mastery of reading. "Understanding" reading is not given immediately. First of all, expressive reading helps the teacher to read aloud, and then the students themselves fill in the written text with lively intonation, experience, emotional expression of what is read.

Listening has a vital role to play in language learning and acquisition. It is the first and very important stage in language development. When a child is born into a language environment, he or she is incapable of speaking any other language. Being incapable at this stage to communicate linguistically,

the child engages in a very active listening to sounds he or she hears around. It is in the process of this active listening that the structure of his language – phonology and grammar form a pattern in his language acquisition device. The child begins to understand that sounds are related to words, and consequently, they become meaningful to him. As the active listening stage is consolidated and the sounds and expressions of the language make cumulative impact on the child, he or she begins to try out his mental memory of language system in actual speech. He now begins to show greater zeal to join his speech community. It should be noted that the problem of listening comprehension does not end at pre-primary school level but also extends through primary to secondary school level, especially in the junior classes where it is even worse. This is because the learner has acquired basic knowledge of his mother tongue and combining both languages now becomes very difficult. In view of this problem, Orias (1986:6) advises that, “It is useful for him to be explicitly taught the phoneme inventory of the language and to be guided on how to produce each sound.”

Listening has long been the neglected skill in second language (L2) teaching, learning and assessment. Nunan states that, “Second language listening comprehension is a complex process and crucial in the development of second language (L2) competence; yet, the importance of listening in language learning has only been recognized relatively recently.” According to the writers, “Since the role of listening comprehension in language learning was overlooked, it merited little research and pedagogical attention in the past.” According to Otagburuagu, Obah, Onuigbo and Okorji, “Although listening is an important skill used and needed at every moment of daily living by all and sundry, it is the most neglected in the teaching of language arts, especially in Nigeria.” Azikiwe states that, “Some people feel that since all teaching and learning situations involve a great deal of listening, the skills are being taught simultaneously with other language skills.” This assumption is wrong and shows how listening is taken for granted. It is important to note that in the classroom situation, most of the time, listening occurs while the teacher or others speak. Listening is therefore compulsory for learning and so help should be given to students for efficient listening, since the purpose of listening in class is to acquire and retain information for future use. Neville found that, “Good listeners made good readers, while poor listeners are most often poor readers too.” Some other research results have proved this statement right. For example Garrod and Cole and Jakimik. Nooteboom also has suggested that, “Speech production is affected by speech perception; the hearer has become an important factor in communication discourse.” This illustrates the need to integrate pronunciation with communicative activities; to give the students situations to develop their pronunciation by listening and speaking. De Boer, kaufers and Miller (1951) cited in Azikiwe lament that, “Thousands of studies have been conducted in the other three components of communication while that on how listening can be improved is still extra-ordinarily scarce.” As a result of this neglect by teachers, students, researchers, school administrators and curriculum planners, students performance has been adversely affected not only in English language as a subject but also in other subjects because all other subjects are taught using the English language which is the official language. Based on the observation, the researcher finds that the students’ problem related to vocabulary mastery. Their vocabulary is still less so it is difficult for them to understand various types of texts for example song lyrics. Many students of get instantly bored and cannot understand what the lyrics mean when given certain English songs. Their boredom and not knowing easily leads them either into lost motivation or low awareness.

As you can see, the average lines to the city. the child’s perception is “grown up” with details that are not in the text. They created a whole picture in the mind of the reader that matched him. Images are created partly from the experience of the child’s life impressions, partly from his imagination. It has its own sounds and colors, its own associations and memories. But it would be wrong to say that this photo of a quiet Ukrainian night belongs only to Deniska. This also applies to the author, because he is woven from the threads of his poetry. The image of the poet has become the image of the reader. Without the poet they would not have appeared. In turn, without Denis, the author's lines would have lost one of their original readings. Thus, we have before us the unique result of the joint work of the poet and the

reader, the vivid image of the union of one soul with another, the miracle of complete change. will be. And sometimes it is very difficult to distinguish the main result of the lesson: what is more important - to understand the position of the author or the personal experience of the child from what he reads? Most likely, these 2 aspects of perceiving a work of art are equivalent. Only one side (literary cognition) is subject to the laws of literature, and the other side (personal cognition) is subject to the laws of the child's individual development. The task of the teacher is to leave the child the right to the originality of his own perception, not to suppress it, but to act on it and rely on it. "After all, with these qualities we can determine what personality is. Therefore, it is very important that children in literature lessons not only analyze the work, draw general conclusions and main ideas about it, but also know all the experiences, images, thoughts and memories that are born in them. even if they do not fully correspond to the position of the author).

A children song with post-listening activity was chosen taking into account children's levels, ages and the subject they newly learned. There were eight verbs which children learned a week ago in the song. Post listening activity was a "fill in the blanks sheet" with some free time activity verbs from the song. However, it included two phases. In the first phase, the students were asked to write down these eight verbs after listening each one from the song. In the second phase, a ready copy with verbs in wrong order was distributed to students. They were asked to reorder them according to the order in the song. The aim of why post listening activity was composed of two phases was to allow the review of the answers and increase the reliability of the activity. This activity is also counted as a kind of retrospection allowing learners to reach reflections about themselves just after the task, which increases reliability. After post listening activity, a questionnaire was applied to the students giving four options they could choose in order to understand the problems they faced during listening their song. They could have chosen more than one problem if they had faced more than one. The problems given in the questionnaire were:

- I cannot understand clearly as the speaker in the song are speaking so fast
- I know the words, but I cannot remember immediately when I hear.
- I know the words, but I feel so anxious and under pressure to fill in the activity.
- The speakers utter the words in a different way than we have learned.

Despite the importance of listening in one's life, a lot of problems arise among learners of English as a second language. These problems are caused by some factors, which are physical and psychological. Here, if the listener is sick or has no interest in the topic of the speaker, he may not pay full attention to what is being said. The second is environmental factor. If the environment is not conducive, students cannot listen successfully. For example, a noisy environment (noise from cars, market, factories, lack of seats in the classroom, dilapidated buildings. Another problem is linguistic factor, whereby the mother tongue of the learner interferes with the target language. The inadequate vocabulary of the listener is also a problem. There is also the pedagogical factor, which has to do with inadequate teaching competence and content mastery on the part of the teacher. Attempts are not made by teachers in secondary schools to improve listening comprehension in students. This is because most teachers do not know how to go about this. This results in the students being faced with the problem of aural and oral communication during and after school life. They also fail English language because they are not adequately exposed to listening experiences. All these problems could however be eliminated if only teachers, students, curriculum planners and school administrators can adopt good strategies for improving listening comprehension in students. Some of these strategies would be identified in this study. Listening plays a vital role in daily lives. Everyday people listen for different purposes such as entertainment, academic purposes or obtaining necessary information. It is essential for learning languages since they enable to acquire insights and information, and to achieve success in communicating with others. But many students fail to seize them because of some learning difficulties

in listening class. The listening material, the listener, and the physical context all had a role in the student's difficulty in understanding what they were hearing. Furthermore, relying on others, feeling ashamed to ask the lecturer about the material, having emotional disturbances, the lecturer explaining the material too quickly, a lack of reward and reinforcement, and being unfocused were all factors that contributed to students' difficulties in listening comprehension.

Many students struggle with listening comprehension assessments because they don't remember the information they may have just listened to. There are many reasons that a student might have difficulty remembering something that they just listened to. They might have trouble because the clip is longer than they're used to tracking, the student might be diagnosed with ADHD or an auditory processing difficulty, or they might have an underlying learning disorder. Listening comprehension requires a fair bit of stamina, but stamina is not built overnight. If students are struggling with longer audio clips, the natural response is to shorten them. Teachers could break longer clips into various pieces, or, alternatively, teachers could start with smaller clips and work their way up to longer ones. Teachers know when a student has parents who encourage active listening skills at home. They always seem to get directions on the first try, and they seem to be listening to everything that's going on in the classroom. Many students, though, haven't had the reinforcement at home to get used to the assortment of actions and habits that make up active listening. Conditions like ADHD and auditory processing disorders can also disrupt students' focus, causing them to miss important information or get distracted by thoughts, movements, or their environment. The time spent teaching and practicing active listening strategies should never be denounced or overlooked. The time spent to teach and practice active listening strategies always pays dividends in increased listening comprehension. Teachers tend to assume that notetaking is a natural activity, but it's another that needs some focused instructional attention in the classroom. The benefit of graphic organizers is twofold: organizers can support students in choosing which information to write to be able to remember what was said, and they help students illustrate the relationships between the various story elements. Teachers can begin by offering pre-designed graphic organizers that students can fill in as they listen. But taking time to help students analyze why a particular graphic organizer helps students understand a particular story builds students' capacity to choose organizers that suit what they are listening to independently. One of the biggest challenges to overcome, especially for ELLs, is understanding the speaker's delivery. A radio broadcast journalist from Atlanta is going to pronounce many words differently than a journalist from Nigeria, and this can often provide challenges for students who are still developing phonemic awareness in English.

Sometimes the best teaching strategies consist of choosing materials wisely. If students are new to a language or listening to comprehend, strong regional or foreign accents can throw them for a loop. Begin where they are and with what they already know. Students must be aware that people will speak differently in different places, and it helps to get them to think about the idea that everyone has an accent. There is just very common for them to hear. A global education helps build empathy and understanding for others, showing students that "we don't exist in isolation" and that our way is only one way. When students struggle to keep up with a speaker, reinforcing the listening with closed captions or a transcript can support listeners when necessary. Teachers need to understand their state and district tests to know whether students will be allowed the support of textual reinforcement of what they hear. However, even if students must listen without visual support on the exam, it is perfectly appropriate to build listening capacity with transcripts and slowly remove them through the year (or as appropriate). Audio speed control can also slow down (or speed up) the audio clip for better listening comprehension, depending on the student or class. If a moderately proficient ESL student can slow down the text to increase processing time, they stand a far better chance of being successful on the assessment. Listenwise offers teachers high-quality audio with assessments already created for teachers. It includes transcripts and listening speed controls to customize the experience for each student.

Preschool education institutions are organized taking into account the demographic, socio-economic

and other characteristics of the region, The establishment and termination of pre-school education is legal is done as. Preschool education helps a child develop a healthy, well-rounded life provides a sense of urgency to read, and a sense of urgency prepares for education. Pre-school education is state until the child is 6-7 years old and in non-governmental preschool organizations and families. Communities in the implementation of the goals and objectives of preschool education, public and charitable organizations, international foundations are actively involved. To develop pre-school education, the following should be done will be:

- ✓ Priority training of qualified educators and teachers;
- ✓ search for effective psychological and pedagogical methods of preschool education and introduction;
- ✓ Organizational, psychological, pedagogical and methodological aspects of raising children in the family security;
- ✓ modern teaching aids, technical aids, toys and creating and producing games;
- ✓ the rich cultural and historical heritage of the people and preschool children to cultivate spiritually and morally on the basis of universal values creating conditions;
- ✓ Different options for different types of preschool organizations

Some teachers find it helpful to set their expectations for listening comprehension early. With an effort to be as clear as possible with directions and explanations, commit to only saying them once. It encourages students to take responsibility for paying attention. This doesn't mean leaving them with no guidance, however. Some teachers have found success with a strategy called "three before me," which tells students to rely on and listen to each other before going to the teacher. If a student missed a direction, they're encouraged to ask a classmate (or three) to help each other with this responsibility before asking the teacher. In a virtual classroom, this might be assigning a student (or even a pair of students) to monitor the chat bar and answer procedural questions that classmates are posing. Another option might be creating semi-permanent learning groups that students grow comfortable with where they can ask questions and gain clarification. Students' ability to be accountable for the information they receive increases independence and self-sufficiency, often making classrooms - even virtual ones - run more smoothly. When students are asked to listen critically, they can visually demonstrate their thoughts as they're listening. In a traditional classroom, students could go to a particular area of the classroom based on their stance or answer choice to a given question. Groups in each area could then have a quick discussion about their choice. For instance, a class listening to an article about whether or not academic requirements for student-athletes are discriminatory might have students voice their opinion in reaction to the article by going to different corners assigned beforehand: fully agree, kind-of agree, kind-of disagree, fully disagree. Student groups could then have discussions to present their ideas or to set up a debate. However, providing real-time opportunities for students to show their listening comprehension in ways other than writing responses encourages student engagement exponentially. Listening is very important activity in human life. This is due to the facts that mostly get information through listening and to help students gain access to many different kinds of knowledge, information, and ideas. Also, listening has many benefits for students because it can improve students social skills and open up new words for them. The students must see listening as an enjoyable activity in order to truly benefit from it. Not only related to school. The students will use listening to learn about all subjects. There are many experts who give the definition of listening.

For students with limited background knowledge and vocabulary, listening to a news story might be especially frustrating if they can't understand most of the individual words used to relate events. Young learners may not feel any shyness asking about words or ideas they don't know about. However, older students often feel shame and embarrassment when they don't know something that the students around them do. Listen again, and have students use a thumbs up or down signal to indicate whether they

understand the words when they occur in the clip. However, students who have more difficulties may benefit from common words being thrown into that vocabulary list. Teachers can have a specific student in mind when choosing vocabulary for the whole class—perhaps an ELL student, a student who has had an interrupted education, or even a student who was artificially promoted and is struggling to keep up with the class. It doesn't require them to speak or call out attention to themselves when they don't know the words, but they learn them all the same. Recently, Lexile scores have expanded to level audio texts as well as written texts. Listenwise offers this information to teachers when they choose texts for their students. If all students are at around the same listening comprehension level, then selecting a clip with an appropriate Lexile score is easy. For students with listening comprehension difficulties, the teacher could search for a closely related audio text with a lower level of complexity for that individual student. She could also provide a supplemental clip to provide individual students with essential background knowledge and vocabulary to participate more easily with the class. Listenwise's leveled audio assignments make it so easy to target individual learner needs that teachers can be assured that they're not leaving students behind.

The purpose of a literary reading course is to educate a competent student. The course is based on a single methodological approach - the study of literature as an art. It is important not to disrupt the process of perceiving and understanding a work of art by introducing children to the art of literature. It is very important to work delicately with the text while maintaining the germs of emotional response to what you read. In conducting art reading lessons, teachers should gather students' reading experience, develop reading techniques based on understanding the meaning of what they are reading, teach them to compare works of literature, art, and music, and teach them continuously. They must cultivate a desire for winter. Forming the ability to read, we introduce children to the authors, their positions, which are mainly expressed in their works. We teach children to compare texts, to introduce them to the means of artistic expression, to be careful with words. Without a book at hand, it is impossible to respect the author's word.

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