

TYPES AND DESCRIPTIVE ASPECTS OF EDUCATIONAL TASKS IN DEVELOPING LISTENING COMPREHENSION SKILLS

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ВИДЫ И ОПИСАТЕЛЬНЫЕ АСПЕКТЫ УЧЕБНЫХ ЗАДАЧ ПО ФОРМИРОВАНИЮ НАВЫКОВ АУДИРОВАНИЯ

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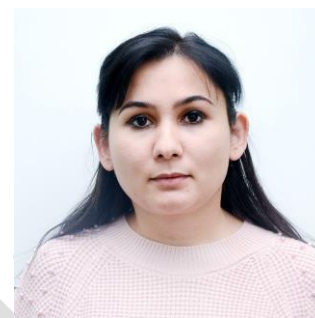
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TINGLAB TUSHUNISH KO'NIKMASINI RIVOJLANTIRUVCHI O'QUV TOPSHIRIQLARINING TURLARI VA TAVSIFIY JIHATLARI

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Abstract: This article explores the diverse landscape of educational tasks aimed at fostering listening comprehension skills among learners. Through a comprehensive examination of task types and descriptive aspects, it unveils the intricacies that underpin effective pedagogical strategies in this domain. Drawing upon various methodologies and theoretical frameworks, the article offers insights into the design, implementation, and contextual considerations of these tasks. From structured exercises to authentic interactions, each task type serves a unique purpose in nurturing listening proficiency. By elucidating the taxonomy of educational tasks and examining their empirical evidence, this article equips educators with valuable resources to tailor instructional practices effectively, whether in traditional classroom settings or digital learning environments.

Keywords: listening comprehension, educational tasks, pedagogical strategies, instructional practices, task types, learner needs, empirical evidence, digital learning environments

Аннотация: В этой статье исследуется разнообразный спектр образовательных задач, направленных на развитие у учащихся навыков понимания на слух. Благодаря всестороннему рассмотрению типов задач и описательных аспектов он раскрывает тонкости, лежащие в основе эффективных педагогических стратегий в этой области. Опираясь на различные методологии и теоретические основы, статья предлагает понимание дизайна, реализации и контекстуального рассмотрения этих задач. От структурированных упражнений до аутентичного взаимодействия — каждый тип задач служит уникальной цели в развитии умения слушать. Разъясняя таксономию образовательных задач и исследуя их эмпирические данные, эта статья предоставляет преподавателям ценные ресурсы для эффективной адаптации учебной практики, будь то в традиционных классах или в цифровой среде обучения.

Ключевые слова: понимание аудирования, образовательные задачи, педагогические стратегии, педагогическая практика, типы задач, потребности учащихся, эмпирические данные, цифровая среда обучения.

Annotatsiya: Ushbu maqola talabalarning tinglab tushunish ko'nikmalarini rivojlantirishga qaratilgan turli xil ta'lim vazifalarini o'rganadi. Vazifa turlari va tavsif jihatlari har tomonlama tekshirish orqali ushbu sohadagi samarali o'qitish strategiyalari asosidagi nozikliklarni ochib beradi. Turli

metodologiyalar va nazariy asoslarga tayangan holda, maqola ushbu muammolarni loyihalash, amalga oshirish va kontekstli ko'rib chiqish haqida tushuncha beradi. Strukturaviy mashqlardan haqiqiy o'zaro ta'sirlargacha, har bir turdagi vazifa tinglash ko'nikmalarini rivojlantirishda o'ziga xos maqsadga xizmat qiladi. Ta'lim maqsadlari taksonomiyasini oydinlashtirish va ularning empirik dalillarini o'rganish orqali ushbu maqola o'qituvchilarga an'anaviy sinflarda yoki raqamli o'quv muhitida ta'lim amaliyotlarini samarali moslashtirish uchun qimmatli resurslarni taqdim etadi.

Kalit so'zlar: *tinglashni tushunish, ta'lim maqsadlari, o'qitish strategiyasi, o'qitish amaliyoti, maqsad turlari, talaba ehtiyojlari, empirik dalillar, raqamli o'quv muhiti.*

Introduction

Listening comprehension is a fundamental skill that lays the groundwork for effective communication and learning across various academic disciplines and real-world contexts. In the dynamic landscape of education, educators continually seek innovative approaches to cultivate and enhance students' ability to comprehend spoken language. Central to this endeavor are educational tasks carefully designed to engage learners, stimulate critical thinking, and refine their listening proficiency. This article embarks on a comprehensive exploration into the multifaceted realm of educational tasks aimed at nurturing listening comprehension skills. By delving into the diverse types and descriptive aspects of these tasks, we endeavor to unravel the intricacies that underpin effective pedagogical strategies in this domain. From structured exercises to authentic interactions, each task type serves a unique purpose in fostering the development of listening abilities among learners.

Methodology.

This study employs a qualitative research approach to explore the nature and characteristics of educational tasks within the context of world language teaching methodology, focusing specifically on the development of listening comprehension skills. The methodology involves a multi-faceted investigation integrating literature review, theoretical analysis, and practical observations. The research begins with an extensive review of relevant literature from scholarly sources, educational journals, textbooks, and pedagogical guides. Keywords such as "educational tasks," "listening comprehension," "language teaching methodology," and

"pedagogical strategies" are employed to identify pertinent studies. **RESULTS:**

The investigation into educational tasks within the framework of world language teaching methodology reveals a nuanced distinction between tasks and exercises. Unlike exercises, which primarily focus on linguistic outcomes and are typically confined to specific language structures, tasks are integral components of lesson organization, encompassing broader educational goals and pedagogical reflection. Tasks often comprise multiple exercises, integrating language practice with communicative actions to achieve real-life outcomes. In English language teaching methodology, tasks are characterized by their communicative nature and contextual relevance. They engage learners in authentic language use, emphasizing the integration of multiple skills rather than isolated linguistic elements. Tasks prompt learners to interact with language in meaningful contexts, fostering communication beyond the classroom environment.

LITERATURE REVIEW

Professor Jacques Richards underscores the distinction between exercises and tasks, emphasizing that tasks involve not only learning the language but also utilizing it to accomplish meaningful actions. This aligns with the contemporary shift towards task-based language teaching, which prioritizes authentic communication and task completion over rote language practice. However, it is noted that not all educational tasks have a stimulating effect, as highlighted by Doctor of Pedagogical Sciences, Professor Uman Arkady Ilyich. Some tasks may inadvertently reinforce rote learning and reproductive skills rather than fostering genuine cognitive engagement and skill development.

DISCUSSION:

The task is a unit of the educational process aimed at achieving the learning goal in the methodology of world language teaching, it defines its structure, and is characterized by the fact that it differs from exercise to a certain extent in achieving the goals of language and speech. The issue of mutual differentiation of educational tasks is a controversial topic in both pedagogy and methodology.

Unlike exercises, assignments are fully included in the organizational aspects of the lesson, in the explanation of the educational material and pedagogical reflection. Assignment can include several exercises at the same time, for example: Assignment.

Today, you are discussing with a colleague whether it is important to know many foreign languages. 1. Explain why you are interested in this question. 2. Find out what your colleague thinks about it. 3. Give a real life case that shows your opinion on this issue. 4. Use of means of expression of explanation (agreement, assumption, recall, etc.) and speech making, etc. 5. An attempt is made to answer this question by defining the terms and giving examples of the difference between an assignment and an exercise.

One of the most characteristic features of the English language teaching methodology is that tasks are focused on real actions. Most textbooks now have tasks and exercises that have a communicative outcome, as well as language exercises that allow you to use the language correctly.

A task is usually a communicative action that is not limited to a single grammatical structure and has a non-linguistic result. There is another difference between a life assignment and a pedagogical assignment. The latter is mainly intended for classroom teaching purposes. However, life tasks are communication tasks that

are solved using language outside the classroom. The main features of the task on preparation for listening comprehension in the English methodology are listed below: Focuses on multiple skills rather than one; Assignments are used in context; Tasks are communicative and usually vital; The focus is on content.

Exercise usually focuses on one element of language and aims to achieve a linguistic result: The teacher guides and monitors the listening comprehension exercise; Usually, the focus is on one skill; There is no information about the context; Language practice is not communicative; There is no emphasis on logic, the focus is on content rather than form; The correction is usually immediate.

Professor Jacques Richards, a pedagogue and art historian who conducts extensive research on the English language teaching methodology, says that "exercises include appropriate, concluding and reading comprehension and writing skills. Tasks include any type of activity that results not only in learning the language, but also in doing something with the language"⁹⁸.

Doctor of Pedagogical Sciences, Professor Uman Arkady Ilyich notes that there are some educational assignments that do not have a stimulating effect⁹⁹. They are similar reproductive tasks to improve educational abilities and skills.

The second group of tasks by the nature of educational activity consists of: educational tasks mediating educational information; educational tasks that guide the student's work with educational materials: a) tasks for observation; b) text processing assignments; c) tasks aimed at forming abilities and skills.

Instructional tasks that mediate instructional information directly contain instructional material or indicate where it can be obtained. These types of tasks partially change the teacher's explanation and are intended for the initial perception of the

⁹⁸ <https://www.professorjackrichards.com/category/news/>

⁹⁹ Uman A.I. Theoretical foundations of the technological approach in didactic teacher training: dis. ... Dr. ped. Sci. – Orel, 1996. – 402 pp.

educational material or its independent study. Educational tasks that guide the work of students with educational materials are student understanding, systematization of educational information, self-control; offers comparison, conclusions, generalization; helps in the conscious assimilation of new material.

Conclusion:

In conclusion, the discourse surrounding the differentiation between educational tasks and exercises in language teaching methodology illuminates the dynamic interplay between instructional strategies, learning outcomes, and pedagogical objectives. Through an exploration of theoretical frameworks, empirical research, and pedagogical insights, this review elucidates the nuanced distinctions that underpin effective language instruction. By delineating between tasks and exercises, scholars have underscored the pedagogical significance of authentic communicative activities in fostering language proficiency, critical thinking skills, and cross-cultural competence.

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