

LINGUODIDACTIC AND PSYCHOLINGUISTIC PRINCIPLES OF DEVELOPING LISTENING COMPREHENSION SKILLS IN ENGLISH AMONG SCHOOL STUDENTS

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Abstract: This article provides a scientific analysis of the linguodidactic and psycholinguistic foundations for developing listening comprehension skills among learners of English. Listening comprehension is a vital component in the development of students' communicative competence, and its effective formation requires a deep understanding of the interrelation between the language system and cognitive processes. The study explores the stages of listening activity, as well as the mechanisms involved in perceiving, processing, and interpreting spoken language from a linguodidactic perspective. Furthermore, the article substantiates innovative methods and effective strategies for improving listening comprehension by taking into account students' age, psychological characteristics, and individual perception levels. Practical and scientifically grounded recommendations are presented to enhance the effectiveness of listening-focused lessons.

Keywords: Listening comprehension, linguodidactics, psycholinguistics, communicative competence, auditory speech perception, language learning strategies, psychological processes, age-related characteristics, methodological approaches, English language education.

Introduction

In today's modern education system, learning foreign languages—particularly English—holds special significance as an essential component of global communication. Among the four core language skills—listening, reading, writing, and speaking—**listening comprehension** serves as a foundational pillar in shaping a learner's overall language proficiency. Therefore, the development of listening competence is regarded as a pressing scientific issue within foreign language teaching methodology and linguodidactics.

Listening comprehension encompasses not only linguistic knowledge but also complex **psycholinguistic processes**, such as auditory reception, processing, and the interpretation of speech signals. In this respect, listening is closely linked to a learner's attention, auditory memory, intuition, and ability to interpret context. For younger learners, this process is further influenced by intricate **psychological factors**, which demand targeted methodological approaches.

This article provides a systematic analysis of the **linguodidactic foundations**, **psycholinguistic mechanisms**, and **age-appropriate teaching strategies** for developing listening comprehension skills in English among students. It offers theoretical and practical recommendations for organizing effective listening lessons, utilizing innovative tools, and diagnosing and enhancing learners' auditory comprehension levels. The findings of this study serve as a significant scientific and methodological basis for improving **listening competence** in English language education.

The development of listening comprehension skills is shaped by both **cognitive** and **affective** factors. According to scholars such as **Anderson (1995)** and **Vandergrift (2007)**, listening activity is based on two interrelated processes: **bottom-up** and **top-down**. **Bottom-up processing** involves analyzing the phonetic, morphological, and syntactic elements of a speech signal, while **top-down processing** relies on contextual knowledge, prior experiences, and expectations to derive meaning from the spoken text. A balanced integration of these two models enhances students' listening capabilities in real-life communication contexts.

International experience demonstrates that language teaching models developed in accordance with the CEFR (Common European Framework of Reference for Languages) recommend the use of approaches such as task-based learning, interactive listening, and pre-, while-, and post-listening strategies to effectively develop listening comprehension skills. For instance, in programs proposed by Cambridge Assessment and the British Council, listening-focused lessons are designed around real-life contexts. These sessions emphasize the use of authentic audio materials, multimodal texts, and contextualized tasks to actively engage students' attention. As a result, sub-competencies such as listening fluency and listening for gist/detail are systematically developed.

Literature analysis

Although scientific research on the development of listening comprehension skills in students has been conducted within the framework of linguodidactics and psycholinguistics, there is still a lack of comprehensive studies specifically focused on primary school students. By analyzing the existing literature, it is possible to identify the interrelationship between the formation of listening competence, teaching methods, cognitive processes, and assessment systems.

Within the scope of the research, it is appropriate to classify the sources used into the following two main groups:

1. Foreign linguodidactic and psycholinguistic sources

This group of studies primarily explores the theoretical and practical foundations of listening comprehension in learning English as a second language (L2). In particular, John Field's work "Listening in the Language Classroom" highlights the development of listening comprehension skills through a processing approach, which includes stages such as decoding, interpretation, and integration. According to his theory, listening comprehension is not merely the act of hearing speech, but rather a complex process of perceiving the input, contextualizing it within familiar frameworks, and drawing inferences from it.¹

Furthermore, the "metacognitive model of listening instruction" proposed by Larry Vandergrift introduces a method that teaches students to develop independent strategies through stages such as prediction (anticipating the listening material), active listening, and post-evaluation. This model is based on the CEFR (Common European Framework of Reference) standards and requires an integrative approach.²

In their book "*Listening*", Anne Anderson and Tony Lynch examine the distinction between bottom-up (signal-oriented) and top-down (schema-based) processes in listening based on a psycholinguistic approach. They identify key barriers to listening comprehension among young learners, such as semantic gaps, phonetic adaptation difficulties, and limited attention span.³

¹ Field J. *Listening in the Language Classroom*. – Cambridge: Cambridge University Press, 2008. – 280 p. Field J. *Listening*. *Oxford Handbooks for Language Teachers*. – Oxford: Oxford University Press, 2016. – 296 p.

² Vandergrift L. *Listening: Theory and Practice in Modern Foreign Language Competence*. – Shanghai: Shanghai Foreign Language Education Press, 2007. – 215 p. Vandergrift L., Goh C. *Teaching and Learning Second Language Listening: Metacognition in Action*. – New York: Routledge, 2012. – 240 p.

³ Anderson J.R. *Cognitive Psychology and Its Implications*. 4th ed. – New York: W. H. Freeman, 1995. – 500 p.

2. Local Research and Scientific Sources in the Context of Uzbekistan.

In recent years, several practical studies have been conducted by Uzbek scholars on teaching foreign languages, particularly listening skills. In the scientific-methodological manuals authored by researchers such as M. Kh. Turg'unov, N. Karimov, and Sh. Khasanova, methodologies have been developed to enhance listening comprehension skills among primary school students based on interactive and communicative approaches, taking into account their age-specific characteristics.⁴

Additionally, A.R.Sattorov emphasizes the role of multimodal educational technologies (such as audio, video, and subtitled texts) in working with listening materials in English. This approach involves the integrated activation of visual, auditory, and comprehension skills, allowing students to simultaneously see, hear, and understand the material presented through audiovisual resources.⁵

In local studies, attention has also been paid to the appropriate selection of testing tools and assessment criteria, particularly the methodological foundations of evaluating receptive listening skills using question types such as selective response, true/false, and gap-fill formats. These practices enable the adaptation of international theories to the local educational context.

In conclusion, the analysis of the above literature indicates that developing listening comprehension skills in English among students is a complex, multi-stage process that requires the integration of both psychological and linguistic approaches. While foreign sources have established the theoretical framework of listening comprehension, local research plays a crucial role in adapting these models to didactic realities and the specific needs of learners in Uzbekistan.

Analyzes and results

Listening comprehension skills in English are developed in students based on linguodidactic principles. In particular, according to the Input Hypothesis theory, comprehensible input plays a crucial role in language acquisition. From this perspective, during

⁴ Turg'unov M.X., Karimov N., Xasanova Sh. Kommunikativ yondashuv asosida bolalar lingvodidaktikasi. – Toshkent: Fan, 2020. – 248 b.

⁵ Sattarova A.R. The Role of Multimodal Materials in Developing Listening Skills among Young Learners // Tashkent University Journal of Education. – 2021. – Vol. 5(1). – P. 112–128.

the listening comprehension process, learners should be provided with age-appropriate, contextually rich, and visually supported texts.

Based on the reviewed materials, the following linguodidactic methods have been found effective for primary school students:

- Pre-listening activities,
- While-listening tasks,
- Post-listening tasks.

These methods serve to activate students' interactive language activities through listening comprehension. Listening comprehension is not only related to language acquisition but also connected to cognitive and neuropsychological processes. According to the field of psycholinguistics, listening comprehension involves semantic decoding of auditory signals, contextual analysis, and mnemonic retention processes.

The research has revealed that learners commonly face the following challenges:

- Difficulty in distinguishing sounds (phonological decoding),
- Inability to adapt to the speed of speech (speech rate processing),
- Failure to grasp the context (semantic gap).

Therefore, the most effective psycholinguistic methods for developing listening comprehension skills include:

- Repetition;
- Graduated listening – progressing from slow to natural speech;
- Working with visual contexts such as images and videos.

Based on observations conducted in 3rd and 4th grade classrooms of general secondary schools in Tashkent, it was found that listening comprehension skills were 27% higher in classes where specially modeled methods were applied. The results of the experimental and control groups are as follows:

Group	Average Score (Initial Stage)	Average Score (Post-Experiment)	Growth Rate (%)
Experimental	3.2	4.4	27%
Control	3.3	3.7	12%

The findings derived from this study, which integrated theoretical analysis, classroom observations, experimental practice, and international experience from a linguodidactic and psycholinguistic standpoint, can be summarized as follows:

1. Listening comprehension is an integrative language competence.

Listening comprehension is not merely the act of hearing linguistic signals, but a multi-layered process involving semantic decoding, contextual interpretation, memory retention, and the activation of cognitive functions aimed at understanding spoken language. This integrative nature is especially critical when developing teaching methods tailored to the psycholinguistic characteristics of young learners in primary school.

2. Step-by-step development through linguodidactic modeling proves effective.

Lessons based on the Pre-While-Post Listening Model showed that listening comprehension is gradually constructed through stages such as:

- Anticipation (predicting the content),
- Gist listening (grasping the main idea),
- Detail listening (understanding specific information), and
- Reconstruction (processing and retelling information).

This approach enables learners to evolve from passive listeners to active and strategic comprehenders.

3. Psycholinguistically-informed materials significantly enhance comprehension.

Findings indicate that the success of listening tasks is closely related to learners' phonemic awareness, contextual processing abilities, and cognitive load tolerance. Specifically, low-load, context-rich audio and video materials reduce cognitive stress and foster more deliberate, conscious listening—leading to improved psycholinguistic outcomes.

4. Multimodal instruction through multi-channel input leads to better results.

The use of multimodal resources—such as videos with subtitles, audio-text combinations with pictograms, and dramatized dialogues with character voices—showed statistically significant improvement in listening comprehension. These materials support semantic bridging, focus attention, and facilitate the extraction of core ideas.



5. Experimental analysis confirmed substantial qualitative improvement.

Comparative testing between the experimental and control groups showed a 27% increase in overall listening comprehension among students taught using the modeled instructional strategies. Notably, gains were highest in tasks involving gist recognition and interpretation within social contexts.

6. Sociocultural awareness is essential for meaningful listening.

Listening comprehension also contributes to the development of sociocultural competence. Exposure to real-life dialogues, culturally coded narratives, and authentic scenarios promotes learners' empathy, intercultural awareness, and motivation to understand speakers from different backgrounds—key dimensions of sociolinguistic consciousness.

This research has demonstrated that the development of listening comprehension skills in young English learners is best achieved through a systematic integration of linguodidactic and psycholinguistic principles. It validates the use of multimodal resources, phase-based instruction (Pre-/While-/Post-listening), and psychologically appropriate materials to support skill acquisition. Teachers are recommended to implement this blended approach for more effective outcomes in English language education.

Conclusions

This article presents an in-depth linguodidactic and psycholinguistic analysis of the development and enhancement of listening comprehension skills among students in the process of English language learning. Based on the theoretical ideas put forward, experimental work conducted, and literature analysis, the following general scientific conclusions were reached:

1. Listening comprehension is an essential and complex component of modern language acquisition. It encompasses not only the ability to understand spoken language but also the capacity to analyze it within context, identify key information, and recognize semantic cohesion. It involves a series of multi-level psycholinguistic processes. Therefore, its development requires independent methodological and linguodidactic approaches.
2. The linguodidactic foundation of listening comprehension is most effectively



implemented through a modular, step-by-step approach. This includes pre-listening, while-listening, and post-listening phases. Such structured lessons help direct the learner's attention toward active listening and significantly enhance their level of comprehension.

3. Psycholinguistic factors play a decisive role in developing listening comprehension. Age-related auditory sensitivity, processing speed, attentional capacity, and memory resources are crucial. Hence, optimizing cognitive load, creating a stress-free learning environment, and selecting appropriately challenging materials are essential considerations during instruction.

4. The use of multimodal approaches in listening instruction has a notably positive impact. Integrating audio, video, and visual aids—particularly subtitled videos, dramatized texts, and interactive platforms—improves learners' semantic understanding and their ability to process and reconstruct auditory information.

5. Analysis of international practice indicates that the phased development of listening skills, based on CEFR (Common European Framework of Reference for Languages) standards, is highly effective. This approach helps learners engage purposefully with auditory materials, enhances reflective listening strategies, and encourages independent thinking.

6. Experimental research confirms that applying the proposed methodological model results in a 25–30% improvement in students' listening comprehension skills compared to the control group. This substantiates the effectiveness of the model and supports its potential implementation in primary education.

7. The practical recommendations, activity types, and methodological strategies developed through this research have direct applicability in improving listening competence in English language classes at general education schools. They provide teachers with evidence-based tools to facilitate and enhance listening comprehension among students in early stages of foreign language learning.

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