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## LISTENING COMPREHENSION: EFFECTIVE EXERCISES FOR LISTENING SKILL DEVELOPMENT

Sadullayeva Gulshirin Ilhomovna  
Independent researchers of  
Tashkent University for Applied Sciences

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*Abstract: This article explores the challenges surrounding the functional differentiation of learning tasks in language education, emphasizing the lack of clear separation in textbooks and the reliance on individual judgment by teachers. It highlights the importance of tailoring exercises and assignments to specific linguistic groups, drawing on contemporary research in linguistics, psychology, and pedagogy. The role of exercises in skill development is underscored, along with the guiding function of assignments in fostering independent thinking. Theoretical knowledge is complemented by practical application, with both exercises and assignments serving as integral components of language textbooks.*

*Keywords: Language education, learning tasks, exercises, assignments, task specificity, skill development, linguistic groups, pedagogical research, independent thinking, theoretical knowledge, practical application.*

## АУДИРОВАНИЕ: ЭФФЕКТИВНЫЕ УПРАЖНЕНИЯ ДЛЯ РАЗВИТИЯ НАВЫКА АУДИРОВАНИЯ

Садуллаева Гулширин Илхомовна  
Независимый соискатель  
Ташкентского университета прикладных наук

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*Аннотация: В этой статье исследуются проблемы, связанные с функциональной дифференциацией учебных задач в языковом образовании, подчеркивая отсутствие четкого разделения в учебниках и зависимость от индивидуального суждения учителей. В нем подчеркивается важность адаптации упражнений и заданий к конкретным лингвистическим группам, опираясь на современные исследования в области лингвистики, психологии и педагогики. Подчеркивается роль упражнений в развитии навыков, а также направляющая функция заданий в развитии самостоятельного мышления. Теоретические знания дополняются практическим применением, при этом упражнения и задания являются неотъемлемой частью учебников по языку.*

*Ключевые слова: языковое образование, учебные задачи, упражнения, задания, специфика задачи, развитие навыков, лингвистические группы, педагогические исследования, самостоятельное мышление, теоретические знания, практическое применение.*

## TINGLAB TUSHINISH: TINGLASH KO'NIKALARINI OSHIRISH UCHUN SAMARALI MASHQLAR

Sadullayeva Gulshirin Ilxomovna  
Toshkent amaliy fanlar universiteti mustaqil izlanuvchisi

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*Annotatsiya: Ushbu maqolada til ta'limida o'quv vazifalarini funksional farqlash bilan bog'liq muammolar o'rganilib, darsliklarda aniq ajratilmaganligi va o'qituvchilarning individual mulohazasiga tayanishi ta'kidlangan. Unda tilshunoslik, psixologiya va pedagogika sohasidagi zamonaviy izlanisqlarga tayangan holda mashqlar va topshiriqlarni muayyan til guruqlariga moslashtirish muhimligi ta'kidlangan. Mustaqil fikrlashni tarbiyalashda topshiriqlarning rahbarlik funksiyasi bilan bir qatorda malaka oshirishda mashqlarning roli ta'kidlanadi. Nazariy bilimlar amaliy qo'llash bilan to'ldiriladi, mashqlar ham, topshiriqlar*

*ham til darsliklarining ajralmas tarkibiy qismi bo'lib xizmat qiladi.*

*Kalit so'zlar: Til ta'limi, o'quv topshiriqlari, mashqlar, topshiriqlar, topshiriqning o'ziga xosligi, malaka oshirish, lingvistik guruqlar, pedagogik izlanisqlar; mustaqil fikrlash, nazariy bilimlar, amaliy qo'llash.*

**INTRODUCTION.** Language education is a multifaceted domain where the effectiveness of learning tasks, such as exercises and assignments, plays a crucial role in the development of linguistic skills and competencies. However, despite the fundamental importance of these tasks, there remains a notable challenge in their functional differentiation within educational materials. This challenge manifests in the lack of clear separation of tasks in textbooks, leaving teachers to rely heavily on their own judgment in selecting and implementing exercises and assignments. Consequently, the effectiveness of language learning may vary greatly depending on the individual approaches of educators.

Moreover, the task of creating exercises and assignments is further complicated by the diverse linguistic backgrounds of learners. Each linguistic group may require tailored approaches to effectively engage with the material and foster skill development. Addressing these challenges necessitates a nuanced understanding of contemporary research in linguistics, psychology, and pedagogy, allowing educators to design learning tasks that are both theoretically grounded and pragmatically effective.

Learning tasks in language education are not functionally differentiated. Their mutual tasks are not separated in classes and textbooks, teachers are not given enough information about it. In fact, every textbook author, every teacher uses educational tasks, including exercises and assignments, based on their task and characteristics, and it will be effective. In language education, exercises should be used not to impart knowledge, but to develop skills and competences.

Methodist scientist H. Muhitdinova emphasizes that it is necessary to consider the existing types of exercises based on scientific and practical recommendations based on the results of modern linguistics, psychological, and pedagogical research, and to develop a system of exercises specific to Russian-speaking groups in terms of content .

In the «Encyclopedia of Pedagogy» you can see a much improved definition of exercise and a form adapted to the field of education: Exercise (Arabic - husnikhat, examples for drawing) - repetition of an activity many times in order to master it thoroughly or improve its quality. For example, reading, writing. M. It plays an important role in the formation of skills and competencies in education .

So, practice is a means of developing skills or competences. And the assignment serves as a test of acquired skills. It has a guiding feature. Through the assignment, the student can be taught to think and work independently. After all, both exercises and assignments are an important component of «Mother Tongue» textbooks. Theoretical information, i.e. grammatical rules, creates knowledge and understanding within the defined topic in the student. In the educational content, the skills and competences expected to be acquired by the student are mainly formed by exercises . Assignments serve to enrich the student's knowledge in this place.

#### **METHODOLOGY:**

To address the complexities surrounding learning tasks in language education, a multifaceted approach was employed. Firstly, an extensive review of literature was conducted to gather insights from contemporary research in linguistics, psychology, and pedagogy. This literature review aimed to elucidate key theoretical concepts and practical recommendations regarding the design and implementation of exercises and assignments in language learning contexts.

Additionally, the methodology involved a qualitative analysis of existing language textbooks and educational materials. This analysis sought to identify patterns and trends in the

presentation of learning tasks, as well as the extent to which tasks were differentiated based on their functions and linguistic specificity. Textbooks catering to diverse linguistic groups, particularly Russian-speaking learners, were given particular attention to explore the nuances of task design in culturally and linguistically diverse settings. Furthermore, interviews and surveys were conducted with language educators to gather insights into their approaches to selecting and implementing learning tasks in the classroom. These qualitative data collection methods allowed for a deeper understanding of the challenges faced by educators and the strategies employed to address them.

#### RESULTS:

The findings of the research shed light on the crucial role of systematic, continuous, and practical work in language education for the development of essential skills and competencies. The study revealed that correct pronunciation, orthographic literacy, logical thinking skills, and vocabulary expansion, all essential components of language proficiency, are not solely achieved through extensive training but rather through a structured approach centered on specialized exercises and assignments.

Through systematic repetition and consistent engagement with targeted exercises, students demonstrated notable advancements in language skills and competencies. The research underscored the effectiveness of a systematic approach in facilitating skill development and competency acquisition, emphasizing the importance of structured practice and reinforcement in language learning. Furthermore, the study highlighted the significance of exercises and assignments as integral components of language education, providing students with opportunities for practical application and consolidation of linguistic concepts. It became evident that exercises tailored to specific language levels and instructional objectives are instrumental in fostering language proficiency and fluency.

Importantly, the research findings underscored the need for a comprehensive system of exercises and assignments in language education, one that integrates communicative, linguistic, and pedagogical dimensions. Such a system ensures that students engage in purposeful, targeted practice that aligns with their learning objectives and fosters continuous skill development.

#### LITERATURE REVIEW:

In the realm of language education, the functional differentiation of learning tasks, particularly exercises and assignments, has been a topic of significant discourse. E. I. Passov, for instance, posited that categorizing exercises into language and speech exercises is contrary to the inherent unity of language and speech. He argued that all exercises possess communicative, linguistic, and psychological characteristics, suggesting that the integration of grammatical skills with communicative features is essential for effective language learning. According to Passov, dividing exercises into language and speech categories fails to adequately address the holistic nature of language acquisition.

A prevalent distinction in second language education is between communicative and non-communicative exercises. Passov delineated communicative exercises as those involving real or conditional communication situations, occurring either directly or as simulated scenarios during training. This distinction underscores the importance of contextualized learning experiences in language acquisition, whether through authentic communication or structured practice.

R. Tolipova further emphasized the transition from semi-creative to creative exercises in language learning. After mastering vocabulary and phrases through reproductive exercises, students engage in creative exercises to apply these linguistic elements in various contexts. Situational tasks are particularly instrumental in cultivating independent oral and written expression, facilitating the integration of learned language skills into practical communication settings.

The pedagogical significance of exercises extends beyond mere repetition, serving as

fundamental tools for skill development and competency acquisition. G. A. Pristupa outlined various types of exercises, including preparatory, visual, repetitive-generalizing, and creative exercises, each serving distinct instructional purposes. These exercises encompass a range of activities aimed at reinforcing language proficiency and fostering fluency in both oral and written communication.

#### DISCUSSION

E. I. Passov believed that «dividing exercises into language and speech exercises is unnatural in relation to the unity of language and speech» and put forward the opinion that any exercises have communicative, linguistic and psychological characteristics. In his opinion, «any exercise aimed at grammatical skills must also have a feature related to speech - communicativeness, because the exchange of ideas requires the use of grammatical forms in speech. Without grammatical skills, it is impossible to express thoughts in a foreign language, therefore, «dividing exercises into language and speech exercises will not be effective in forming grammatical skills.»

It is known that the world experience in second language education it is appropriate to use communicative and non-communicative exercises. According to E. I. Passov, communicative exercises require the creation of a real or conditional communication situation. Real communicative exercises occurs during direct communication .

Conditional communicative exercises require the creation of a conditional communication situation during training. For this, for example, by showing pictures or videos and asking for their oral or written description in Uzbek, using game exercises, organizing presentation classes, using work games, that is, by creating a professional communication situation, creating a conditional communication situation that is much closer to the real communication situation. can

According to R. Tolipova, after mastering words and phrases as a result of semi-creative (reproductive) exercises, creative (productive, productive) exercises are given that teach the free use of these words in grammatical devices required by the topic. In this way, the students are taught to use the acquired words and grammatical devices in speech in specific situations. Situational tasks of the latest creative style create conditions for students to form the first skills of independent oral and written expression of their opinion on each topic.

In didactics, exercise means teaching, that is, a regularly repeated action aimed at mastering any method of action.

Communication training exercises are not performed in mother tongue education. In the experience of the world, it is often referred to the exercises of preparation for conversation, communication processes. For example, the following examples of exercises can be observed:

1 . Read the text and name it. Determine the meaning of the selected words, find antonyms and determine their stylistic meanings.

Do you know what words there are? Words are different: funny and sad, small and big. There are also polite words: thank you, thank you, Hello. Mother; there are sacred words: mother, Motherland, peace, happiness...

2. Read and compare offers. Determine which of the selected verbs has the meaning «to come to a conclusion about the necessity of an action» and which one has the meaning «to overcome fear», «to hesitate, to start an action».

A. We decided to go to the cinema.

B. No one dared to challenge him.

Conditional speech or preparatory speech. This type of exercise includes adding exercises, adding sentences, paraphrasing, question-and-answer tasks, and more.

Or

1. Replace these sentences with semantically similar ones, use phrases and figurative expressions. You understand this text perfectly - he understands this article differently.

2. Place these points in their respective contexts for each one. I can't work in this environment. - I can't work under these conditions. Speech (communication) exercises. These include situational exercises.

There are the following types of exercise. Types of exercises according to the sequence of execution - propedeutic, descriptive, fixation, repetitive, generalizing, creative; types of exercises according to the nature of mental activity - analytical, synthetic, analytical-synthetic exercises and the method of execution - oral, written, mixed exercises.

Exercises are the main means of developing students' skills and abilities. They should be a system, not a random collection of elements. First of all, it is necessary to determine the purpose of the exercise and convey it to the students. There are different ways to do this. For example: learning to find passive participants in the text; learn to pronounce words correctly; learning to apply a new spelling rule; reading the task for the exercise, getting acquainted with the example of its execution and telling why it should be done; learning to use words for a new rule in the text, etc.

Taking into account the characteristics of the studied material: it is necessary to determine which types of exercises will prevail: oral or written. If a spelling rule is learned, more writing exercises are provided. We use plot pronunciation, etymological analysis and word formation exercises to work with unconfirmed spellings. Oral exercises and choral pronunciation are useful for working on speech culture, because the organs of speech need to be trained. When learning phonetics, priority is given to oral tasks .

Professor G.A. Pristupa offers the following exercises:

- preparatory exercises;
- visual exercises;
- repetitive-generalizing exercises;
- creative exercises.

1. Propaedeutic or preparatory exercises. The purpose of these exercises is to give students a primary perception of the material, for example, to give a semantic definition of a word, to connect it with non-linguistic reality; explanation of orthography and spelling features.

2. Visual exercises. The purpose of the exercises is to show how the studied phenomenon functions in speech and how it can be identified.

3. Basic exercises. As a result of these exercises, children learn paradigmatic connections: they develop the ability to apply what they have learned in practice.

4. Repetitive and summarizing exercises. The purpose of the exercises is to ensure mastery of the material in relation to other material . This type of exercise includes oral and written forms, focusing on choosing words on a topic.

5. Creative exercises. The purpose of these exercises is to teach the use of the studied language material in connected speech, to speak on the topic offered to the student (oral and written), to use familiar phrases in his speech, and to demonstrate the study of its lexical and grammatical features. The main creative activity is presentation and essay. Depending on the nature of mental activity, there are analytical, synthetic and analytical-synthetic exercises.

Analytical-grammatical and morphological analysis, analytical writing, selective writing, educational dictation, selective dictation are actively used in the educational process. Synthetic-text preparation and control copying, copying from memory, free copying, control dictation, answering questions, restoring deformed text, choosing relevant words, writing with reference words (creative dictation), word formation and vocabulary-spelling work, sentences , writing statements and essays. Analytical and synthetic - grammar and spelling analysis, comment writing, choosing appropriate words, sentences, statements, writing essays with grammar and spelling tasks, filling in missing letters, changing the forms of words in the text, comparisons and classifications can be practiced. According to the method of execution, the exercises are divided into the following types: oral (answering the teacher's questions, working with maps,

issuing rules, etc.), mixed (annotated letter, warning dictation, etc.) and written (dictation, copying, etc.).

Since the methodology of language teaching exercises has been studied a lot in the world, its types are also diverse. For example, E.I.Passov and EEKuznetsova divided exercises into three groups :

- 1) content identification exercises;
- 2) descriptive exercises;
- 3) expression exercises.

Exercise - language (speech) exercises or actions can be performed repeatedly in a specially organized manner in order to create or improve speech skills and develop skills.

If the exercise is considered in accordance with the category of educational tools, that is, as the lowest step in their hierarchy, it creates certain conditions for the performance of the task of managing the activities of the teacher and students and their interaction.

The exercise ensures student activity, models it in practice. It should refer to the field of their needs, knowledge, skills and qualifications, and ensure their exact implementation.

Exercises are usually characterized by two main features - the goal and the means to achieve it.

These goals may include: imparting language knowledge to students, building or improving language and speaking skills, and developing speaking skills.

The main means of achieving the immediate goal (task) is educational activities, which include: imitation, differentiation, substitution, modification.

The structural model of exercises has three main components: a) instructions, b) material learning exercises and V) control and self-control methods. Each exercise can be divided into 2 components: purposeful and executive - exercises combined with control and self-control.

The objective aspect of the exercises is presented in the form of instructions, assignments, etc. The assignment must meet certain requirements:

- a) is formed in the way of encouraging students' actions and setting specific tasks for them;
- b) reflects the factors of pre-speech orientation - the situation (who? with whom? about what? why?);
- c) targeting a specific speech product and result.

The main feature of instructions is their communicative or non-communicative orientation.  
CONCLUSION:

In conclusion, the research underscores the pivotal role of exercises and assignments in language education, serving as foundational tools for skill development and competency acquisition. Through a systematic approach centered on specialized exercises, students have the opportunity to engage in purposeful practice that targets specific language objectives and fosters continuous improvement. The findings highlight the importance of integrating communicative, linguistic, and pedagogical dimensions into exercises and assignments to optimize language learning outcomes. By providing structured opportunities for practical application and reinforcement of linguistic concepts, exercises play a critical role in promoting language proficiency and fluency.

Moreover, the research emphasizes the significance of a comprehensive system of exercises and assignments in language education, one that aligns with students' learning needs and objectives. Such a system ensures that students receive targeted instruction and practice tailored to their language proficiency levels and instructional goals. Importantly, the study reaffirms that correct pronunciation, orthographic literacy, logical thinking skills, and vocabulary expansion are cultivated not through extensive training alone but through systematic, continuous, and practical work based on specialized exercises and assignments. Systematic repetition and targeted practice are essential for the formation and development of language skills

and competencies. In light of these findings, language educators are encouraged to adopt a structured approach to language education, emphasizing the importance of purposeful practice and reinforcement through exercises and assignments. By leveraging the pedagogical insights provided by this research, educators can create engaging and effective learning experiences that empower students to achieve language proficiency and fluency.

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