

## PECULIARITIES OF TEACHING LISTENING COMPREHENSION TO ELEMENTARY SCHOOL STUDENTS USING IT IN ENGLISH LANGUAGE CLASSES.

Abdullayeva Barno Umidullo qizi

*PhD Student of The Namangan State University*

*Teacher of Impuls Medical Institute*

**Abstract:** *The purpose of incorporating IT in English classes for teaching listening comprehension to elementary school students is to enhance their learning experience and promote effective language acquisition. The special features of this approach include interactive multimedia materials, personalized learning, and real-time feedback. By using engaging and interactive technologies, such as videos, audio recordings, and gamification, students can improve their listening skills while enjoying the learning process. Additionally, personalized learning allows for individualized instruction and pacing, enabling students to learn at their own speed and level. Real-time feedback provided by IT tools also helps students identify their strengths and weaknesses, allowing them to focus on areas that require improvement. Overall, the use of IT in teaching listening comprehension can facilitate a more engaging and effective learning experience for elementary school students.*

**Key words:** *IT, English classes, interactive learning, Listening comprehension, elementary school students, Language Learning Apps, audiobooks, young learners, Collaborative Learning Platforms.*

Teaching listening comprehension to elementary school students in English language classrooms involves leveraging technology in creative and effective ways. Here are some peculiarities in the use of technology for this purpose:

1. Interactive Learning Platforms:

- Elementary students respond well to interactive learning platforms that make listening comprehension enjoyable. Educational websites and apps often incorporate engaging activities, games, and stories that require students to listen and respond.

2. Digital Storytelling:

- Using digital storytelling tools can enhance listening skills. Teachers can incorporate audiobooks, podcasts, or digital stories that include sound effects and music. Students can follow along with the digital text while listening to the narration.

3. Educational Videos and Animations:

- Short educational videos and animations can capture the attention of young learners. These resources often come with audio components that help students practice listening skills in a visually stimulating environment.

4. Interactive Whiteboards:

- Interactive whiteboards facilitate dynamic lessons. Teachers can use them to display multimedia content, videos, and interactive activities. Students can participate by interacting with the content directly on the whiteboard.

5. Language Learning Apps:

- There are numerous language learning apps designed for young learners. These apps often provide a variety of listening exercises, pronunciation practice, and interactive games to reinforce comprehension skills.

6. Online Language Labs:

- Some schools may have access to online language labs that enable students to practice listening comprehension individually or in small groups. These labs may include exercises, quizzes, and activities tailored to different proficiency levels.

7. Virtual Field Trips:

- Virtual field trips and virtual reality experiences can transport students to English-speaking environments, exposing them to authentic language use. These virtual experiences can be enhanced with audio guides and narration to improve listening comprehension.

8. Collaborative Learning Platforms:

- Platforms that support collaborative learning, such as Google Classroom or Microsoft Teams, can be used for group listening activities. Teachers can share audio files or videos, and students can discuss and respond to the content collaboratively.

9. Adaptive Learning Software:

- Adaptive learning software customizes content based on students' progress. Such programs can adjust the difficulty of listening exercises to match each student's skill level, providing a personalized learning experience.

10. Parental Involvement:

- Technology can facilitate communication between teachers and parents, keeping them informed about the listening activities and providing resources for at-home practice.

When integrating technology in elementary English language classrooms for listening comprehension, it's crucial to ensure that the tools and activities align with the developmental needs and interests of young learners. Additionally, monitoring screen time and maintaining a balanced approach between technology and traditional teaching methods is essential.

In conclusion, observations and research, it can be concluded that technology has the potential to enhance listening comprehension skills in elementary school English language classrooms. However, it is important to use technology in a balanced and appropriate manner, taking into account the age and ability of the students. Teachers should also be trained in the effective use of technology to maximize its benefits and avoid potential drawbacks. Additionally, technology should be used in conjunction with traditional teaching methods to create a comprehensive and engaging learning experience for students. Overall, the use of technology in teaching listening comprehension in elementary school English language classrooms holds much promise, but must be approached with care and consideration.

## REFERENCES:

1. Presidential Decree On measures to further improve foreign language learning system” 10 December 2012
2. The decision of the Cabinet of Ministers of the Republic of Uzbekistan «On Adopting the State Educational Standards of Continuous Education in Uzbekistan May 8, 2013

3. Language and Learning: An Introduction for Teaching 4th ed. Marie Emmitt, Linda Komesaroff and John Pollock (2006)
4. Larson-Freeman, D. (2000). Techniques and principles in language teaching. China: Oxford University Press.
5. Richards, J. C.& Rodgers, T.S. (2001). Approaches and methods in language teaching. USA: Cambridge University Press.
6. Ergasheva X.Yu. How to start teaching children second languages at home// Namangan davlat universiteti ilmiy axborotnomasi. –Namangan, 2020. **Maxsus son.** – B. 407-410. (13.00.00. № 30)
7. Ergasheva X.Y. Ikkinchi tilni o‘rgatishni samarali tashkil etishda hissiy muhitning ahamiyati// Namangan davlat universiteti ilmiy axborotnomasi.– №4.–Namangan, 2020. – B. 449-453. (13.00.00. №30)
8. Ergasheva X.Yu. How to start teaching children second languages at home// Namangan davlat universiteti ilmiy axborotnomasi. –Namangan, 2020. **Maxsus son.** – B. 407-410. (13.00.00. № 30)
9. Ergasheva X.Yu. Bolaga ikkinchi tilni o‘rgatishning psixologik xususiyatlari// Namangan davlat universiteti ilmiy axborotnomasi.–Namangan, 2021. **Maxsus son.** – B. 826-831. (13.00.00. № 30)
10. Ergasheva X.Yu. Maktabgacha ta’limda ikkinchi tilni o‘rgatishning ilmiy-pedagogik asoslari// Namangan davlat universiteti ilmiy axborotnomasi.–Namangan, 2022. **Maxsus son.** – B. 1033-1037. (13.00.00. № 30)
11. Ergasheva X.Y. Communicative approach to second language teaching in preschool education // *Horison: Journal of Humanity and Artificial Intelligence*#13(24) ISSN 2835-3064. 2023, – Pages 499-502. (Global Impact Factor 9.7)
12. Abdullayeva, B.U (2022) “ Using various teaching methods in English Lessons”. *WSRJournal.com* Volume 4, Issue 4 may 2022. *Journal of New Century Innovations*.126-128 pp.
13. Abdullayeva, B.U (2023) “Teaching listening comprehension to elementary school students in english lesson with the help of it technology” . ISSN:2776-0987 Volume 4, Issue 5 may 2023. *Innovative Technologica- Metodical research journal* 276-283 pp
14. Abdullayeva, B.U (2023) “Improving english listening comprehension through computer technologies to primary school children”. June 21,2023. Kokand University. *Raqamli texnologiyalarning Yangi O‘zbekiston rivojiga ta’siri xalqaro iliy-amaliy konfransiyasi maqolalar to‘plami* 59-60 b.3.
15. J.Jalolov. *Foreign Language Teaching Methodology*. Toshkent -2012 ISBN 978-9943-02-498-4