

**ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK
TILI VA ADABIYOTI UNIVERSITETI HUZURIDAGI ILMIY
DARAJALAR BERUVCHI DSc.03/2025.27.12.Fil.41.01 RAQAMLI ILMIY
KENGASH ASOSIDAGI BIR MARTALIK ILMIY KENGASH**

TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI

ABDURASULOV QOBILJON QODIRJON O‘G‘LI

**O‘ZBEK TILINI XORIJIY TIL SIFATIDA O‘QITISHDA TINGLAB
TUSHUNISH KO‘NIKMASINI SHAKLLANTIRISHNING
METODIK ASOSLARI**

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (o‘zbek tili)

Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi

AVTOREFERATI

Toshkent – 2026

**Pedagogika fanlari bo'yicha falsafa doktori (PhD)
dissertatsiyasi avtoreferati mundarijasi**

**Оглавление автореферата диссертации
доктора философии (PhD) по педагогическим наукам**

**Content of dissertation abstract of the doctor of
philosophy (PhD) on pedagogical sciences**

ABDURASULOV QOBILJON QODIRJON O'G'LI

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AVTOREFERATI

Toshkent – 2026

Falsafa doktori (PhD) dissertatsiyasi mavzusi O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligi huzuridagi Oliy attestatsiya komissiyasida B2022.2.PhD/Ped3688 raqam bilan ro‘yxatga olingan.

Dissertatsiya Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o‘zbek, rus, ingliz (rezyume)) Ilmiy kengash veb-sahifasida (www.tsuull.uz) va “Ziyonet” Axborot-ta’lim portalida (www.ziyonet.uz) joylashtirilgan.

Ilmiy maslahatchi:

Azimov Inomjon Mamasodikovich
filologiya fanlari doktori, professor

Rasmiy opponentlar:

Muxitdinova Xadicha Sobirovna
pedagogika fanlari doktori, professor

Hamroyev Alijon Ro‘ziqulovich
pedagogika fanlari doktori, professor

Yetakchi tashkilot:

**Nizomiy nomidagi O‘zbekiston Milliy
pedagogika universiteti**

Dissertatsiya himoyasi Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti huzuridagi ilmiy darajalar beruvchi DSc.03/2025.27.12.Fil.41.01 raqamli Ilmiy kengash asosidagi bir martalik ilmiy kengashning 2026-yil “___” _____ soat _____ dagi majlisida bo‘lib o‘tadi.

(Manzil: 100100, Toshkent shahri, Yusuf Xos Hojib ko‘chasi, 103-uy. Tel: (+99871) 281-41-44, faks: 281-427-44, e-mail: www.tsuull.uz) e-mail: monitoring@navoiy-uni.uz).

Dissertatsiya bilan Toshkent davlat o‘zbek tili va adabiyoti universitetining Axborot-resurs markazida tanishish mumkin (_____ -raqami bilan ro‘yxatga olingan). (Manzil: 100100, Toshkent shahri, Yusuf Xos Hojib ko‘chasi, 103-uy. Tel: (+99871) 281-41-44, faks: 281-427-44, e-mail: www.tsuull.uz) e-mail: monitoring@navoiy-uni.uz).

Dissertatsiya avtoreferati 2026-yil “___” _____ kuni tarqatildi.
(2026 -yil “___” _____ dagi ___ raqamli reyestr bayonnomasi).

Q.B.Yo‘ldoshev

Ilmiy darajalar beruvchi Ilmiy kengash
asosidagi bir martalik ilmiy kengash raisi,
ped.f.d., professor.

Q.U.Pardayev

Ilmiy darajalar beruvchi Ilmiy kengash
asosidagi bir martalik ilmiy kengash ilmiy kotibi,
filol.f.d., professor.

S.Ashirboyev,

Ilmiy darajalar beruvchi Ilmiy kengash
asosidagi bir martalik ilmiy
kengash qoshidagi ilmiy seminar raisi,
filol.f.d., professor.

KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon til o'qitish kontentida ta'lim sifatini modernizatsiyalash, o'qitishda tinglab tushunish ko'nikmasini shakllantirish masalasiga alohida diqqat qaratilmoqda. O'zbek tilini xorijiy til sifatida o'qitishda zamonaviy til o'qitish metodikasidan, shuningdek, ustuvor ta'lim texnologiyalari va platformalardan samarali foydalanish muhim hisoblanadi.

Dunyo xorijiy til o'qitish metodikasida innovatsion yondashuvlar asosida til o'rganuvchilarning kommunikativ kompetentligini rivojlantirishga yo'naltirilgan zamonaviy didaktik tizimni takomillashtirish, metakompetensiyalarni shakllantirish asosida til savodxonligini tarkib toptirishning samarali shakl, metodlarini ishlab chiqish bo'yicha qator ilmiy izlanishlar olib borilmoqda. Shu jihatdan til o'rganuvchilarda kommunikativ kompetentlikni kognitiv, motivatsion, faoliyatga doir darajalarga muvofiq rivojlantirishning nazariy-pedagogik jihatlarini aniqlashtirish, innovatsion ta'lim muhiti sharoitida ularning o'quv-bilish faoliyatini takomillashtirish muhim ahamiyat kasb etadi. Xorijliklarga o'zbek tilini o'qitish metodikasini takomillashtirish tadqiqotchilik faoliyati bilan bog'liq bo'lib, bu ikki jihatni maqsadga muvofiq integratsiyalashni taqozo qiladi.

Respublikamizda o'zbek tilini xorijiy til sifatida o'qitish bugungi kunda dolzarb masalalardan hisoblanadi. Xususan, 2020–2030-yillarda o'zbek tilini rivojlantirish va til siyosatini takomillashtirish konsepsiyasida davlat tilining xalqaro miqyosdagi o'rni va nufuzini oshirish, bu borada xorijiy hamkorlik aloqalarini rivojlantirish davlat tilini rivojlantirishning ustuvor yo'nalishlaridan biri sifatida belgilangan¹. Zero, bugungi globallashtirish davrida har bir xalq, har qaysi mustaqil davlat o'z milliy manfaatlarini ta'minlash, bu borada avvalo o'z madaniyatini, azaliy qadriyatlarini, ona tilini asrab-avaylash va rivojlantirish masalasiga ustuvor ahamiyat qaratishi tabiiydir². Shunga ko'ra o'zbek tilini xorijiy til sifatida o'qitish masalasi muhim ilmiy-amaliy ahamiyat kasb etadi. Bu esa mazkur dissertatsiyaning nechog'lik dolzarb ekanligini ko'rsatadi.

O'zbekiston Respublikasi Prezidentining 2019-yil 21-oktabrdagi PF-5850-son "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to'g'risida", 2020-yil 20-oktyabrdagi PF-6084-son "Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risida"gi farmonlari; 2020-yil 11-martdagi 139-son "O'zbek tili va adabiyoti bo'yicha fundamental va amaliy tadqiqotlar samaradorligini yanada oshirish chora-tadbirlari to'g'risida"gi qarori, 2022-yil 28-yanvardagi PF-60-son "2022-2026-yillarga mo'ljallangan yangi O'zbekistonning Taraqqiyot strategiyasi to'g'risida"gi farmonlari hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda

¹ 2020-2030-yillarda o'zbek tilini rivojlantirish va til siyosatini takomillashtirish konsepsiyasi (O'zR Prezidentining 2020-yil 20-oktabrdagi PF-6084-son Farmoni). <https://lex.uz/docs/5058351>

² O'zbekiston Respublikasi Prezidentining 2029-yil 21-oktabrdagi PF-5850-son "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to'g'risida" Farmoni. <https://lex.uz/docs/4561730>

belgilangan vazifalarni amalga oshirishga ushbu dissertatsiya ishi muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yoʻnalishlariga mosligi. Dissertatsiya respublika fan va texnologiyalar rivojlanishining I. “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, maʼnaviy-maʼrifiy rivojlantirish, innovatsion iqtisodiyotni rivojlantirish” ustuvor yoʻnalishiga muvofiq bajarilgan.

Muammoning oʻrganilganlik darajasi. Oʻzbek tilini xorijiy til sifatida oʻqitish amaliyotiga tinglab tushunish texnikasi va eshitilgan materialni tushunish koʻnikmalarini egallash rus guruhlarida oʻzbek tilini oʻqitish metodikasidan kirib keldi. Shu bois bu yoʻnalishdagi aksariyat adabiyotlar oʻzga tilli guruhlarda oʻzbek tilini oʻqitishga moʻljallangan. Umumiy oʻrta taʼlimda oʻzbek tilini (davlat tili) oʻqitish, til oʻrganuvchilar uchun audiomatn yaratish bilan bogʻliq nutqiy va lingvistik kompetensiyalarni shakllantirish masalalari F.Umarova, L.Mirdjalolova, G.Muxamedjanova, S.Adilova, M.Rixsiyeva, X.Muxitdinova, R.Yoʻldoshev, G.Asilova, Z.Salisheva, G.Ahmedova va boshqa olimlarning monografiya va dissertatsiyalarida keng yoritilgan³.

Oʻzbek tilini xorijiy til sifatida oʻqitish masalalari yuzasidan X.Muxitdinova, G.Asilova, X.Kadirova, S.Adilova, Z.Xudaybergenova, M.Rahmatov, G.Ergasheva, D.Israfilov kabi tadqiqotchilar hamda F.Achik, A.Oʻzjan singari turk olimlari ilmiy izlanishlar olib borganlar⁴. Xususan, G.Asilova tomonidan oʻzbek tilini xorijiy til

³ Умарова Ф.З. Таълим рус тилида олиб бориладиган мактабларнинг ўзбек тили дарсларида кўмакчи феълли бирикувлардан фойдаланишни ўргатиш. Пед.фан.номз. ...дис. автореф. – Тошкент, 2000. – Б.25. Мирджалолова Л.Р. Ўзбек тили машғулотларида болаларни савол-жавобга ўргатишнинг назарий-методик асослари (таълим-тарбия рус тилида олиб бориладиган болалар боғчалари мисолида): Пед.фан.номз. ...дис.автореф. – Тошкент, 2002. – Б.22; Мухамеджанова Г.З. Дарсдан ташқари машғулотларда русийзабон ўқувчиларнинг ўзбекча нутқини ўстириш методикаси (5-9 синфлар мисолида). Пед.фан.номз. ...дис. – Навоий, 2003. – Б. 162; Адилова С.А. Ўзбек тили машғулотларини компьютер технологияси воситасида ташкил этиш (олий таълим муассасаларининг русийзабон гуруҳларида): Пед.фан.номз. ...дис. автореф. – Тошкент, 2004. – Б.26; Рихсиева М.М. Таълим рус тилида олиб бориладиган мактабларнинг ўзбек тили дарсларида ўқувчиларни матн тузишга ўргатиш: пед. фанлари номз.... диссертацияси автореф. – Тошкент, 1998; Мухитдинова Х. Таълим босқичларида ўзбек тили ўқитилиши узлуксизлигини таъминлашнинг илмий-методик асосларини такомиллаштириш. Пед. фан. док. ... дис. –Тошкент, 2011. – Б.347; Йўлдошев Р.А. Ўзбек тили дарсларида ўқувчиларнинг озгаки нутқини уларни кўп гапиртириш орқали ўстириш методикаси. – Тошкент: Fan va texnologiya, 2012. – Б.112; Асилова Г.А. Божхона ва солиқ йўналишлари талабаларининг давлат тилида касбий мулоқот юритиш компетенциясини ривожлантириш (рус гуруҳларда): Пед.фан.док...дис. – Тошкент, 2017. – Б 291; Салишева З.И. Ўзбек тили машғулотларида талабалар монологик нутқини ривожлантириш методикасини такомиллаштириш (рус гуруҳларида). Пед.ф.б.ф.док-ри ... дисс. – Тошкент, 2019. – Б.141; Ahmedova G.M. Oʻzbek tili darslarida rusiyazabon oʻquvchilar nutqiy mulqot madaniyatini rivojlantirish (umumiy oʻrta taʼlim maktablari asosida). Ped.fan.dok...diss. – Toshkent, 2023. – B.236.

⁴ Muxitdinova X.S., Salisheva Z.I., Poʻlatova X.S. Oʻzbek tili (oliy oʻquv yurtlari rusiyazabon guruhlari uchun darslik). – Toshkent: Oʻqituvchi, 2012. – B.288; Kadirova X.B. Oʻzbek tilini xorijiy til sifatida oʻqitishda pedagogikaning muhim jihatlari. Oʻzbekiston: til va madaniyat. Amaliy filologiya 2022.1(5). – B. 54-68; Xudaybergenova Z. Ўзбек тилини хорижий тил сифатида ўқитишда коммуникатив компетенцияни шакллантиришнинг ижтимоий-психологик омиллари. //Oʻzbek tilining xorijda oʻqitilishi: taʼlim nazariyasi va amaliyoti. Xalqaro onlayn ilmiy-amaliy anjuman materiallari. 2021-yil 29-may. – B.18; M.Rahmatov. Oʻzbek tili xorijiy til sifatida: til oʻrgatishda dialoglarning oʻrni. // “Lingvodidaktikaning dolzarb masalalari” mavzusidagi xalqaro konferensiya materiallari toʻplami. 2022-yil 18-may. – B.413-416; D.Israfilov. Oʻzbek tilini xorijiy til sifatida oʻqitishda madaniy aspektdan foydalanishning nazariy asoslari. // “Lingvodidaktikaning dolzarb masalalari” mavzusidagi xalqaro konferensiya materiallari toʻplami. 2022-yil 18-may. – B.197-203; Ergasheva G. Oʻzbek tilini xorijiy til sifatida oʻqitishning ilmiy-metodik asoslarini takomillashtirish: p.f.d.(PhD) diss... — Toshkent, 2023. – B. 23-23; Fatma Achik. Oʻzbek tilini chet ellik talabalarga vazifalar asosida oʻqitish metodikasi. //Oʻzbek tilining xorijda

sifatida o'qitishda autentik materiallardan foydalanish, autentik matnlarni tanlash, til o'rganuvchilar ehtiyojiga moslashtirish va ulardan ta'lim jarayonida maqsadli foydalanish masalalari o'rganilgan⁵. I.Azimovanning "O'zbek tilidagi gazeta matnlarining mazmuniy persepsiyasining psixolingvistik tadqiqi" mavzusidagi dissertatsiyasida tinglab tushunish va so'zlashning og'zaki nutq shakli bilan, o'qib tushunish va yozish esa tilning yozma shakli bilan bog'liqligi, tinglab tushunish va o'qib tushunish psixologik tomondan nutqni qabul qilish jarayoni, gapirish va yozish esa tilning yozma shakli bilan bog'liqligi tahlil qilingan⁶. X.Muxitdinovanning "O'zbek tilini ikkinchi til sifatida o'qitish metodikasi" hamda G.Asilovanning "O'zbek tilini o'qitish metodikasi" nomli o'quv qo'llanmalarida o'zbek tilini o'qitishda tinglab tushunish ko'nikmasini shakllantirish muammosi ham yoritilgan⁷.

Xalqaro til o'qitish metodikasida matnni tinglab tushunish va uning ustida ishlash masalasi yuzasidan B.B.Aliyeva, I.A.Gonchar, I.V.Shukina, A.S.Butusova, T.M.Balixina, M.P.Chesnokova kabi olimlar tadqiqotlar olib borganlar⁸. Shuningdek, D.Nunan, J.Matthev, S.Alonso, S.M.Ahmadi, L.Kameron, L.Vandergrift, Sh.Kato, K.Tanaka, H.Klos, C.Maltbie, R.Brown, V.Karr singari tadqiqotchilar tomonidan tinglab tushunish ko'nikmasini shakllantirish va rivojlantirish, baholash usullari hamda strategiyalari tadqiq etilgan⁹.

Yuqoridagi tahlillar o'zbek tilini xorijiy til sifatida o'qitishda tinglab tushunish ko'nikmasini shakllantirish muammosi monografik yo'sinda tadqiq etilmagani,

o'qitilishi: ta'lim nazariyasi va amaliyoti. Xalqaro onlayn ilmiy-amaliy anjuman materiallari. 2021-yil 29-may. – B.3.; Aynur O'z O'zjan. Turkiyada o'zbek tilining o'qitilish tarixi va metodikasi (anqara universiteti misolida). //O'zbek tilining xorijda o'qitilishi: ta'lim nazariyasi va amaliyoti. Xalqaro onlayn ilmiy-amaliy anjuman materiallari. 2021-yil 29-may. – B.13.

⁵ Asilova G.A. O'zbek tilini xorijiy til sifatida o'qitishda autentik materiallarni tanlash tamoyillari. // International scientific-methodological electronic journal "Foreign Languages in Uzbekistan", 2023, No 6 (53), 172-185.

⁶ Azimova I. O'zbek tilidagi gazeta matnlarining mazmuniy persepsiyasining psixolingvistik tadqiqi: f.f.n.diss. – T.O'zMU, 2008. – B.215. – 215 b.

⁷ Muxitdinova X.S. O'zbek tilini ikkinchi til sifatida o'qitish metodikasi. – Toshkent: G'afur G'ulom nomidagi NMIU, 2023. – B. 310; Asilova G.A. O'zbek tilini o'qitish metodikasi. – Toshkent: Lesson Press, 2023. – B.163.

⁸ Алиева Б.Б. (2019). Особенности обучения аудированию иностранных студентов-нефилологов. World Science, 2(2(42), – Б. 39-45; Гончар И.А. Модель обучения аудированию иноязычного текста / И.А. Гончар // Мир русского слова. 2010. №1. – Б. 86-92; Щукина И.В. Методика построения многоуровневой модели обучения аудированию в системе профессиональной подготовки учителя иностранного языка: автореф. дис. ... канд. пед. наук. М., 2009. – С. 18; Бутусова А.С. Обучение аудированию (слушанию) иноязычных текстов: методика и опыт. <https://philol-journal.sfedu.ru/index.php/sfuphilol/article/view/1063>; Балыхина Т.М. Методика преподавания русского языка как неродного, нового. М.: Изд-во РУДН, 2007. – С.185; Чеснокова М.П. Методика преподавания русского языка как иностранного: Учебное пособие. М.: МАДИ, 2015.

⁹ Nunan D. "Language Teaching Methodology" A textbook for teachers, 1991. – P. 284; Nunan D. (2002) "Listening in language Learning". In "Methodology in Language Teaching" Eds. Jack C.Richards, Willy A.Renandya, Cambridge university press 2002. – P.432; Matthew J., Traxler., M. A.Gernbacher "Handbook of psycholinguistics" 2nd edition, USA 2006, – P. 197; Alonso S. The importance of teaching listening and speaking skills. 2012. – P.72; Ahmadi S.M. The Importance of Listening Comprehension in Language Learning. International Journal of Research in English Education, University of Guilan, Rasht, Iran, 2016. – P. 7-10; Lyyne Cameron. Teaching Languages to Young Learners. Cambridge university press. 2005. – P. 256; Vandergrift L. (2006). Second Language Listening: Listening Ability or Listening Proficiency? Modern Language Journal № 9. – P. 6-18. <http://dx.doi.org/10.1111/j.1540-4781.2006.00381.x>; Shigeo Kato, Kento Tanaka. Reading Aloud Performance and Listening Ability in an L2: The Case of College-Level Japanese EFL Users. <http://www.scirp.org/journal/ojml> <http://dx.doi.org/10.4236/ojml.2015.52015>; H.Kloos, C.Maltbie, R.Brown, V.Carr. Listening in: Spontaneous Teacher Talk on Playscapes. <https://doi.org/10.4236/ce.2018.93030>.

mazkur mavzu bo'yicha maxsus tadqiqotning amalga oshirilishi zarurligini ko'rsatadi.

Tadqiqot mavzusining dissertatsiya bajarilgan oliy ta'lim muassasasi ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Tadqiqot Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti ilmiy-tadqiqot ishlari rejasiga muvofiq "O'zbek tili va adabiyotini o'qitishning zamonaviy metodikasi" mavzusi doirasida bajarilgan.

Tadqiqotning maqsadi o'zbek tilini xorijiy til sifatida til muhitida o'qitishda tinglab tushunish ko'nikmasini shakllantirishning metodik asoslarini ishlab chiqishdan iborat.

Tadqiqotning vazifalari:

tinglab tushunish ko'nikmasini shakllantirishning qiyinchiliklari va ustuvorliklarini aniqlash;

tinglab tushunish ko'nikmasini shakllantirish metodikasi bilan bog'liq asosiy yondashuv va tamoyillarni aniqlash;

o'zbek tilini xorijiy til sifatida o'qitishda A1–A2 daraja uchun tinglab tushunish ko'nikmasini shakllantirish samaradorligiga doir tavsiyalar ishlab chiqish;

o'zbek tilini xorijiy til sifatida o'qitishda A1–A2 daraja uchun tinglab tushunish ko'nikmasini shakllantirishning samarali metod, usul va texnologiyalarini takomillashtirish.

Tadqiqotning obyekti sifatida xorijliklar uchun mo'ljallangan o'zbek tili darslarida tinglab tushunish ko'nikmasini shakllantirish jarayoni belgilanib, tajriba-sinov ishlarida Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti huzuridagi Davlat tilida ish yuritish asoslarini o'qitish va malaka oshirish markazi hamda O'zbekiston futbol federatsiyasidan ro'yxatdan o'tgan "Chig'atoy FC" va Qirg'iziston Respublikasi professional futbol ligasi klubi "Neftchi PFC" dan 252 nafar til o'rganuvchi ishtirok etgan.

Tadqiqotning predmetini o'zbek tilini xorijiy til sifatida o'qitishda tinglab tushunish ko'nikmasini shakllantirishning mazmuni, shakl, metod va vositalari tashkil etadi.

Tadqiqotning usullari. Tadqiqot jarayonida pedagogik ilmiy tahlil, qiyosiy tahlil, tavsiflash, kuzatish, so'rovnomalar olish, test, pedagogik eksperiment; matematik-statistik tahlil kabi usullardan foydalanildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

o'zbek tilini xorijiy til sifatida o'qitish muammolari va sabab bo'layotgan omillar aniqlanib, har bir muammoga aniq metodik tavsiyalar ishlab chiqilgan;

tinglab tushunish ko'nikmasini shakllantirishning pedagogik imkoniyatlari aniqlangan hamda o'zbek tilini xorijiy til sifatida o'qitishda turli nutq uslubidagi sodda matnlarning A1 va A2 darajadagi til o'rganuvchilar uchun ma'lumotni idrok etishga ta'sir qiluvchi psixolingvistik omillari aniqlangan va o'qitish samaradorligini oshirish tizimi shakllantirilgan;

tinglab tushunish jarayonida bosqichma-bosqich differensial yondashuv (kontekstni tushunishdan asosiy g'oyani aniqlashgacha) savol va topshiriqlar asosida tizimlashtirilib, bu orqali A1 va A2 darajadagi o'rganuvchilarning tinglash ko'nikmasi uzviy shakllantirilgan hamda audioxabar mohiyatini anglash, unda

ifodalangan asosiy fikr va ikkinchi darajali ma'lumotlar hamda audiomatndan ko'zlangan muallif maqsadini to'g'ri anglay olishga yo'naltirilgan metodik tizim asosida baholash mezonlari takomillashtirilgan.

o'zbek tili ta'limida til o'rganuvchilarining audiomatni tinglab tushunish ko'nikmasini shakllantirish texnologiyasi monitor tushunish – so'zlarni his qilish; idrok etish, muhim o'rinlarni aniqlash, taxmin qilish, ma'lumotni vizuallashtirish, mavjud bilim bilan yangi ma'lumotni integratsiyalash asosida takomillashtirilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

o'zbek tilini o'qitishda A1–A2 daraja uchun tinglab tushunish ko'nikmasini shakllantirishga oid kuzatiladigan muammo va kamchiliklar tizimli tarzda ochib berilgan va ularni bartaraf etishga doir taklif va tavsiyalar ishlab chiqilgan;

tinglab tushunish ko'nikmasini shakllantirishga oid mavjud asosiy metodik yondashuv va tamoyillar hamda A1–A2 darajadagi o'rganuvchilar tomonidan turli nutq uslubidagi sodda matnlarni idrok etishga ta'sir qiluvchi psixolingvistik omillar asosida o'zbek tilini xorijiy til sifatida o'qitishda tinglab tushunish ko'nikmasini bosqichma-bosqich shakllantirishga mo'ljallangan metodik tizim tavsiya etilgan;

tadqiqotda A1–A2 daraja uchun matn tanlash mezonlari uslubiy yondashuvlar orqali asoslab berilib, ma'lumotni idrok etishdan asosiy g'oyani ajratishgacha bo'lgan jarayonning tizimlashtirilishi asosida bosqichli savol va topshiriqlar ishlab chiqilgan; audioxabardagi asosiy va ikkilamchi ma'lumotlarni farqlash, mazmunni to'g'ri talqin qilish hamda matn muallifining maqsadini aniqlashni tezlashtiruvchi metodik tizim sifatida amaliyotga tatbiq etilgan;

tajriba-sinov natijalari ishlab chiqilgan metodik tizimning samaradorligini amalda tasdiqladi: A1–A2 darajadagi til o'rganuvchilarning tinglab tushunish va mazmunni tahlil qilish bo'yicha shakllangan kompetentlik ko'rsatkichlari nazorat guruhlariga nisbatan sezilarli darajada yuqori ekanligi aniqlangan.

Tadqiqot natijalarining ishonchliligi qo'llanilgan yondashuv usullari va nazariy ma'lumotlarni berishda aniq ilmiy manbalarga tayanilgani, tahlilga tortilgan materiallarning ilmiy metodlar vositasida asoslanganligi, nazariy fikr va xulosalarning amaliyotga joriy etilganligi, olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi, til o'qitish metodikasining zamonaviy ilmiy konsepsiyalari asosida o'rganilgani bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqotning ilmiy ahamiyati til o'qitish metodikasiga oid adabiyotlardagi tinglab tushunishga oid qarashlarning o'rganilgani hamda lingvistik asoslari aniqlanganligi, tinglab tushunish ko'nikmalarini shakllantirish va ularni amalga oshirish strategiyalari o'zbek tilini xorijiy til sifatida o'qitish metodikasining nazariy asoslarini ma'lum darajada boyitishga xizmat qilgani, mavzu doirasida tajriba-sinov ishlari o'tkazilib, tinglab tushunishga doir ta'lim mazmuni va usullarining samaradorligi aniqlanganligi, matematik va statistik tahlil berilgani bilan belgilanadi.

Tadqiqot natijalarining amaliy ahamiyati tadqiqotda qo'llangan metodik materiallar o'zbek tilini o'qitishda tinglab tushunish ko'nikmasini shakllantirishda muhim metodik manba sifatida xizmat qilishi bilan belgilanadi.

Tadqiqot natijalarining joriy qilinishi. O‘zbek tilini xorijiy til sifatida o‘qitishda tinglab tushunish ko‘nikmasini shakllantirish metodikasi bo‘yicha olingan ilmiy natijalar asosida:

o‘zbek tilini xorijiy til sifatida o‘qitishda so‘zlashuv, rasmiy, publitsistik va badiiy uslubdagi sodda matnlarni tinglab tushunish ko‘nikmasini shakllantirishning psixolingvistik, metodik imkoniyatlarini tahlil etish, tinglab tushunish bo‘yicha tatbiq etilgan o‘qitish usullari boshqa o‘qitish usularidan farqliligi va o‘ziga xosligini ko‘rsatish, o‘zbek tili ta’limi sifatini rivojlantirishga qaratilgan tinglab tushunishga oid A1, A2 bosqichga mo‘ljallangan mashq va topshiriqlar tizimini izchillik asosida shakllantirish, tinglab tushunish ko‘nikmasini shakllantirish metodlarini xalqaro talablar asosida takomillashtirishga oid ilmiy xulosa va takliflardan Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti huzuridagi Davlat tilida ish yuritish asoslarini o‘qitish va malaka oshirish markazida 2023-2025-yillarda bajarilgan II-4721101717-raqamli “Xizmat ko‘rsatish obyektlari milliy nomlari interaktiv elektron platformasini yaratish” mavzusidagi amaliy loyihada foydalanildi (Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti huzuridagi Davlat tilida ish yuritish asoslarini o‘qitish va malaka oshirish markazining 2024-yil 2-dekabrda 1667-sonli ma’lumotnomasi). Natijada tinglab tushunish ko‘nikmasini shakllantirish bo‘yicha ilmiy-amaliy taklif va xulosalar mazkur loyiha doirasida samarali qo‘llanilib, o‘zbek tilini xorijliklarga o‘rgatish jarayonini yanada takomillashtirishga xizmat qilgan;

Tinglab tushunish ko‘nikmasini shakllantirish metodikasi bilan bog‘liq mavjud asosiy yondashuv va tamoyillar asosida modellar ishlab chiqish hamda A1 va A2 darajadagi o‘rganuvchilar uchun tinglab tushunish ko‘nikmasini shakllantirish samaradorligiga doir ilmiy xulosalardan O‘zbekiston Respublikasi Prezidentining 2020-yil 20-oktabrdagi “Mamlakatimizda o‘zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to‘g‘risida”gi PF-6084-sonli farmoni asosida tasdiqlangan Konsepsiyaning 2-bob, 5-bo‘lim, 9-xatboshisi xorijda o‘zbek tilining xalqaro nufuzi, jozibadorligi va imkoniyatlari haqida ilmiy anjumanlar, davra suhbatlari, muloqot va suhbatlar tashkil etish va ommaviy axborot vositalarida keng yoritish vazifasini ijro etishda foydalanilgan (O‘zbekiston Respublikasi Vazirlar Mahkamasi huzuridagi O‘zbek tilini rivojlantirish jamg‘armasining 2024-yil 21-yanvardagi 1-2025 sonli ma’lumotnomasi). Natijada tinglab tushunishni shakllantirishga oid ilmiy xulosalar Konsepsiya vazifalarini amalda bajarishda qo‘llanilib, o‘zbek tilining xalqaro miqyosdagi nufuzi va jozibadorligini oshirishga xizmat qilgan.

Tinglab tushunish jarayonida bosqichma-bosqich differensial yondashuv (kontekstni tushunishdan asosiy g‘oyani aniqlashgacha) mashq va topshiriqlar asosida tizimlashtirilib, bu orqali tinglash ko‘nikmasi uzviy va ketma-ket shakllantirilgan hamda audioxabar mohiyatini anglash, ifodalangan asosiy fikr va ikkinchi darajali ma’lumotlar, shuningdek, audiomatndan ko‘zlangan muallif maqsadini to‘g‘ri anglay olishga yo‘naltirish bo‘yicha olingan ilmiy xulosalardan 2024–2025 yillar davomida O‘zbekiston Milliy teleradiokompaniyasi “O‘zbekiston-

24” ijodiy birlashmasi “O‘zbekiston” teleradiokanali tomonidan tayyorlangan “Ta’lim va taraqqiyot”, “Adabiy jarayon” kabi dasturlar va eshittirishlarning ssenariylarini yozishishda muhim asos sifatida qo‘llanilgan. (O‘zbekiston milliy teleradiokompaniyasi “O‘zbekiston-24” ijodiy birlashmasi davlat muassasasining 2025-yil 3-iyundagi 05-09-806 sonli ma’lumotnomasi). Natijada o‘zbek tilini xorijliklarga o‘rgatishda tinglab tushunish ko‘nikmasini shakllantirishning dolzarbligini ko‘rsatish orqali ta’lim jarayonida qo‘llash imkoniyatlarini kengaytirishga xizmat qilgan.

Tadqiqot natijalarining aprobatyasi. Dissertatsiya natijalari jami 7 ta anjumanda, jumladan, 2 ta xalqaro va 5 ta respublika ilmiy-amaliy anjumanlarida muhokamadan o‘tkazilgan.

Tadqiqot natijalarining e’lon qilinishi. Dissertatsiya mavzusi bo‘yicha jami 14 ta ilmiy ish, shulardan, Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya qilingan ilmiy nashrlarda 7 ta maqola, jumladan, 4 tasi respublika OAK jurnallarida, 3 ta maqola xalqaro jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Tadqiqot kirish, uch bob, xulosa va foydalanilgan adabiyotlar ro‘yxatidan iborat. Dissertatsiyaning hajmi 159 sahifani tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida dissertatsiya mavzusining dolzarbligi va zarurati asoslangan, tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi ko‘rsatilgan. Muammoning o‘rganilganlik darajasi yoritilgan, dissertatsiya bajarilgan oliy ta’lim muassasasining ilmiy-tadqiqot rejalari bilan bog‘liqligi, tadqiqotning maqsad va vazifalari, obykti va predmeti aniqlangan. Tadqiqotning ilmiy yangiligi, amaliy natijalari, natijalarning ishonchliligi, ilmiy va amaliy ahamiyati asoslangan. Tadqiqot natijalarining amaliyotga joriy qilinishi, aprobatyasi, olingan natijalarning e’lon qilinganligi, tuzilishi va hajmi bo‘yicha ma’lumotlar keltirilgan.

Dissertatsiyaning birinchi bobi **“O‘zbek tilini xorijiy til sifatida o‘qitishda tinglab tushunish ko‘nikmasini shakllantirishning metodik asoslari”** deb nomlangan bo‘lib, birinchi paragrafida *“O‘zbek tilini xorijiy til sifatida o‘qitishda tinglab tushunish dolzarb pedagogik muammo sifatida”* tadqiq etilgan. Ushbu paragrafda tinglab tushunishdagi qayd etilgan muammolar mohiyati o‘rganilib, tahlil qilingan. Tinglash va eshitish tushunchalari ilmiy nuqtayi nazardan farqlanadi: “tinglash” – quloq solish, ya’ni kimningdir so‘zini yoki tovushni tinglash, “eshitish” – eshitish sezgisi (quloq) yordamida tovushni qabul qilish. Tinglovchi diqqat bilan tinglab, tushunishga intiladi. Eshitish holatida esa inson tinglamasa ham tovushni eshitishi mumkin. Eshitish qobiliyatiga molik shaxs muayyan axborotni tushunish maqsadida so‘zlovchiga quloq soladi, ya’ni tinglash, aniqrog‘i tinglab tushunish sodir bo‘ladi. “Eshitdingmi” deyilganda tinglab tushunganlik nazarda tutiladi, ya’ni o‘zgalar nutqini (jonli tarzda yoki mexanik yozuvdagisini) idrok etish hamda mazmunini fahmlab yetish ma’nosi anglashiladi. Tinglash va tushunish (fahmlash) vaqt e’tibori bilan bir paytda sodir bo‘ladi, bu ikki nutqiy hodisa faqat ilmiy tahlil uchungina ajratiladi, xolos. Tinglab tushunish ko‘nikmasini shakllantirish til

o'rganishda muhim ahamiyatga ega, chunki bu til o'rganishning asosiy shartlaridan hisoblanadi. U yangi tilni o'rganishdagi birinchi qadamdir va tilni to'g'ri tushunish uchun zarurdir. Tinglash ko'nikmasini shakllantirish, so'z boyligini oshirishga va umumiy til ko'nikmalarini yaxshilashga yordam beradi. Tinglab tushunish, o'qish bilan bevosita bog'liq. Tinglash jarayonida olingan ma'lumotlar o'qilishi kerak bo'lgan matnlarni tushunishga yordam beradi. Tinglab tushunish uch bosqichli faoliyat hisoblanadi. Bu jarayon avvalo, umumiy eshituv idroki (akustik appersepsiya) orqali boshlanadi. Undan keyin so'zlarning tovush tomonini (fonematik) farqlash bosqichi keladi va nihoyat mazmunni anglash orqali nutqdagi ma'no idrok etiladi, ya'ni bilib olinadi va tushuniladi.

Tinglab tushunish tilni o'rganishda muhim kompetensiyalardan biri hisoblanadi va unga ko'plab omillar ta'sir ko'rsatadi. Shulardan biri – nutq egasining talaffuz ohangi (aksent). So'zlovchining talaffuz ohangi tinglovchi uchun sezilarli darajada qiyinchilik tug'dirishi mumkin. Tadqiqotchi Goh tomonidan o'tkazilgan tadqiqotda til o'rganuvchilarning 66% i aynan talaffuz ohangini tinglab tushunishga kuchli ta'sir ko'rsatuvchi omil sifatida baholagan¹⁰. Bundan tashqari, talaffuz ohangi bilan tanishish til o'rganish jarayonida madaniyatlararo kommunikativ kompetensiyani ham shakllantiradi, chunki til va talaffuz ohangi madaniy omillar bilan chambarchas bog'liq.

Talaffuz ohangi (aksent) nafaqat so'zning talaffuz shakliga, balki intonatsiya, ohang va tovushlarni cho'zish yoki qisqartirish kabi nutq xususiyatlariga ham taalluqlidir. Til o'rganayotgan shaxslar uchun notanish talaffuz ohanglar, ayniqsa, fonetik va fonologik xususiyatlari o'zining tilidan keskin farq qilgani uchun tinglab tushunishni qiyinlashtiradi. Til o'rganuvchi qanchalik ko'p turli talaffuz ohanglar bilan tanishsa, ularning tinglash qobiliyati ham shunchalik shakllanadi.

Tinglab tushunish nutq faoliyatining asosiy komponenti sifatida ikki asosiy shaklda amalga oshadi: bevosita, kontaktli (dialogik nutq) va bilvosita, masofali (radio va teleko'rsatuvlar) shaklda. Ushbu nutqiy faoliyat turining murakkabligi tinglab tushunish jarayonining real muloqotda qaytarilmasligi, uni tahlil qilish hamda eslab qolish imkoniyatining cheklanganligi bilan izohlanadi. Yangi axborot eskisining o'rnini egallaydi, aytilgan narsa tez orada yo'qoladi. Ko'pincha eshitilgan ma'lumot bo'yicha mulohaza yuritishga vaqt yetmaydi, bu esa tushunishni qiyinlashtiradi. Shunga ko'ra tinglab tushunish bevosita insonning xotira imkoniyatlariga va jarayonda ishtirok etadigan mexanizmlarga bog'liq ekanligi ilmiy nuqtayi nazardan tahlil qilindi.

Ishda o'zbek tilini xorijiy til sifatida o'rganuvchilarda tinglab tushunish ko'nikmasini shakllantirishdagi muammolar va ularning sabablarini tahlil etishga harakat qilindi (1-jadval).

1-jadval

№	Muammo nomi	Mualliflarning ishidan asos	Pedagogik izoh	Misol
1	Autentik materiallar yetishmasligi	Saodat Adilovanning "O'zbek tilini xorijiy til sifatida o'qitish: tajriba,	Agar tinglovlar faqat sun'iy matnlardan iborat bo'lsa, til	Til o'rganuvchi bozor mavzusidagi sun'iy audiomatnni

¹⁰ Goh C. C. M. Teaching Listening in the Language Classroom. SEAMEO Regional Language Centre, 2002.

		muammo, istiqbol” maqolasida autentik audio va video resurslar yetishmasligi til o’rganuvchilarning haqiqiy nutqni idrok etish qobiliyatini susaytiradi deb ta’kidlanadi ¹¹ .	o’rganuvchi nutqiy kompetensiyani shakllantira olmaydi.	tushunadi, lekin “You Tube”dagi real bozor vlogini tushunmaydi.
2	Sheva va talaffuz murakkabligi	Xadicha Muxitdinova tadqiqotlarida shevalar va turli talaffuz variantlari ko’rsatilgan, lekin chet tili o’rganuvchilarga mos versiyalar kamligi aytilgan ¹² .	Tinglashda sheva, urg’u, tovush birikmalari farqlanishi qiyin. Bu esa til o’rganuvchining so’z chegarasini noto’g’ri idrok etishiga olib keladi.	Til o’rganuvchi “Qo’qon” so’zini shevada “Qoqon” deb eshitadi va joy nomini tushunmaydi.
3	Autentik materiallar metodik jihatdan integratsiya etilmasligi	Gulshan Asilova o’zbek tili ta’limida autentik materiallardan foydalanishda resurslar mavjud bo’lishi kifoya emasligi, ularni metodik jihatdan darsga moslashtirish muhimligini ta’kidlaydi. ¹³	Agar autentik video yoki audiomatn dars rejasiga integratsiyalanmasa, til o’rganuvchi faol ishlay olmaydi – material passiv “eshitish”ga aylanadi.	O’qituvchi “You Tube”dagi videoni namoyish qiladi, lekin savol-javob, tahlil mashqlari qo’llanilmaydi; til o’rganuvchi video mazmunini anglamaydi.
4	Baholash vositalarining zaifligi	Saodat Adilova masofadan o’qitishda baholash va diagnostik testlarning metodik jihatdan yakunlanmaganligi va ularning tizimli qo’llanilmasligi yuzasidan mulohazalarini bildiradi ¹⁴ .	Til o’rganuvchining tinglab tushunish darajasi aniqlanmaydi yoki noto’g’ri baholanadi, chunki testlar sun’iy yoki umumiy bo’lishi mumkin.	Baholash testi: “qaysi so’zlar aytilganini yozing” – lekin til o’rganuvchi kontekstni tushunmagan, faqat so’zlarni alohida keltiradi.
5	Ko’p tilli va til muhitining cheklanganligi	Saodat Adilova tadqiqotlarida ko’p tilli guruhlar sharoitidagi o’qitishda uchraydigan qiyinchiliklar tavsiflanadi ¹⁵ .	Agar til o’rganuvchi kundalik hayotida o’zbek tilini qo’llamas, audiomatnni tushunishi sust bo’ladi va motivatsiya pasayadi.	Til o’rganuvchi O’zbekistondan tashqarida yashasa, radio yoki “You Tube”dagi o’zbekcha chiqishlarni eshita oladi, lekin real til

¹¹ Adilova S. O’zbek tilini xorijiy til sifatida o’qitish: tajriba, muammo, istiqbol. // Modern philological issues: problems and solutions”. – Toshkent, 2025. – B.112-118.

¹² Muxitdinova X. Majidova R. Xorijliklar uchun o’zbek tilidan multimediyah mahsulotlarini yaratish tajribasidan. // Образование и инновационные исследования международный научно-методический журнал. 2022. - C.51-54.

¹³ Asilova G. O’zbek tilini o’qitish metodikasi. – Toshkent: Lesson Press, 2023. – B.215-254.

¹⁴ Adilova S. O’zbek tilini masofadan o’qitishning yangi imkoniyatlari. // Til va adabiyot. 5-son, 2024. – B.15-21.

¹⁵ Adilova S. O’zbek tilini xorijiy til sifatida o’qitish: tajriba, muammo, istiqbol. // Modern philological issues: problems and solutions”. – Toshkent, 2025. – B.112-118.

				muhida emasligi sabab tushunish malakasi sezilarli shakllanmaydi.
6	Madaniy kontekstni yetarlicha tushunmaslik	O'zbek tilidagi madaniy, milliy konnotatsiyalar ("mehmondo'stlik", "sharm", "andisha") o'rganilmasa, tinglovchi ma'noni noto'g'ri talqin qilishi mumkinligi N.Rasulova tomonidan tahlil qilinadi ¹⁶ .	O'zbek tilidagi madaniy va milliy konnotatsiyalar o'rgatilmasa, til o'rganuvchi nutqning asl ijtimoiy-ma'naviy ma'nosini anglay olmaydi.	"Keling, non ushatamiz" iborasini til o'rganuvchi "nonni sindirish" deb qabul qiladi, uning ijtimoiy ma'nosini tushunmaydi.

Tahlillar shuni ko'rsatadiki, autentik materiallarning kamligi, til muhitining yetishmasligi, grammatika-fonetika yukining ortishi, motivatsiya masalasi va baholash vositalarining sustligi tinglab tushunishni dolzarb pedagogik muammoga aylantiradi.

Ma'lumki, o'zbek tilini o'rganuvchilar uchun autentik audio yoki video materiallarning kamligi tinglab tushunish jarayonini jonli nutqdan uzoqlashtiradi. Bu holat real kommunikativ vaziyatlarni aks ettirgan jonli suhbatlar, turli yosh va kasb vakillari bilan muloqot namunalaridan yozib olingan audio bazasini yaratish va dars jarayoniga mashqlar ko'rinishida integratsiyalash orqali bartaraf etiladi. Misol sifatida "Bozor" mavzusidagi tinglov A1 darajasi uchun murakkab bo'lsa-da, jonli nutq namunalarini bosqichma-bosqich kiritish orqali tushunish dinamikasini oshirish mexanizmi ishlab chiqildi. Shu orqali metodik to'siq sifatida tinglab tushunish mashqlarining sun'iy xususiyati ham izchil bartaraf etildi.

Tinglov jarayonida madaniy-ijtimoiy kontekst yetarlicha anglanmasa, nutq mazmuni buzilishi mumkin. Bu muammo lingvomadaniy komponent asosida tadqiq qilindi. Ijtimoiy-madaniy kontekst yetarlicha o'rgatilmaganda tinglovchida semantik talqin noto'g'ri shakllanishi mumkin. Masalan, "non ushatish", "ko'ngil so'rash", "andisha" kabi iboralar lingvokulturologik komponentga ega bo'lgani uchun til o'rganuvchi ularni so'zma-so'z qabul qilishi mumkin. Bu holatni bartaraf etish uchun lingvokulturologik izohlar bilan boyitilgan multimodal materiallar asosida ishlash taklif etildi. Bu metod madaniy ma'no qatlamlarini ongli anglashga xizmat qiladi.

Differensial yondashuvning yo'qligi til o'rganuvchilarni bir xil material bilan o'qitishga olib kelishi mumkin. CEFR mezonlariga tayangan holda til bilishning A1–A2 darajalari uchun alohida audio korpuslar, murakkablik darajasi bosqichma-bosqich oshirilgan tinglab tushunish modellari ishlab chiqildi. Bu yondashuv natijasida til o'rganuvchining tinglash jarayoni individual sur'atda shakllanishi ta'minlandi. Natijada o'zbek tilini o'rganuvchilarning tinglab tushunish jarayoni izchil, bosqichli va real nutqqa yaqin holda shakllanishi nazariy va amaliy jihatdan asoslab berildi.

Bobning ikkinchi paragrafida *"O'zbek tilini xorijiy til sifatida o'rganuvchilarda tinglab tushunish ko'nikmasini shakllantirishdagi qiyinchiliklar*

¹⁶ Rasulova N. Xorijliklarga o'zbek tilini o'rgatishda madaniyat komponentining ahamiyati. – Toshkent: TDPU, 2022.

va ularni bartaraf etish imkoniyatlari” o‘rganilgan. Ushbu paragrafda nutq faoliyati turlarining har biriga xos qiyinchiliklar mavjudligi aniqlanib, tinglab tushunish jarayonidagi muammolar uch asosiy guruhga ajratildi: tilga oid shakliy qiyinchiliklar, nutqiy idrok qilishdagi qiyinchiliklar va nutq shakliga oid murakkabliklar. Tilga oid qiyinchiliklar orasida polisemiya, tovush shakli o‘xshash so‘zlarni farqlash, turg‘un birikmalardagi ma’no noaniqligi va yordamchi so‘zlar bilan ishlashdagi muammolar mavjudligi ko‘rsatib berildi. Nutqiy idrok qilishda audiomatnni bir marta eshitish, notanish nutqni tushunish, ovozning o‘ziga xos xususiyatlarini aniqlash qiyinchilik tug‘diradi. Shu bilan birga, dialogik va monologik nutqda uzun jumalarni xotirada saqlash jarayoni tinglovchilar uchun murakkablikni yuzaga keltirishi aniqlandi. Ushbu qiyinchiliklar metodik jihatdan o‘rganilib, ularni bartaraf etish yo‘llari nazariy jihatdan tizimlashtirildi. A1–A2 darajadagi tinglab tushunish jarayoni bosqichma-bosqich o‘stirib borish jarayoni tizimli ishlab chiqildi (2-jadval):

2-jadval

Tavsiya	A1 daraja uchun	A2 daraja uchun
Audiomatn davomiyligi	Dastlabki bosqichda 30-60 soniya (taxminan 40-60 so‘z) uzunlikdagi matn; 1 daqiqadan oshmasligi.	Keyingi bosqichlarda 1-1,5 daqiqagacha, lekin 1,5-2 daqiqadan oshmasligi; 80-120 so‘z qamrovi yetarli.
Audiomatn tezligi	Juda sekin va aniq talaffuz, me’yordagi nutqdan 20-30 % sekinroq; ehtiyoj bo‘lsa, ayrim so‘zlarni takrorlash.	Sezilarli, lekin barqaror tezlik; nutq tezligi asta-sekin oshirilishi mumkin, lekin asl nutq tezligiga yaqin darajaga yaqinlashtiriladi.
Asosiy axborotni ajratish	Muhim so‘z va iboralar intonatsiya yoki ohang yordamida ajratib ko‘rsatiladi; asosiy fikrni tushunishga to‘sqinlik qilmaydigan ortiqcha ma’lumotlar ishlatilmaydi.	Audiomatnda asosiy va ikkilamchi ma’lumotlar aniq ajratiladi, lekin ortiqcha, e’tiborni chalg‘ituvchi detallar minimal darajada bo‘ladi; asosiy mazmun talaffuzdagi urg‘u, pauza va ohang orqali ta’kidlanadi.

Xalqaro tajribaga ko‘ra Underwood¹⁷, Field¹⁸, Richards va Renandaya¹⁹ tadqiqotlarida birinchi eshittirishda umumiy mazmunni tushunishga, ikkinchisida esa detallarni aniqlash va ma’lumotni chuqurroq qayta ishlashga xizmat qilishi ta’kidlanadi. Shuningdek, olimlar Jack Richards, John Field²⁰ matnni bir marta eshittirishni tavsiya qiladilar va unda faqat mazmunni anglash nuqtayi nazaridan berish zarurligi ta’kidlanadi. Biroq bunda tinglovchilar tomonidan matnga tayyorlaydigan matnoldi mashqlari bajarilishi maqsadga muvofiq deb hisoblaymiz. Shuning uchun o‘qituvchi bu masalani ta’lim bosqichi va o‘rganuvchilarning tinglab tushunish darajasiga qarab belgilashi kerak bo‘ladi. Quyida shunga mos qiyosiy tahlil va yechim taklif etamiz (3-jadval):

3-jadval

¹⁷ Underwood M. Teaching Listening. – London: Longman. 1989. – 115 p.

¹⁸ Field J. Listening in the Language Classroom. – Cambridge: Cambridge University Press. 2008. – P.24-27.

¹⁹ Richards J. C., Renandya W. A. Methodology in Language Teaching. – Cambridge University Press. 2002. – 415 p.

²⁰ Skills and strategies: Towards a new methodology for listening. [ELT Journal](#) 52(2). 1998. – P.18.

Daraja	Tinglash modeli bosqichlari	Asosiy farqi	Topshiriq
A1	1. Birinchi tinglash – umumiy mazmunni tushunish (30–60 soniya): o‘rganuvchi matnning umumiy ma’nosini anglaydi. 2. Pauza – tezkor savollar: o‘qituvchi asosiy g‘oyani aniqlovchi savollar beradi. 3. Ikkinchi tinglash – to‘ldirish yoki javobni tanlash: til o‘rganuvchi gapdagi bo‘sh joyni to‘ldiradi yoki variantlardan tanlaydi.	CEFRda A1 uchun odatda bitta qisqa tinglash mashqi beriladi. Bizning model esa ikki marta tinglash asosida faol eshitishni kuchaytiradi va darhol fikrni ifodalashga undaydi.	 “Salom, mening ismim Aziza. Men Samarqandda yashayman.” – 1-tinglash: “Qayerda yashaydi?” – 2-tinglash: “Bo‘sh joyni to‘ldiring: Men ___ yashayman.”
A2	1. Birinchi tinglash – umumiy ma’no (60–75 soniya). 2. Ikkinchi tinglash – batafsil ma’lumot: aniq savollar orqali tafsilotlarni topish. 3. Uchinchi tinglash (ixtiyoriy) – tahliliy tinglash: matn transkripti bilan fonetik yoki iboraviy tahlil.	Field ²¹ va Rost modellari odatda ikki marotaba tinglash bilan cheklanadi. Taklif etilayotgan modelda esa uchinchi bosqich – ya’ni tahliliy tinglash qo‘shilgan. Bu orqali til o‘rganuvchi talaffuz, urg‘u va iboralarni o‘rganadi.	 “Dilshod har kuni ertalab sport zaliga boradi, keyin universitetga ketadi.” – 1-tinglash: “U nima qiladi?” – 2-tinglash: “Qachon sport zaliga boradi?” – 3-tinglash: transkript bilan “har kuni ertalab” jumlasidagi urg‘uni tahlil qilish.

A1–A2 darajalarida tinglab tushunish joriy holatining tahliliy modeli:

1. Umumiy tavsif

O‘zbek tilini xorijiy til sifatida o‘rganuvchilar orasida tinglab tushunish ko‘nikmasini shakllantirish bosqichlari aniqlanganida, asosiy muammo nutqni idrok qilish tezligi va grammatik strukturalarni ajrata olish darajasida seziladi. A1 bosqichda o‘rganuvchi tovush, so‘z va gapni tinglash orqali tanib olish darajasida bo‘lsa, A2 bosqichda ma’noni kontekst asosida tushunish bosqichiga o‘tadi. Biroq tabiiy nutq tezligi, urg‘u va sintaktik murakkablik ularning real tushunish darajasini pasaytiradi.

2. A1 va A2 darajadagi mavjud holat va yechimlar

Ko‘rsatkich	A1 bosqich	A2 bosqich
Tinglangan so‘zni tanish	Faqat oddiy va tez-tez uchraydigan so‘zlarni farqlay oladi: “salom”, “choy”, “uy”.	Yangi so‘zlarni kontekstdan taxmin qila oladi, lekin fonetik o‘xshashlikda adashadi: “kelgan” – “kelayotgan”.
Gapni tushunish	Sodda gaplarni anglaydi: “Men non sotib oldim.”	Qo‘shma gaplarda qiynaladi: “Bugun havo bulutli bo‘ldi, lekin yomg‘ir yog‘madi.”
Nutq tezligiga moslashish	Sekin, oraliqli talaffuzni tushunadi; tez nutqda so‘zlar “birlashib” ketadi.	Jonli nutqdagi qisqarishlar va urg‘u almashish hodisalarini farqlay olmaydi.

²¹ Field J. Listening in the Language Classroom. – Cambridge: Cambridge University Press. 2008. P.24-27.

Kontekstni tushunish	Faqat vizual yordam bilan anglaydi (rasm).	Ma'noni mustaqil tushuna oladi, lekin noverbal ma'lumotni tahlil qila olmaydi.
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3. Amaliy kuzatuv (tinglash natijalariga asoslangan)

Daraja	Topshiriq namunasi	Kutilgan javob	Haqiqiy natija	Xulosa
A1	“Salom, men Azizman. Men haydovchiman.” – Savol: “Aziz kim?”	“Haydovchi”	85% to‘g‘ri javob.	Fe‘l va otni farqlay oladi.
A1	“Bugun havo sovuq.” – Savol: “Bugun issiqmi?”	“Yo‘q”	60% to‘g‘ri javob.	So‘roq gaplarni anglashda sustlik kuzatiladi.
A2	“Men kecha kinoga bordim, ammo film yoqmadi.” – Savol: “Unga film yoqdimi?”	“Yo‘q”	80% to‘g‘ri javob.	Zidlov bog‘lovchisi “ammo”ni kontekstdan anglash boshlandi.
A2	“Ishdan so‘ng do‘stlarim bilan sayr qildim.” – Savol: “U kim bilan sayr qildi?”	“Do‘stlari bilan”	70% to‘g‘ri javob.	Grammatik munosabat to‘liq tushunilmaydi.

4. Muammolar tahlili

Daraja	Asosiy muammo	Sabab	Misol
A1	Fonemalarni farqlay olmaslik.	Tovush tizimidagi farqlarni idrok etish sust.	“qiz” va “giz” tovushlarini adashtirish.
A2	Murakkab sintaktik bog‘lanishni tushunmaslik.	Grammatik birliklar o‘rtasidagi mantiqiy aloqani ajratmaslik.	“Ketgan odam” – “Ketayotgan odam” farqini sezmaslik.

5. Tavsiya etilgan amaliy yechim

Daraja	Tinglash materiali turi	Mos topshiriq	Baholash mezon
A1	Qisqa, soddalashtirilgan audio (20–30 soniya)	“Tinglab, to‘g‘ri javobni tanlang.” (variantli test)	70% to‘g‘ri javob – mazmunni umumiy tushunish.
A1	Kundalik dialog	“Rasmga mos gapni tinglab tanlang.”	3/4 to‘g‘ri javob – kontekstni farqlash.
A2	Hikoya yoki intervyu (40–60 soniya)	“Gapni to‘ldiring: U kecha bordi.”	80% to‘g‘ri – grammatik bog‘lanishni aniqlash.
A2	Jonli suhbat audiosi	“Tinglangan ma'lumotni ikkita gapda ifodalang.”	To‘g‘ri mantiqiy ketma-ketlik – yuqori daraja belgisi.

Dissertatsiyaning ikkinchi bobi **“O‘zbek tilini xorijiy til sifatida o‘qitishda tinglab tushunish ko‘nikmasini shakllantirish metodikasi”** deb nomlangan. Bobning birinchi paragrafida *“O‘zbek tilini xorijiy til sifatida o‘rganuvchilar uchun matn tanlashning grammatik va semantik jihatlar”* tahlil qilingan. Xorijlik til o‘rganuvchilarga o‘zbek tilini o‘rgatish jarayoni ko‘p qirrali va tizimli yondashuvni talab etadi. Bu jarayon, avvalo, lingvistik materialni har tomonlama qamrab olishga asoslanadi. Bunda tilning asosiy tarkibiy qismlari – fonetik, leksik hamda grammatik jihatlar o‘zaro uzviy bog‘liq holda o‘rgatiladi. Shuningdek, samarali til o‘rganish uchun til o‘rganuvchilar nutq faoliyatining barcha asosiy turlarida – tinglab tushunish, og‘zaki muloqotda ishtirok etish (so‘zlash), matnni o‘qib anglash va yozma fikr bayon qilish – mustahkam til ko‘nikmalari va malakalarini egallashlari lozim. Bu esa, til o‘rganuvchilarning kommunikativ kompetensiyasini shakllantirishda muhim omil hisoblanadi.

O'zbek tilini xorijiy til sifatida o'qitishda matn tanlash masalasi muhim hisoblanadi. Audiomatn til o'rganuvchilarning tilni o'zlashtirish darajasiga mos bo'lishi va unda kerakli grammatik shakl va qoidalar tizimli ravishda berilishi maqsadga muvofiq. Shu sababli, audiomatnda qo'llanilgan fe'l zamonlari, kelishiklar, shaxs-son qo'shimchalari va boshqa grammatik vositalar maqsadli, mavzuga mos tanlanadi. A1–A2 darajalarda audiomatnlarning grammatik zaminida to'liq tizim yotishi kerak, ya'ni:

Har bir audiomatn *bir grammatik modelni nazarda tutgan holda* tuzilishi kerak (masalan, “ism + hol + fe'l (hozirgi zamon)” tuzilmasi). Misol: 1.Talaba diqqat bilan kitob o'qiyapti. 2.Ustoz diqqat bilan dars o'tmoqda.

Matndagi gaplar *parallel konstruksiyalar asosida* qurilishi kerak, bu esa, avtomatik til sezuvchanligini shakllantiradi. Misol: 1.Talaba audiomatnni tinglaydi. → Talaba audiomatnni tinglamaydi. → Talaba audiomatnni tinglaydimi? → Talaba audiomatnni tinglaydi va yozadi.

Audiomatn mazmunining til o'rganuvchi tajribasi va ehtiyojiga mosligi, undagi semantik izchillik, lo'ndalik va muloqotga tayyorlashning ahamiyati ochib berilgan. A1–A2 bosqichlarda matnni soddalashtirish vaqtinchalik yechim ekani, aslida esa audiomatnlar tizimli grammatik modelga tayangan holda tuzilishi zarurligi nazariy jihatdan tahlil qilindi. Shuningdek, fonetik, leksik va semantik birliklarning o'zaro uzviy integratsiyasi tinglovchi kompetensiyasini shakllantirishga qanday ta'sir ko'rsatishi tahlil qilingan.

Til o'rgatish jarayoning dastlabki bosqichida quyidagi oddiy semantik tizim strukturasi qo'llash samarali deb hisoblaymiz (4-jadval)

Masalan: *Struktura: [Joy] + [Odam] + [Fe'l]*

4-jadval

 Joy (qayerda?)	 Odam (kim)	 Harakat (nima qiladi?)
Maktabda	bolalar	o'qiydi
Kutubxonada	talabalar	kitob o'qiydi
Bozorda	odamlar	meva sotib oladi

Struktura: [Oila a'zosi] + [kimga] + [Fe'l]

 Oila a'zosi (kim)	 Munosabat (kimga?)	 Harakat (nima qildi?)
Onasi	unga	kitob berdi
Akasi	ukasiga	yordam berdi
Singlisi	opasiga	xat yozdi

Struktura: [Vaqt] + [Odam] + [Fe'l/Holat]

 Vaqt (qachon)	 Odam (kim)	 Harakat (nima qiladi)
Ertalab	talabalar	sport bilan shug'ullanadi
Kechqurun	o'qituvchi	darsga tayyorlanadi
Yozda	bolalar	cho'miladi

O'zbek tilini xorijiy til sifatida o'qitishda konnotatsiyali so'zlarning mazmuniy-pragmatik ahamiyati lingvomadaniy nuqtayi nazardan tahlil qilindi. A1–A2 darajalarda audiomatnlarni tanlashda grammatik model, semantik uzviylik, madaniy kontekst va multimodal idrokning o'quv samaradorligiga ta'siri ilmiy asosda tahlil qilindi. Publitsistik uslubga misol: “Madaniy birlik: do'ppi”.

A1 darajada: “Bu do'ppi. O'zbek xalqning milliy bosh kiyimi hisoblanadi.”

A2 darajada: “O‘zbek do‘ppisi – milliylik razmi. Bu bosh kiyim an‘anaviy libosning ajralmas qismi. Shuningdek, xalqimizning tarixiy merosi ham hisoblanadi. Har bir do‘ppi o‘ziga xos ranglar va naqshlar bilan ajralib turadi.”

O‘qituvchi til o‘rganuvchilarga matnning semantik jihatlarini bilan bog‘liq ko‘pgina topshiriqlar berishi mumkin. Masalan, “Ma‘nodosh so‘zlarni topish mashqi”:

eshitmoq	tashrif buyirmoq	kelmoq	sotib olmoq
hadya qilmoq	tinglamoq	xarid qilmoq	sovg‘a qilmoq.

A1–A2 darajalarda “Fikr manzili” usulining tinglab tushunish malakasini shakllantirishdagi lingvodidaktik mohiyati tahlil qilindi. A1 darajada asosiy so‘zlarni ajratish va semantik tarmoqlar tuzish orqali oddiy grammatik birliklarni kontekstda idrok etish mexanizmlari ochib berildi. A2 darajada esa tinglangan nutqdagi mantiqiy bog‘lanishlar, sabab–natija munosabatlari va mazmunni qayta tiklash jarayonining metodik ahamiyati o‘rganildi. Natijada, “Fikr manzili” usulining audiomatnini tushunish kompetensiyasini bosqichma-bosqich shakllantiruvchi samarali model ekani asoslab berildi.

Bobning “*Tinglab tushunishga oid o‘quv topshiriqlari mazmuni va matn tanlash mezonlari*” deb nomlangan ikkinchi paragrafida tinglab tushunishga oid topshiriqlar mazmunini belgilashda matn turlari va xususiyatlari tahlil qilinib, boshlang‘ich darajadagi o‘rganuvchilar uchun dinamik va yarim-autentik matnlarning maqsadga muvofiqligi tahlil qilingan. A1 daraja uchun tavsiya etilayotgan audiomatnlar fonetik jihatdan sodda, grammatik jihatdan tizimli bo‘lishi hamda boshlang‘ich til o‘rganuvchilarda ijtimoiy muloqotga oid asosiy nutq birliklarini tinglab tushunish ko‘nikmasini shakllantirishga yo‘naltirilgan bo‘lishi kerak. Taklif etilgan grammatik tizim – otlarning birlik/ko‘plik, fe’llarning zamon, shaxs-son shakllari, buyruq mayli, so‘roq va inkor formalar, egalik qo‘shimchalari va sodda so‘z birikmalaridan iborat bo‘lib, ularning har biri tinglab tushunish jarayonida mazmunni farqlash, shaxs-sonni aniqlash va kontekstni idrok etishni osonlashtiradi. Shuningdek, audiomatnlarda sonlar, joy-vaqt ko‘rsatkichlari hamda kundalik madaniy kontekstning uyg‘un qo‘llanishi tinglovchining jonli nutq jarayoniga moslashuvini ta‘minlaydi. Mazkur tizim audiomatn tanlashda fonetik soddalik, grammatik moslik va kontekstual yaxlitlikning didaktik ahamiyatini ilmiy asoslaydi.

Kommunikativ-madaniy audiomatn modeli A1 darajadagi til o‘rganuvchilarda tinglab tushunish kompetensiyasini shakllantirishga yo‘naltirilgan. Model bosqichlari – kirish, tinglash, tahlil, qayta ifoda va qadriyat – grammatik shakllarni aniqlash, mazmunni farqlash va jonli muloqot kontekstida ifodalash ko‘nikmalarini shakllantirishga xizmat qiladi. A2 darajadagi audiomatn modeli o‘rganuvchilarda matnini tushunish, qisqacha qayta ifodalash va grammatik shakllarni nutq faoliyatida to‘g‘ri qo‘llash kompetensiyasini shakllantirishga yo‘naltirilgan. Modelda fe’llarning zamon va shaxs-son shakllari, fe’l nisbatlari, otlarning egalik va ko‘plik qo‘shimchalari, bog‘lovchilar tizimli tarzda qo‘llanilib, real kommunikativ vaziyatlarda sinovdan o‘tkazilgan.

“Radio reportaj” o‘yin modeli A2 darajadagi til o‘rganuvchilarda tinglab tushunish, voqealar zanjirini izchil tiklash va sabab – natija munosabatlarini anglash ko‘nikmalarini shakllantiradi. O‘yin audial idrok, semantik tahlil va nutq strukturasini qayta qurish orqali

grammatika va mantiqiy izchillikni mustahkamlaydi. Shu bilan birga, audiomatnning milliy madaniy konteksti til o'rganuvchining madaniyatlararo kompetensiyasini shakllantiradi.

Maqsadli axborotni tanlash metodi. Ushbu metod asosida o'quvchilarga audiomatnda faqat topshiriq bilan bog'liq ma'lumotni aniqlash vazifasi beriladi. Masalan, ular matn yoki dialogdan "qayerda voqea sodir bo'lganini", "kinga bog'liq voqea yuz berganini" yoki "voqeaga sabab bo'lgan harakatni" tanlab olish bilan shug'ullanadilar. Metod o'quvchilarda diqqatni boshqarish, selektiv idrok qilish, asosiy va ikkilamchi ma'lumotni farqlash, shuningdek, audiomatn mohiyatini tushunib, ma'lumotni izchil tahlil qilish ko'nikmalarini rivojlantiradi. Ayniqsa, A1 va A2 darajadagi til o'rganuvchilarni faollashtirib, ularning audiomatndan axborot qabul qilish samaradorligini oshirishga xizmat qiladi.

Mazkur bobning uchinchi paragrafida *"Audiovizual vositalar yordamida tinglab tushunish ko'nikmasini shakllantirish texnologiyasi"* o'rganilgan. Tinglab tushunish ko'nikmasi nutqni tinglash, tahlil qilish, kontekstual ma'noni idrok etish hamda madaniy-pragmatik axborotni anglash imkoniyatini beradi. Shunga ko'ra audiovizual materiallar asosida bosqichma-bosqich tinglab tushunish texnologiyasi ishlab chiqildi. Ushbu texnologiya orqali til o'rganuvchilarda fonetik, grammatik va leksik birliklarni tanib olish ko'nikmasini mustahkamlash yo'llari aniqlanib, kontekst orqali umumiy mazmunni tushunishga qaratilgan strategiyalar ko'rib chiqildi.

Tinglab tushunish jarayoni kognitiv, metakognitiv, sotsiomadaniy va interaktiv strategiyalar yordamida nazariy jihatdan asoslab berildi. Kognitiv strategiyalar asosiy g'oya va detallarni ajratish orqali nutq tezligi va ma'noni idrok etishni o'rgatadi, metakognitiv strategiyalar tinglash jarayonini nazorat qilish va baholash orqali chuqurlashtirilgan yondashuvni ta'minlaydi. Sotsiomadaniy strategiyalar madaniy kontekstni anglashni, interaktiv strategiyalar esa tinglangan axborot bilan faol muloqot qilishni o'rgatish yo'llarini tadqiq etdi.

Audiovizual materiallar (audio, video, sahnalar, yozib olingan jonli suhbatlar) asosida tinglab tushunish mashg'ulotlarining samaradorligi, A1–A2 darajalarga mosligi va real kommunikativ vaziyatlarda qo'llanilishi ilmiy jihatdan tahlil qilindi. Shuningdek, autentik materiallar orqali madaniy-estetik komponentni shakllantirishning pedagogik samarasi ko'rsatib berildi. Audiovizual vositalar yordamida tinglab tushunish ko'nikmasini shakllantirish texnologiyasi nafaqat lingvistik, balki kognitiv va madaniy kompetensiyalarni uyg'unlashtirish yo'llari nuqtayi nazardan o'rganildi. Multimedia materiallar bilan integratsiyalashgan mashqlar tinglab tushunish ko'nikmasini shakllantirishda muhim ekanligi nazariy va amaliy jihatdan tahlil qilindi.

Dissertatsiyaning uchinchi bobi **"O'zbek tilini xorijiy til sifatida o'qitishda tinglab tushunish ko'nikmasini shakllantirishning tajribaviy tadqiqi"** deb nomlangan bo'lib, bobning birinchi paragrafida *"Tajriba-sinov materiallari va sinov jarayonini tashkil etish"* yoritildi.

O'zbek tilini xorijiy til sifatida o'rganuvchilarda tinglab tushunish ko'nikmasini shakllantirish uchun audiomatn asosidagi metodik tizim samaradorligi tajriba yo'li bilan aniqlandi. Tajriba quyidagi yo'nalishlarda amalga oshirildi:

1) xorijiy til o'rganuvchilar tomonidan o'zbek tilini tinglab tushunish jarayonini tahlil qilish va mavjud muammolarni aniqlash;

2) har bir dars uchun 2-4 daqiqalik audiomatn asosida ishlab chiqilgan test topshiriqlari (muqobil javobli, "to'g'ri-noto'g'ri", moslashtirish, " mantiqli so'z", "kalit so'zlar") samaradorligini baholash;

3) tajriba-sinov orqali tinglab tushunishdagi o'sish dinamikasini aniqlash va darajasini belgilash;

4) nazorat va tajriba guruhlarini natijalarini qiyoslash orqali metodikaning ilmiy-pedagogik ishonchligini asoslash;

5) audiomatnlardan foydalanish bo'yicha amaliy tavsiyalar ishlab chiqish.

Tajriba-sinov ishlari 2023–2025-yillar davomida Alisher Navoiy nomidagi O'zbek tili va adabiyoti universiteti huzuridagi Davlat tilida ish yuritish asoslarini o'qitish va malaka oshirish markazida, shuningdek, "Chig'atoy FC" va "Neftchi PFC"ning xorijiy futbolchilari ishtirokidagi o'zbek tili darslarida o'tkazildi. Umumiy 252 nafar (A1–A2 darajadagi) xorijlik ishtirokchilar ikki guruhga – tajriba guruhi (TG) va nazorat guruhi (NG)ga ajratildi. Nazorat guruhi an'anaviy uslubda, ya'ni og'zaki ma'ruzalar, savol-javob va yozma qayta hikoyalash asosida o'qitildi. Tajriba guruhi esa audiovizual vositalar va interfaol topshiriqlarga asoslangan innovatsion yondashuv bo'yicha o'qidilar.

Tajriba-sinov jarayoni uch bosqichda amalga oshirildi:

1. Tayyorgarlik bosqichi – audiomatnlarni tanlash va testlarni ishlab chiqish.
2. O'quv-tajriba bosqichi – audiomatn asosida mashg'ulotlarni o'tkazish.
3. Yakuniy bosqich – test natijalarini tahlil qilish va samaradorlikni baholash.

3.2 – jadval

O'rganuvchilarning dastlabki bosqichdagi o'zlashtirish ko'rsatkichlari (2023)

<i>Tajriba obyekti</i>	TG o'rganuvchi soni	NG o'rganuvchi soni	TG				NG			
			5	4	3	2	5	4	3	2
ToshDO'TAU ning Davlat tilida ish yuritish markazi	30	28	2	12	13	3	2	10	14	2
O'FF tizimidagi "Chig'atoy FC"	5	5	1	2	2	0	1	1	2	1
QRPF ligasi klubi "Neftchi PFC"	5	6	1	1	3	0	1	1	2	2
Jami	40	39	4	15	18	3	4	12	18	5

Tahlil natijalari ishlab chiqilgan metodikaning bilim sifati va kognitiv rivojlanishga ijobiy ta'sirini ilmiy-statistik asosda tasdiqladi. Yakuniy ma'lumotlar jadval va grafiklarda (3.3-jadval) taqqoslama tahlil ko'rinishida umumlashtirildi.

3.3 - jadval

Pedagogik tajriba-sinovning ikkinchi bosqichida o'tkazilgan samaradorlik darajasini aniqlash ko'rsatkichlari (2024)

<i>Tajriba obyekti</i>	TG o'rganuvchi soni	NG o'rganuvchi soni	TG				NG			
			5	4	3	2	5	4	3	2

ToshDO‘TAUning Davlat tilida ish yuritish markazi	30	32	5	16	8	1	3	12	15	2
O‘FF tizimidagi “Chig‘atoy FC”	6	5	1	3	2	0	1	2	2	0
QRPF ligasi klubi “Neftchi PFC”	6	8	1	3	1	1	1	2	4	1
Jami	42	45	7	22	11	2	5	16	21	3

Tajriba-sinov natijalari, tahlili va xulosalar **3.4-jadvalda** keltirilgan bo‘lib, mazkur jadvalda metodikaning amaliy qo‘llanilishi natijasida erishilgan o‘zgarishlar raqamli ko‘rsatkichlar orqali ifodalangan.

3.4-jadval

Tajriba ishtirokchilarining samaradorlik darajasini aniqlash ko‘rsatkichlari va natijalari (2025)

<i>Tajriba obyekti</i>	<i>TG o‘rganuvchi soni</i>	<i>NG o‘rganuvchi soni</i>	<i>TG</i>				<i>NG</i>			
			5	4	3	2	5	4	3	2
ToshDO‘TAUning Davlat tilida ish yuritish markazi	30	30	5	17	8	0	2	12	14	2
O‘FF tizimidagi “Chig‘atoy FC”	6	6	2	3	1	0	1	2	3	0
QRPF ligasi klubi “Neftchi PFC”	7	7	1	5	1	0	1	2	4	0
Jami	43	43	8	25	10	0	4	16	21	2

Yakuniy nazorat natijalari metodikaning samaradorligini ko‘rsatdi. Umumiy tinglab tushunish darajasida 12 foizlik o‘sish qayd etildi. A1 darajasida fonetik farqlash xatolari o‘rtacha 32 % dan 14 % gacha kamaydi, leksik birikmalarni tanish ko‘rsatkichi 40 % dan 65 % gacha oshdi. A2 darajasida murakkab gaplar mazmunini idrok etish 45 % dan 63 % gacha, matn asosiy g‘oyasini aniqlash esa 50% dan 72% gacha ko‘tarildi. Olingan natijalar tinglab tushunish kompetensiyasini shakllantirishda uslubiy jihatdan turlicha matnlar asosida tashkil etilgan bosqichma-bosqich mashqlar tizimi o‘z samaradorligini tasdiqladi.

Mazkur bobning ikkinchi paragrafida “*Tajriba-sinov ishlari natijalarining matematik statistik tahlili va samaradorlik darajasi*” o‘rganilgan. O‘zbek tilini xorijiy til sifatida o‘qitishda tinglab tushunish ko‘nikmasini shakllantirish samaradorligini ilmiy aniqlash maqsadida o‘tkazilgan tajriba-sinov ishlari statistik tahlil metodiga asoslandi. Dastlab tanlangan ta’lim muassasalari va xorijiy guruh til o‘rganuvchilari o‘rtasida diagnostik tekshiruv o‘tkazilib, ularning boshlang‘ich tayyorgarlik darajasi, tinglab tushunish ko‘nikmasi, nutqiy materialni qayta ishlash qobiliyati va kommunikativ kompetensiyasi baholandi.

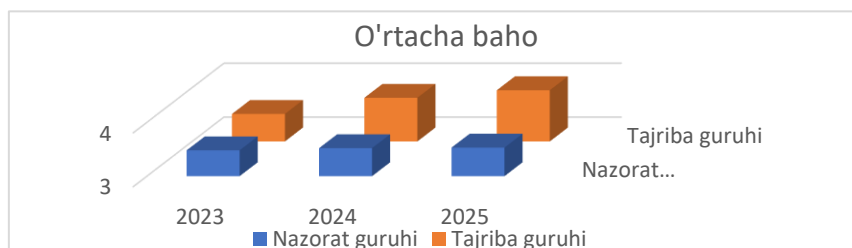
Gipotezalarni tekshirish uchun quyidagi (Styudent mezoni) formulalardan foydalanildi:

Tajriba-sinovining 3 bosqichdagi nazorat natijalari (2023 - 2025 yillar uchun)

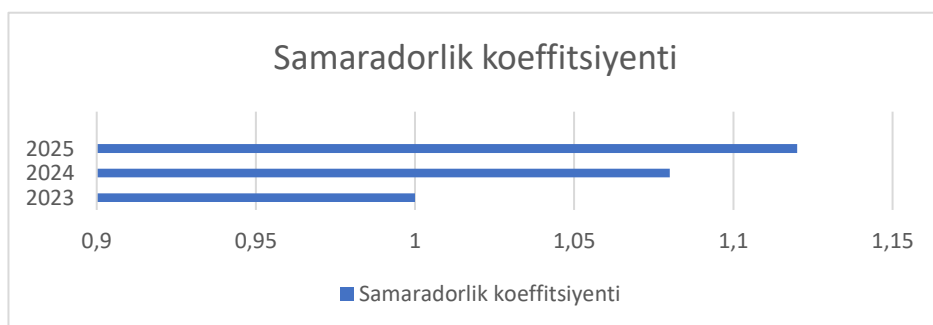
Ko‘rsatkich	2023-yil	2024-yil	2025-yil
Tajriba guruhi	70	65	65

Nazorat guruhi	71	66	66
Til o'rganuvchilar o'zlashtirish baholarining o'rtacha qiymati	$\bar{X}=3,51$ $\bar{Y}=3,48$	$\bar{X}=3,81$ $\bar{Y}=3,52$	$\bar{X}=3,95$ $\bar{Y}=3,53$
Samaradorlik (n/o'z/ koef)	$\eta=1,0$	$\eta=1,08$	$\eta=1,12$
Guruhlardagi tanlama dispersiya qiymatlari	$D_x=0,60$ $D_y=0,57$	$D_x=0,58$ $D_y=0,57$	$D_x=0,43$ $D_y=0,56$
O'rtacha kvadratik chetlanish qiymatlari	$\tau_t=0,77$ $\tau_n=0,75$	$\tau_t=0,76$ $\tau_n=0,75$	$\tau_t=0,66$ $\tau_n=0,75$
Variatsiya ko'rsatkichi	$\delta_t=0,22$ $\delta_n=0,21$	$\delta_t=0,20$ $\delta_n=0,21$	$\delta_t=0,17$ $\delta_n=0,21$
Laplas integral funksiyasi qiymati / T kr	$\phi(T_{kr})=0,49$ $T_{kr}=2,34$	$\phi(T_{kr})=0,49$ $T_{kr}=2,34$	$\phi(T_{kr})=0,46$ $T_{kr}=2,2$
Guruhlarning ishonchlilik intervalli	$3,34 \leq a_x \leq 3,68$ $3,32 \leq a_y \leq 3,64$	$3,64 \leq a_x \leq 3,98$ $3,36 \leq a_y \leq 3,68$	$3,77 \leq a_x \leq 4,13$ $3,33 \leq a_y \leq 3,73$
O'qitishning sifat darajasi (K o's.d.)	0,917	0,989	1,01
Bilim darajasini baholash ko'rsatkichi (K b.d.b.)	0,02	0,28	0,44

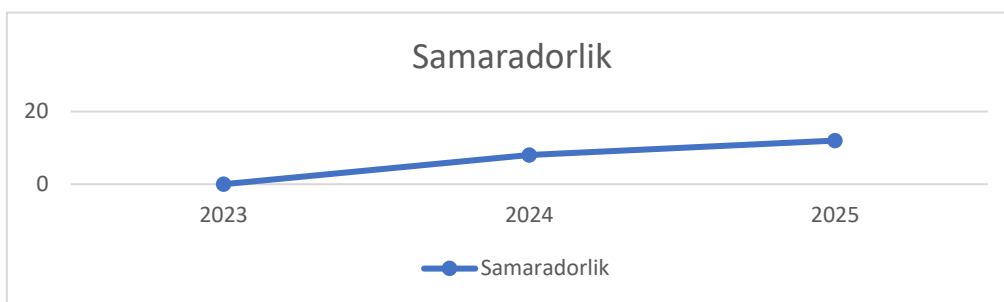
Demak, olingan natijalar tadqiqotning ilmiy ishonchliligi, ishlab chiqilgan metodik yondashuvlarning pedagogik qiymati hamda xorijiy til o'rganuvchilarni o'qitishda tinglab tushunish ko'nikmalarini shakllantirishdagi samaradorligini to'liq tasdiqlaydi. Natijalar 3.6-, 3.7- va 3.8-rasmlarda grafik shaklda yoritilgan bo'lib, ular tinglab tushunish faoliyatining o'sish dinamikasini va metodikaning samaradorlik ko'rsatkichlarini vizual ravishda aks ettiradi.



3.6-rasm. Tinglab tushunish faoliyati bo'yicha o'zlashtirish baholarining o'rtacha qiymati



3.7-rasm. Samaradorlik koeffitsiyentining yillar kesimida o'zgarishi



3.8-rasm.
Samaradorlik
foizining yillar
kesimida
o'zgarishi

Matematik-statistik hisob-kitoblar natijasida tajriba guruhi samaradorligi nazorat guruhiga nisbatan o'rtacha 12% yuqori ekani aniqlandi. Bu holat olib borilgan ilmiy-pedagogik izlanishlarning ilmiy asoslanganligi va amaliy samaradorligini tasdiqlab, o'zbek tilini xorijiy til sifatida o'rganuvchilarda tinglab tushunish ko'nikmasini shakllantirish metodikasining ta'limiy va metodik ahamiyatini isbotlaydi.

XULOSA

1. O'zbek tilini xorijliklarga o'rgatishda tinglab tushunish nutqiy faoliyatning asosiy ko'nikmasi bo'lib, uning rivojlanishi autentik, til bilish darajasiga mos audiomatnlar, talaffuz va intonatsiya mashqlari hamda bosqichli topshiriqlar orqali passiv tinglovdan ongli va funksional nutqiy faoliyatga aylantiriladi; ayniqsa, A1–A2 darajalarda ritm, intonatsiya va talaffuzni egallash dialog va nutqiy avtomatizm shakllanishida muhim rol o'ynaydi.

2. O'zbek tilini xorijiy til sifatida o'rganuvchilarning tinglab tushunish ko'nikmasini shakllantirishda real kommunikativ vaziyatlarga asoslangan dialoglardan keng foydalanish, ularni jonli so'zlashuv bilan uyg'unlashtirish lozim. Bu orqali nafaqat tinglash ko'nikmasi, balki nutqiy reaksiyalar tezligi ham rivojlanadi.

3. Tinglab tushunish jarayonida so'zni tanish, gap mazmunini anglash va nutq tezligiga moslashish ko'nikmalari bo'yicha A1–A2 darajalar uchun o'tkazilgan amaliy kuzatuvlar tinglovchilarda asosiy qiyinchilik jonli nutqni idrok etish tajribasining yetarli emasligini ko'rsatdi. Shu sababli tinglab tushunish ko'nikmasini shakllantirishda real hayotga yaqin audio materiallardan foydalanish hamda kontekstual tahlil mashqlarini o'quv jarayoniga tatbiq etish maqsadga muvofiqdir.

4. Tadqiqot natijalari o'zbek tilini xorijiy til sifatida o'rgatishda tinglab tushunish ko'nikmasi shakllanishiga to'sqinlik qiluvchi omillar kompleks xarakterga ega ekanini ko'rsatdi. Aniqlangan muammolar autentik materiallar yetishmasligi, nutq tezligi va fonetik o'zgarishlarning idrok etilishidagi murakkablik, sheva va talaffuz variantlarining farqlanishi, madaniy-kontekstual ma'no qatlamlarining o'zlashtirilmaganligi hamda o'qituvchilarning tinglash metodikasiga oid tayyorgarligi yetarli emasligi bilan bevosita bog'liqdir.

5. O'zbek tilini xorijliklarga o'rgatishda madaniy-semantik birliklar va mazmunan boy audiomatnlar til o'rganuvchining grammatik, semantik va madaniy kompetensiyasini bir vaqtning o'zida rivojlantiradi. A1 darajada sodda lug'aviy, A2 darajada esa milliy konnotatsiya va kontekstual vaziyatlar bilan boyitilgan matnlar

mantiqiy bog‘lanish va semantik tahlil ko‘nikmalarini shakllantiradi, fonetik va semantik jihatlar esa tushunishni mustahkamlaydi.

6. Xorijiy auditoriyaga o‘zbek tilini samarali o‘rgatish uchun audiomatn tanlash jarayoni chuqur grammatik va semantik tahlillarga asoslangan. Grammatik jihatdan to‘g‘ri tuzilgan va semantik jihatdan mazmunli, kontekstual hamda madaniy jihatdan mos audiomatnlar til o‘rganuvchining tinglab tushunish ko‘nikmasini shakllantirishda asosiy vosita hisoblanadi. Shunday ekan, audiomatn tanlash bu shunchaki til o‘rganuv materialini tanlash emas, balki til o‘rganuvchining tilni qanday qabul qilishi va egallashini belgilab beradigan muhim metodik bosqichdir.

7. O‘zbek tilini xorijiy til sifatida o‘rgatishda tinglash va so‘zlashish ko‘nikmalarini integratsiyalashgan holda o‘rgatish til o‘rganuvchilarning kommunikativ kompetensiyasini samarali rivojlantiradi. Bunda til o‘rganuvchi tinglangan ma‘lumotni nafaqat idrok etadi, balki o‘z so‘zlari bilan ifodalaydi va fonematik, leksik hamda grammatik qiyinchiliklarni bosqichma-bosqich yengadi.

8. Audiovizual autentik materiallar yordamida o‘zbek tilini chet elliklarga o‘rgatishda tinglab tushunish ko‘nikmasi kognitiv va sotsiokultur strategiyalarni uyg‘unlashtirgan holda, nutqni anglash, kontekstual va madaniy mazmunni tushunish hamda interaktiv muloqotga kirishish qobiliyatini bosqichma-bosqich shakllantiradi.

9. Muammo–sabab–natija bog‘liqligida amalga oshirilgan tahlil asosida autentik materiallarning bosqichma-bosqich tatbiqi, til bilish darajalari bo‘yicha differensial yondashuv, tinglashning boshqa nutqiy faoliyat turlari bilan integratsiyasi hamda real kommunikativ vaziyatlarning modellashtirilishi tinglab tushunish ko‘nikmasining shakllanish mexanizmlarini aniqlash imkonini berdi. Olingan ilmiy natijalarga ko‘ra tinglab tushunish kompetensiyasining rivojlanishi metodik ta‘minot, materiallar autentikligi va baholashning diagnostik xususiyati bilan bevosita bog‘liqdir.

10. O‘zbek tilini xorijiy til sifatida o‘rganuvchilar tinglab tushunishning tarkibiga kiruvchi anglash, idrok etish, mantiqiy taqqoshlash va psixolingvistik nuqtayi nazaridan fikrni grammatik va semantik jihatdan tahlil qilish va baholash bilan bog‘liq malakalarni shakllantirishga qaratilgan topshiriqlarni bajarishda qiyinchilikka duch kelishgan bo‘lsa-da, matn g‘oyasini anglash mezonini bo‘yicha kompetensiyalarning shakllanganlik, mantiqiy xulosa chiqarish mezonini bo‘yicha rivojlanganlik darajasi 12% ga yuqori ekanligi tadqiqotning ilmiy-pedagogik jihatdan muvaffaqiyatli tashkil etilganini tasdiqladi.

Tadqiqot natijalari asosida quyidagi tavsiyalar ishlab chiqildi:

til bilishning A1–A2 darajalarida tinglab tushunish ko‘nikmasini rivojlantirishga oid maxsus tadqiqotlar olib borish;

til o‘rganuvchilarning qiziqishi, kasbi, ehtiyoji, dars mavzusi, lug‘at boyligiga mos bo‘lgan tarbiyaviy-estetik ahamiyatga ega audio va video materiallar to‘plamini yaratish;

maxsus tinglab tushunish ko‘nikmasini shakllantirishga mo‘ljallangan qo‘llanma va mashq daftarlarini ishlab chiqishda interfaol texnologiyalarni keng joriy etish;

audio matn va topshiriqlar ustida ishlash jarayonini shu yoʻnalishda ish olib borilgan ilgʻor tadqiqotlar, ilmiy isbotlangan yangiliklarni oʻrganish hamda taʼlim jarayonida tizimli qoʻllash.

**ONE-TIME SCIENTIFIC COUNCIL BASED ON THE SCIENTIFIC
COUNCIL No. DSc.03/2025.27.12.Fil.41.01 FOR AWARDED
SCIENTIFIC DEGREES UNDER THE ALISHER NAVO'I TASHKENT
STATE UNIVERSITY OF UZBEK LANGUAGE AND LITERATURE**

**ALISHER NAVO'I TASHKENT STATE UNIVERSITY OF UZBEK
LANGUAGE AND LITERATURE**

ABDURASULOV KOBILJON KODIRJON OGLI

**METHODOLOGICAL FOUNDATIONS FOR DEVELOPING
LISTENING COMPREHENSION SKILLS IN TEACHING UZBEK AS A
FOREIGN LANGUAGE**

**13.00.02 – Theory and Methodology of Education and Training
(Uzbek language)**

**DOCTOR OF PHILOSOPHY (PhD) IN PEDAGOGICAL SCIENCES
DISSERTATION ABSTRACT**

Tashkent – 2026

The topic of the Doctor of Philosophy (PhD) dissertation is registered under No. B2023.1.PhD/Ped4522 at the Higher Attestation Commission under the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan.

The dissertation was carried out at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi. The dissertation abstract has been published in three languages (Uzbek, Russian, English (summary)) on the Scientific Council's website (www.tsuull.uz) and on the "Ziyonet" Information-Education Portal (www.ziyonet.uz).

Scientific supervisor:

Azimov Inomjon Mamasodikovich
Doctor of Philological Sciences, Professor

Official opponents:

Muxitdinova Khadicha Sobirovna
Doctor of Pedagogical Sciences, Professor

Hamroyev Alijon Roziqulovich
Doctor of Pedagogical Sciences, Professor

Leading institution:

**National Pedagogical University of
Uzbekistan named after Nizami**

The dissertation defense will take place at the one-time Scientific Council based on the Scientific Council No. DSc.03/2025.27.12.Fil.41.01 for awarding scientific degrees at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi on "____", 2026 at _____ o'clock. (Address: 100100, Tashkent, Yusuf Xos Hojib Street, House 103. Tel: (+99871) 281-41-44, Fax: 281-427-44, Website: www.tsuull.uz).

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The dissertation abstract was distributed on "____", 2026.
(Minutes of the register No. _____ dated "____", 2026).

K.B.Yuldoshev

Chairman of the one-time Scientific
Council for awarding scientific degrees, Doctor
of Pedagogical Sciences, Professor.

K.U.Pardaev

Scientific Secretary of the one-time
Scientific Council for awarding scientific
degrees, Doctor of Philological Sciences,
Professor.

S.Ashirboev

Chairman of the Scientific Seminar under
the one-time Scientific Council for awarding
scientific degrees, Doctor of Philological
Sciences, Professor.

INTRODUCTION (the abstract of the (PhD) dissertation)

Topicality and necessity of the thesis. In the global context of language education, increasing attention is being directed toward the modernization of teaching quality and the enhancement of listening comprehension skills as a key component of instructional efficiency. In teaching Uzbek as a foreign language, it is essential to employ contemporary language-teaching methodologies, along with the effective implementation of advanced educational technologies and digital learning platforms.

International research increasingly focuses on developing and refining modern didactic systems tailored to foster communicative competence through innovative pedagogical approaches. Scholars are actively engaged in designing effective forms, methods, and tools for cultivating language proficiency based on the development of metacompetencies and the integration of cognitive and communicative skills. In this regard, determining the theoretical-pedagogical foundations for developing communicative competence at cognitive, motivational, and activity-based levels, as well as improving learners' academic engagement within an innovative educational environment, holds significant scientific relevance. The improvement of methodologies for teaching Uzbek to foreign learners is closely connected with research-based academic inquiry, which necessitates the integrative alignment of pedagogical innovation and methodological development.

In recent years, increasing attention has been directed toward teaching Uzbek as a foreign language within the Republic. This priority is reflected in the Concept for the Development of the Uzbek Language for 2020–2030, which identifies the enhancement of the status and international prestige of the state language, as well as the expansion of foreign cooperation in this domain, as one of the key strategic directions for the development of the national language²². Indeed, in the current era of globalization, it is natural that every nation and sovereign state seeks to safeguard its national interests by prioritizing the preservation, promotion, and advancement

²² 2020-2030-yillarda o'zbek tilini rivojlantirish va til siyosatini takomillashtirish Konsepsiyasi (O'zR Prezidentining 2020-yil 20-oktabrdagi PF-6084-son Farmoni). <https://lex.uz/docs/5058351>

of its cultural heritage, traditional values, and native language²³. From this perspective, a number of contemporary research initiatives are being pursued in alignment with these national objectives, thereby reflecting the critical scientific and practical relevance of the issue. These factors fundamentally substantiate the urgency and significance of the present dissertation research.

This dissertation contributes, to a certain extent, to the implementation of the tasks outlined in the decrees and resolutions of the President of the Republic of Uzbekistan, including: Decree No. PF-4797 dated May 13, 2016, “On the Establishment of Alisher Navoi Tashkent State University of Uzbek Language and Literature”; Decree No. PF-5850 dated October 21, 2019, “On Measures to Fundamentally Enhance the Authority and Status of the Uzbek Language as the State Language”; Decree No. PF-6084 dated October 20, 2020, “On Measures to Further Develop the Uzbek Language and Improve Language Policy in Our Country”; as well as Resolution No. 139 dated March 11, 2020, “On Measures to Further Increase the Effectiveness of Fundamental and Applied Research in Uzbek Language and Literature,” and other normative legal documents relevant to this activity.

Compliance of the research with the priority directions of scientific and technological development in the Republic. The dissertation was carried out in accordance with the priority direction of the development of science and technology of the republic “Formation of a system of innovative ideas and ways of their implementation in the social, legal, economic, cultural, spiritual and educational development of the information society and a democratic state”.

The extent of study of the problem. In our republic, the technique of listening comprehension and the development of skills for understanding heard material were introduced into the practice of teaching Uzbek as a foreign language through the methodology of teaching Uzbek in Russian-speaking groups. For this reason, most of the literature in this field is intended for teaching Uzbek to groups of non-native speakers. In the process of general secondary education, the teaching of Uzbek (the state language) and the development of learners’ speech and linguistic competencies related to the creation of audio texts have been studied in the monographs and dissertations of scholars such as F. Umarova, L. Mirdjalolova, G. Mukhamedzhanova, S. Adilova, M. Rikhsiyeva, Kh. Mukhitdinova, R. Yo’ldoshev, G. Asilova, Z. Salisheva, G. Ahmedova, and others²⁴.

²³ O‘zbekiston Respublikasi Prezidentining 2029-yil 21-oktabrdagi PF-5850-son “O‘zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to‘g‘risida” Farmoni. <https://lex.uz/docs/4561730>

²⁴Умарова Ф.З. Таълим рус тилида олиб бориладиган мактабларнинг ўзбек тили дарсларида кўмакчи феълли бирикувлардан фойдаланишни ўргатиш. Пед.фан.номз. ...дис. автореф. – Тошкент, 2000. –Б.25. Мирджалолова Л.Р. Ўзбек тили машғулотида болаларни савол-жавобга ўргатишнинг назарий-методик асослари (таълим-тарбия рус тилида олиб бориладиган болалар боғчалари мисолида): Пед.фан.номз. ...дис.автореф. – Тошкент, 2002. – 22 б; Мухамеджанова Г.З. Дарсдан ташқари машғулотларда русийзабон ўқувчиларнинг ўзбекча нутқини ўстириш методикаси (5-9 синфлар мисолида). Пед.фан.номз. ...дис. – Навоий, 2003. – 162 б; Адилова С.А. Ўзбек тили машғулотларини компьютер технологияси воситасида ташкил этиш (олий таълим муассасаларининг русийзабон гуруҳларида): Пед.фан.номз. ...дис. автореф. – Тошкент, 2004. – 26 б; Рихсиева М.М. Таълим рус тилида олиб бориладиган мактабларнинг ўзбек тили дарсларида ўқувчиларни

The issue of teaching Uzbek as a foreign language has been studied by researchers such as Kh. Mukhitdinova, G. Asilova, Kh. Kadirova, S. Adilova, F. Achik, M. Rahmatov, G. Ergasheva, D. Israfilov, and others²⁵. For instance, G. Asilova conducted a comprehensive analysis of the use of authentic materials in teaching Uzbek as a foreign language, with particular focus on the selection of authentic texts, their adaptation to the specific needs of language learners, and their purposeful integration into the instructional process²⁶. In I. Azimova's dissertation, titled "Psycholinguistic Study of Content Perception in Newspaper Texts in Uzbek", the interrelation between listening comprehension and speaking, which pertain to the oral form of the language, and reading comprehension and writing, which correspond to the written form, was examined. The study further investigated, from a psycholinguistic perspective, the cognitive processes involved in perceiving spoken and written language, as well as the connection between oral production (speaking) and written expression (writing) with their respective language forms²⁷.

In the textbooks "Methodology of Teaching Uzbek as a Second Language" by Kh. Mukhitdinova and "Methodology of Teaching Uzbek" by G. Asilova, valuable insights are provided regarding the specific aspects of developing listening comprehension skills in the process of teaching Uzbek²⁸.

матн тузишга ўргатиш: пед. фанлари номз.... диссертацияси автореф. – Тошкент, 1998. – 26 б; Мухитдинова Х. Таълим босқичларида ўзбек тили ўқитилиши узлуксизлигини таъминлашнинг илмий-методик асосларини такомиллаштириш. Пед. фан. док. ... дис. – Тошкент, 2011. – 347 б; Йўлдошев Р.А. Ўзбек тили дарсларида ўқувчиларнинг оғзаки нутқини уларни кўп гаптириш орқали ўстириш методикаси. – Тошкент: Fan va texnologiya, 2012. – 112 б; Асилова Г.А. Божхона ва солиқ йўналишлари талабаларининг давлат тилида касбий мулоқот юритиш компетенциясини ривожлантириш (рус гуруҳларида): Пед.фан.док...дис. – Тошкент, 2017. – 291 б; Салишева З.И. Ўзбек тили машғулотида талабалар монологик нутқини ривожлантириш методикасини такомиллаштириш (рус гуруҳларида). Пед.ф.б.ф.док-ри ... дисс. – Т., 2019. – 141 б; Ahmedova G.M. O'zbek tili darslarida rusiyazon o'quvchilar nutqiy mulqot madaniyatini rivojlantirish (umumiy o'rta ta'lim maktablari asosida). Ped.fan.dok...diss.avtoref. – Toshkent, 2023. – 29 b.

²⁵ Muxitdinova X.S., Salisheva Z.I., Po'latova X.S. O'zbek tili (oliy o'quv yurtlari rusiyazon guruhlari uchun darslik). – Toshkent: O'qituvchi, 2012. – 288 b; Kadirova X.B. O'zbek tilini xorijiy til sifatida o'tishda pedagogikaning muhim jihatlari. O'zbekiston: til va madaniyat. Amaliy filologiya 2022.1(5). – B. 54-68; Fatma Achik. O'zbek tilini chet ellik talabalarga vazifalar asosida o'qitish metodikasi. //O'zbek tilining xorijda o'qitilishi: ta'lim nazariyasi va amaliyoti. Xalqaro onlayn ilmiy-amaliy anjuman materiallari. 2021. – B 13-18; M.Rahmatov. O'zbek tili xorijiy til sifatida: til o'rgatishda dialoglarning o'rni. // "Lingvodidaktikaning dolzarb masalalari" mavzusidagi xalqaro konferensiya materiallari to'plami. 2022. – B.413-416; D.Israfilov. O'zbek tilini xorijiy til sifatida o'qitishda madaniy aspekstdan foydalanishning nazariy asoslari.// "Lingvodidaktikaning dolzarb masalalari" mavzusidagi xalqaro konferensiya materiallari to'plami. 2022. – B.197-203; Ergasheva G. O'zbek tilini xorijiy til sifatida o'qitishning ilmiy-metodik asoslarini takomillashtirish: p.f.d.(PhD) diss... — Toshkent, 2023. – B. 23-35.

²⁶ Asilova G.A. O'zbek tilini xorijiy til sifatida o'qitishda autentik materiallarni tanlash tamoyillari. International scientific-methodological electronic journal "Foreign Languages in Uzbekistan", 2023, No 6 (53), – B 172-185.

²⁷ Azimova I. O'zbek tilidagi gazeta matnlarining mazmuniy persepsiyasining psixolingvistik tadqiqi: f.f.n.diss. – T.O'zMU, 2008. – 215 b.

²⁸ Muxitdinova X.S. O'zbek tilini ikkinchi til sifatida o'qitish metodikasi. – Toshkent: G'afur G'ulom nomidagi NMIU, 2023. – 310 b; Asilova G.A. O'zbek tilini o'qitish metodikasi. – Toshkent: Lesson Press, 2023. – 163 b.

Among scholars from the CIS countries, including B.B. Aliyeva, I.A. Gonchar, I.V. Shukina, A.S. Butusova, T.M. Balikhina, M.P. Chesnokova, and others, various aspects of text comprehension and working with texts have been studied²⁹.

Among foreign scholars, including D. Nunan, J. Matthew, S. Alonso, S.M. Ahmadi, L. Cameron, L. Vandergrift, Sh. Kato, K. Tanaka, H. Klos, C. Maltbie, R. Brown, and V. Karr, the formation and development of listening comprehension skills, as well as the methods and strategies for their assessment, have been comprehensively examined³⁰.

The issue of developing listening comprehension skills in teaching Uzbek as a foreign language has not been sufficiently studied, which highlights the necessity of conducting a specialized research on this topic.

The relevance of the research topic to the scientific research plans of the higher education institution where the dissertation was conducted is evident. The study was carried out in accordance with the research plan of Alisher Navoi Tashkent State University of Uzbek Language and Literature, within the framework of the topic “Modern Methodology of Teaching Uzbek Language and Literature.”

The connection of the research with the research work of the research institution where the dissertation was completed. The dissertation was conducted within the framework of the research plan of Alisher Navoi Tashkent State University of Uzbek Language and Literature, under the topic “Current Issues in Teaching the Uzbek Language.”

The purpose of this research is to develop methodological foundations for the formation of listening comprehension skills in teaching Uzbek as a foreign language.

The tasks of the research.

²⁹ Алиева Б.Б. Особенности обучения аудированию иностранных студентов-нефилологов. World Science, 2(2(42), 2019. – Б. 39-45; Гончар И.А. Модель обучения аудированию иноязычного текста / И.А. Гончар // Мир русского слова. 2010. №1. – Б. 86-92; Щукина И.В. Методика построения многоуровневой модели обучения аудированию в системе профессиональной подготовки учителя иностранного языка: автореф. дис. ... канд. пед. наук. М., 2009. – С. 18; Бутусова А.С. Обучение аудированию (слушанию) иноязычных текстов: методика и опыт. <https://philol-journal.sfedu.ru/index.php/sfuphilol/article/view/1063>; Балыхина Т.М. Методика преподавания русского языка как неродного, нового. М.: Изд-во РУДН, 2007. –185 с; Чеснокова М.П. Методика преподавания русского языка как иностранного: Учебное пособие. М.: МАДИ, 2015. – 133 с.

³⁰ Nunan D. “Language Teaching Methodology” A textbook for teachers, 1991. – 284 p; Nunan D. “Listening in language Learning”. In “Methodology in Language Teaching” Eds. Jack C.Richards, Willy A.Renandya, Cambridge university press 2002. – 432 p.; Matthew J., Traxler., M. A.Gernbacher “Handbook of psycholinguistics” 2nd edition, USA 2006, – 197 p; Alonso S. The importance of teaching listening and speaking skills. 2012. – 72 p; Ahmadi S.M. The Importance of Listening Comprehention in Language Learning. International Journal of Research in English Education, University of Guilan, Rasht, Iran, 2016. – P. 7-10; Lyyne Cameron. Teaching Languages to Young Learners. Cambridge university press. 2005. – 256 p; Vandergrift L. Second Language Listening: Listening Ability or Listening Proficiency? Modern Language Journal № 9. – P. 6-18. <http://dx.doi.org/10.1111/j.1540-4781.2006.00381.x>; Shigeo Kato, Kento Tanaka. Reading Aloud Performance and Listening Ability in an L2: The Case of College-Level Japanese EFL Users. <http://www.scirp.org/journal/ojml> <http://dx.doi.org/10.4236/ojml.2015.52015>; H.Kloos, C.Maltbie, R.Brown, V.Carr. Listening in: Spontaneous Teacher Talk on Playscapes. <https://doi.org/10.4236/ce.2018.93030>.

To determine the pedagogical foundations for the development of listening comprehension skills;

To identify the main approaches and principles related to the methodology of developing listening comprehension skills, and to formulate recommendations for enhancing their effectiveness;

To design exercises and activities aimed at developing listening comprehension skills, as well as to select appropriate didactic materials;

To improve the technology for developing listening comprehension skills in teaching Uzbek as a foreign language.

The object of the research was defined as the process of developing listening comprehension skills in Uzbek language lessons designed for foreign learners. In the course of the experimental and trial studies, a total of 252 language learners participated. These included students from Tashkent State Pedagogical University; participants from the Center for Teaching and Professional Development in the Fundamentals of Working in the State Language under Alisher Navoi Tashkent State University of Uzbek Language and Literature; as well as members of the “Chig‘atoy FC,” registered with the Uzbekistan Football Federation, and the professional football league club “Neftchi PFC” from the Kyrgyz Republic.

The subject of the research is constituted by the content, forms, methods, and instruments employed in the development of listening comprehension skills in the context of teaching Uzbek as a foreign language.

Research methods: In illuminating the subject of the dissertation, the research utilized pedagogical observation, comparative and critical analysis, the study of advanced pedagogical practices, as well as tests, sociological methods (including questionnaires and interviews), pedagogical experimentation, associative experimentation, and statistical methods.

The scientific novelty of the research consists from:

The pedagogical potentials for developing listening comprehension skills in speaking, as well as in simple texts of formal and journalistic styles, in teaching Uzbek as a foreign language, have been identified; additionally, the intrinsic interrelation of psycholinguistic factors influencing information perception for learners at the A1 and A2 levels has been established and refined.

Based on the existing principal approaches and principles related to the methodology of developing listening comprehension skills, models have been constructed, and recommendations have been formulated to enhance the effectiveness of listening comprehension skill development for learners at the A1 and A2 levels.

In the process of listening comprehension, a step-by-step differential approach—from understanding the context to identifying the main idea—has been systematized through exercises and tasks. This has allowed listening skills to be developed in a coherent and sequential manner, with models designed to guide learners in accurately comprehending the essence of audio messages, discerning the primary ideas and secondary information, and correctly interpreting the author’s intended purpose in the audio material.

Furthermore, in Uzbek language education, the technology for developing learners' listening comprehension skills has been refined based on a structured framework encompassing monitoring comprehension, perceiving words, understanding content, identifying key elements, making inferences, visualizing information, and integrating new data with prior knowledge.

The practical results of the research are as follows:

Scientific and methodological recommendations for developing listening comprehension skills in teaching Uzbek were formulated for learners at the A1 and A2 levels.

In the experimental and trial lessons conducted with learners at the A1 and A2 levels, a model was developed for exercises and tasks that ensure the performance of cognitive and communicative functions, based on carefully selected and newly designed audio materials from various sources, as well as tasks aimed at verifying their comprehension.

Criteria for text selection were substantiated through methodological approaches, and a series of step-by-step exercises and tasks was developed to systematize the process from perceiving information to distinguishing the main idea. Additionally, a methodological guide was implemented in practice to accelerate the differentiation of primary and secondary information in audio messages, the accurate interpretation of content, and the identification of the author's intended purpose.

Based on the results of the experimental and trial studies, it was empirically demonstrated that the competence level of learners at the A1 and A2 levels in listening comprehension and analysis was higher compared to the control groups.

The reliability of the research results is substantiated by the use of applied methodological approaches, reliance on precise scientific sources in presenting theoretical information, and the grounding of analyzed materials through established scientific methods. It is further supported by the practical implementation of theoretical insights and conclusions, the validation of obtained results by authorized institutions, and the investigation conducted in accordance with contemporary scientific concepts in language teaching methodology.

Scientific and practical significance of research results.

The scientific significance of the research is determined by the examination of perspectives on listening comprehension in the linguistics and methodology literature, as well as the identification of its linguistic foundations; the strategies for developing and implementing listening comprehension skills contribute, to a certain extent, to enriching the theoretical foundations of the methodology of teaching Uzbek as a foreign language. Within the scope of the study, experimental and trial work was conducted, evaluating the effectiveness of educational content and methods related to listening comprehension, supported by mathematical and statistical analysis.

The practical significance of the research lies in the fact that the methodological materials employed serve as an important methodological resource for developing listening comprehension skills in teaching Uzbek.

Implementation of research results. Based on the scientific findings obtained regarding the methodology for developing listening comprehension skills in teaching Uzbek as a foreign language:

Based on the scientific findings obtained on the methodology for developing listening comprehension skills in teaching Uzbek as a foreign language, the psycholinguistic and methodological potentials for forming listening comprehension of spoken language, as well as simple texts in formal and journalistic styles, were analyzed. The distinctive features and uniqueness of teaching methods applied to listening comprehension, as opposed to other instructional approaches, were demonstrated. A systematically organized set of exercises and tasks aimed at developing listening comprehension skills for learners at the A1 and A2 levels, intended to enhance the quality of Uzbek language education, was established. Additionally, methods for improving listening comprehension skills were refined in accordance with international standards. These scientific conclusions and recommendations were utilized in the practical project titled “Creation of an Interactive Electronic Platform for National Names of Service Facilities” (Project No. II-4721101717), carried out at the Center for Teaching and Professional Development in the Fundamentals of Working in the State Language under Alisher Navoi Tashkent State University of Uzbek Language and Literature during 2023–2025 (Reference No. 1667, dated December 2, 2024, of the Center). As a result, the scientific and practical proposals and conclusions for developing listening comprehension skills were effectively applied within the framework of this project, contributing to the further enhancement of the process of teaching Uzbek to foreign learners.

Based on the principal approaches and principles related to the methodology of developing listening comprehension skills, models were constructed, and scientific conclusions regarding the effectiveness of developing listening comprehension skills for learners at the A1 and A2 levels were formulated. These findings were applied in accordance with Clause 9 of Section 5, Chapter 2 of the Concept approved by the Decree of the President of the Republic of Uzbekistan No. PF-6084, dated October 20, 2020, “On Measures to Further Develop the Uzbek Language and Improve Language Policy in Our Country”. The conclusions were utilized in implementing tasks related to the international prestige, appeal, and opportunities of the Uzbek language, including the organization of scientific conferences, roundtable discussions, dialogues and interviews abroad, as well as extensive coverage in mass media (Reference No. 1-2025, dated January 21, 2024, of the Fund for the Development of the Uzbek Language under the Cabinet of Ministers of the Republic of Uzbekistan). As a result, the scientific conclusions on the development of listening comprehension were effectively employed in the practical implementation of the Concept’s objectives, contributing to the enhancement of the international prestige and attractiveness of the Uzbek language.

In the process of listening comprehension, a step-by-step differential approach—from understanding the context to identifying the main idea—was systematized through exercises and tasks. This approach facilitated the coherent and

sequential development of listening skills and provided guidance for accurately understanding the essence of audio messages, distinguishing primary and secondary information, and correctly interpreting the author's intended purpose in the audio material. These scientific conclusions were applied during 2024–2025 as a significant foundation in the preparation of scripts for programs and broadcasts such as “Education and Development” and “Literary Process” produced by the “Uzbekistan” Television Channel of the Creative Union of the National Television and Radio Company of Uzbekistan “Uzbekistan 24” (Reference No. 05-09-806, dated June 3, 2025, of the National Television and Radio Company of Uzbekistan “Uzbekistan 24”).

As a result, the developed scientific materials were effectively utilized in the mass media, expanding opportunities for promoting listening comprehension skills and applying them in the educational process of teaching Uzbek to foreign learners.

Approbation of the research results. The results of the dissertation have been presented and validated at a total of seven conferences, including two international and five national scientific and practical conferences.

Publication of the research results. A total of 14 scientific works have been produced within the scope of the dissertation. Of these, 7 articles have been published in scholarly outlets recommended by the Higher Attestation Commission for disseminating the principal scientific findings of doctoral dissertations. Specifically, 4 articles appeared in national HAC-indexed journals, while 3 were published in international peer-reviewed journals.

The structure and scope of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, a list of references. The volume of the dissertation is 157 pages.

MAIN CONTENT OF THE DISSERTATION

In the Introduction, the relevance and necessity of the dissertation topic are substantiated and its conformity with the priority directions for the development of science and technology in the Republic is demonstrated. The extent to which the problem has been investigated in the literature is reviewed, and the dissertation's connection with the research agenda of the higher education institution where it was carried out is indicated. The aim and objectives of the study, together with its object and subject, are specified. The scientific novelty of the research, its practical outcomes, the reliability of the findings, and their scientific and practical significance are thoroughly justified. Information is also provided on the implementation and validation of the research results, their publication, and the structure and scope of the dissertation.

The first chapter of the dissertation, entitled “**The Theoretical and Practical Foundations of Developing Listening Comprehension Skills in Teaching Uzbek as a Foreign Language**” examines in its first section “*Difficulties and Methodological Solutions in Developing Listening Comprehension Skills among Learners of Uzbek as a Foreign Language.*” This section explores and analyzes the

essence of the problems identified in the process of listening comprehension. From a scientific standpoint, the concepts of *listening* and *hearing* are differentiated: *listening* refers to paying attention to someone's speech or to a sound, whereas *hearing* denotes the perception of sound through the auditory sense (the ear). A listener intentionally focuses attention in order to comprehend. In contrast, in the case of hearing, a person may perceive sound even without actively listening. An individual possessing the ability to hear listens to the speaker with the purpose of understanding the conveyed information; in other words, listening—more precisely, listening comprehension—takes place. When one asks, “Did you hear?” what is actually implied is “Did you listen and understand?”—that is, the perception and comprehension of another person's speech, whether delivered orally or through a mechanical/audio recording. Listening and comprehension occur simultaneously in time; these two speech-related phenomena are separated only for the purposes of scientific analysis. The development of listening comprehension skills holds critical importance in language learning, as it constitutes one of its essential prerequisites. It represents the initial step in acquiring a new language and is indispensable for achieving accurate understanding. The formation of listening skills contributes both to the expansion of vocabulary and to the improvement of overall linguistic competence. Listening comprehension is directly linked to reading: the information obtained through the listening process facilitates the comprehension of texts that are subsequently read. Listening comprehension is considered a three-stage activity. This process begins with general auditory perception (acoustic apperception). It is followed by the stage of distinguishing the sound characteristics of words at the phonematic level, and, finally, meaning is perceived through semantic interpretation, that is, the content of speech is assimilated and understood.

Listening comprehension is one of the key competencies in language learning, and it is influenced by a wide range of factors. One such factor is the speaker's accent. The speaker's accent can create considerable difficulty for the listener. In a study conducted by Goh, 66% of language learners identified accent as a factor that strongly affects their ability to comprehend spoken input. Moreover, becoming familiar with different accents contributes to the development of intercultural communicative competence in the language-learning process, as language and accent are closely intertwined with cultural factors.

Accent not only pertains to the pronunciation of individual words but also encompasses speech characteristics such as intonation, pitch, and the lengthening or shortening of sounds. For language learners, unfamiliar accents—particularly those whose phonetic and phonological features differ markedly from their native language—can significantly impede listening comprehension. The more exposure a listener has to a variety of accents, the more their listening skills are developed.

As a core component of speech activity, listening comprehension occurs in two primary forms: direct, interactive (dialogic speech) and mediated, remote (such as radio and television broadcasts). The complexity of this type of speech activity is explained by the irreproducibility of listening comprehension in real communication, as well as the limited possibilities for its analysis and retention.

New information quickly replaces the old, and what is heard soon fades from memory. Often, there is insufficient time to reflect on the information received, which complicates comprehension. Accordingly, from a scientific perspective, it has been established and analyzed that listening comprehension is directly dependent on human memory capacity and the mechanisms engaged during the process.

We have attempted to enumerate the problems and their causes in the development of listening comprehension skills among learners of Uzbek as a foreign language (Table 1).

№	Problem	Basis from Authors' Works	Pedagogical Comment	Example
1	Lack of authentic materials	Saodat Adilova, in her article <i>“Teaching Uzbek as a Foreign Language: Experience, Challenges, Prospects”</i> , emphasizes that the scarcity of authentic audio and video resources weakens language learners' ability to comprehend real speech.	If listening exercises consist solely of artificial texts, the learner cannot develop communicative competence.	The learner understands an artificial audio text on a market topic but fails to comprehend a real market vlog on YouTube.
2	Complexity of dialects and pronunciation	In the research of Khadicha Mukhitdinova, dialects and various pronunciation variants are highlighted, but versions adapted for foreign language learners are limited.	Distinguishing dialects, stress, and sound combinations during listening is difficult, which may lead the learner to misinterpret word boundaries.	The learner hears the word “Qo‘qon” pronounced in a dialect as “Qoqon” and fails to recognize the place name.
3	Lack of methodological integration with authentic materials	Gulshan Asilova notes that the mere availability of authentic materials in Uzbek language education is	If authentic video or audio materials are not integrated into the lesson plan, the learner cannot engage actively—the material	The teacher shows a YouTube video, but no question-and-answer or analytical exercises are conducted; the

		insufficient; it is essential to adapt them methodologically to the lesson.	becomes passive “listening.”	learner does not grasp the content of the video.
4	Weakness of assessment tools	Saodat Adilova, in her article on distance learning, observes that assessment and diagnostic tests are methodologically incomplete and are not applied systematically.	The learner’s listening comprehension level is either undetermined or incorrectly assessed, as the tests may be artificial or overly general.	Assessment test: “Write down the words that were said”—however, the learner, not understanding the context, writes only isolated words.
5	Multilingual groups and limited language environment	Saodat Adilova describes difficulties encountered in teaching multilingual groups.	If the learner does not use Uzbek in daily life, comprehension of audio materials is weak and motivation decreases.	A learner living outside Uzbekistan can hear Uzbek broadcasts on the radio or YouTube but, due to the lack of a real-language environment, their comprehension skills do not develop substantially.
6	Insufficient understanding of the cultural context	If cultural and national connotations in Uzbek discourse are not learned, listeners may misinterpret the intended meaning, as analyzed by N. Rasulova.	Without instruction in these cultural and national connotations, language learners fail to grasp the authentic socio-cultural and moral meanings embedded in speech.	The expression “ <i>Keling, non ushatamiz</i> ” may be understood literally as “breaking bread,” without recognizing its underlying social significance.

The shortage of authentic materials, the insufficient target language environment, the increased load of grammar and phonetics, motivational issues, and the weakness of assessment tools make listening comprehension a pressing pedagogical challenge. For learners of Uzbek, the lack of authentic audio materials has been identified as distancing the listening process from natural speech. This issue is addressed by creating an audio database based on live conversations reflecting real communicative situations, including interactions with people of various ages and professions, and by integrating these materials into lessons as exercises. For

example, although a listening task on the topic “Market” may be complex for A1-level learners, a mechanism was developed to enhance comprehension dynamics by gradually introducing authentic speech samples. In this way, the artificial nature of listening comprehension exercises, which constitutes a methodological barrier, is systematically mitigated.

It has been established that insufficient understanding of the socio-cultural context during listening can disrupt comprehension of meaning; this issue was investigated through the lens of the linguocultural component. When the cultural context is inadequately taught, learners may form incorrect semantic interpretations. For instance, expressions such as “*non ushatish*” (literally “to carry bread”), “*ko ‘ngil so ‘rash*” (“to offer condolences or apologies”), and “*andisha*” (“concern or apprehension”) carry a linguocultural dimension, and learners may interpret them literally. To address this, it was proposed to work with multimodal materials enriched with linguocultural explanations. This approach facilitates the conscious perception of cultural-semantic layers.

The lack of a differential approach has been shown to result in teaching all learners with identical materials. Consequently, separate audio corpora and progressively complex listening comprehension models were developed for A1 and A2 levels based on CEFR standards. As a result, learners’ listening processes are formed at an individual pace. Therefore, the listening comprehension process of learners of Uzbek as a foreign language has been theoretically and practically substantiated as consistent, stepwise, and closely aligned with authentic speech.

In the second paragraph of the chapter, “*Difficulties and Methodological Solutions in Developing Listening Comprehension Skills among Learners of Uzbek as a Foreign Language*” was examined. It was established that each type of speech activity presents specific challenges, and the problems encountered in the listening comprehension process were categorized into three main groups: language-related formal difficulties, challenges in speech perception, and complexities related to speech forms. Among the language-related difficulties, issues such as polysemy, distinguishing words with similar sounds, semantic ambiguity in fixed expressions, and problems in using auxiliary words were identified. In terms of speech perception, difficulties arise from hearing an audio text only once, understanding unfamiliar speech, and recognizing distinctive features of the voice. Moreover, in both dialogic and monologic speech, retaining long sentences in memory was confirmed to pose a significant challenge for learners. These difficulties were analyzed methodologically, and ways to address them were theoretically substantiated. The listening comprehension process for A1 and A2 levels was modeled step by step.

For A1 and A2 levels, the following model was proposed (Table 2).

Recommendation	For A1 Level	For A2 Level
Duration of audio text	At the initial stage, texts should be 30–60 seconds long (approximately 40–60 words) and should not exceed 1 minute.	In subsequent stages, texts may last 1–1.5 minutes, but should not exceed 1.5–2

		minutes; a coverage of 80–120 words is sufficient.
Speed of audio text	Very slow with clear pronunciation, 20–30% slower than normal speech; repetition of certain words is allowed if necessary.	Noticeable but steady speed; speech rate can gradually increase, approaching the pace of natural speech.
Identification of main information	Key words and phrases are highlighted through intonation or pitch; no excessive information is used that could hinder comprehension of the main idea.	Primary and secondary information in the audio is clearly distinguished, while extraneous, distracting details are kept to a minimum; the main content is emphasized through stress, pauses, and intonation.

According to international research, studies by Underwood, Field, Richards, and Renandya emphasize that the first listening should serve to understand the general content, while the second listening should focus on identifying details and processing the information more deeply. Furthermore, scholars Jack Richards and John Field recommend listening to a text only once, highlighting that it should be presented solely from the perspective of comprehending the overall meaning. However, we consider it appropriate for learners to complete pre-listening exercises designed to prepare them for the text. Therefore, the teacher should determine this aspect based on the educational stage and the learners' listening comprehension level. In line with this, the following model is proposed (Table 3).

Level	Stages of Listening Model	Main Difference	Task
A1	1. First listening — understanding general content (30–60 seconds): the learner grasps the overall meaning of the text. 2. Pause — quick questions: the teacher asks questions to identify the main idea. 3. Second listening — filling in blanks or choosing an answer: the learner completes missing words in sentences or selects from options.	Typically, CEFR A1 provides a single short listening exercise. Our model, however, strengthens active listening through two rounds and immediately encourages learners to express their thoughts.	 “Hello, my name is Aziza. I live in Samarkand.” — 1st listening: “Where does she live?” — 2nd listening: “Fill in the blank: I live in ____.”
A2	1. First listening — general meaning (60–75 seconds). 2. Second listening — detailed information: identify specifics through targeted questions. 3. Third	Field and Rost models usually limit listening to two rounds. The proposed model includes a third stage — analytical listening,	 “Dilshod goes to the gym every morning, then heads to the university.” — 1st listening: “What does he do?” — 2nd listening:

	listening (optional) — analytical listening: phonetic or phraseological analysis using the transcript.	enabling learners to study pronunciation, stress, and phrases.	“When does he go to the gym?” — 3rd listening: analyzing the stress in the phrase “every morning” using the transcript.
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Analytical Model of the Current State of Listening Comprehension at A1 and A2 Levels

1. General Description

When examining the stages of developing listening comprehension skills among learners of Uzbek as a foreign language, the main challenge is observed in the speed of speech perception and the ability to distinguish grammatical structures. At the A1 level, learners primarily recognize sounds, words, and sentences through auditory perception, whereas at the A2 level, they progress to understanding meaning based on contextual cues. However, the pace of natural speech, stress patterns, and syntactic complexity reduce their actual level of comprehension.

2. Current State and Differences at A1 and A2 Levels

Indicator	A1 Level	A2 Level
Recognition of heard words	Can distinguish only simple and frequently occurring words: “hello,” “tea,” “house.”	Can infer new words from context but may confuse phonetically similar words: “kelgan” (“came”) – “kelayotgan” (“coming”).
Understanding sentences	Understands simple sentences: “I bought bread.”	Struggles with complex or compound sentences: “I went to the shop where I had bought bread.”
Adaptation to speech speed	Understands slow, spaced pronunciation; words merge in fast speech.	Cannot distinguish phenomena such as reduction and stress alternation in natural speech.
Understanding context	Understands only with visual support (images, translation).	Can independently comprehend meaning, but cannot analyze non-verbal information.

Practical Observation Based on Listening Results

Stage	Sample Task	Expected Response	Actual Result	Conclusion
A1	“Hello, my name is Aziz. I am a driver.” – Question: “Who is Aziz?”	“Driver”	85% correct responses	Can distinguish the main verb and noun.
A1	“Today the weather is cold.” – Question: “Is it hot today?”	“No”	60% correct responses	Shows difficulty in understanding questions expressed in the negative form.
A2	“I went to the cinema yesterday, but I did not like the movie.” –	“No”	80% correct responses	Began to comprehend contrastive conjunction “but” from context.

	Question: “Did he like the movie?”			
A2	“After work, I walked with my friends.” – Question: “With whom did he walk?”	“With his friends”	70% correct responses	Does not fully understand the grammatical relationship.

Analysis of Listening Comprehension Problems

Stage	Main Problem	Cause	Example
A1	Inability to distinguish phonemes	Slow perception of differences in the sound system	Confusing the sounds “qiz” and “giz”
A1	Inability to identify word boundaries	Failure to perceive pauses in speech	Misunderstanding “Men boraman” as “men borman”
A2	Difficulty in understanding complex syntactic connections	Failure to distinguish logical relations between grammatical units	Failing to notice the difference between “Ketgan odam” and “Ketayotgan odam”
A2	Inability to perceive “reduced sounds” in fast speech	Insufficient phonetic preparation	Mishearing “Men boryapman” as “men yapman”

Recommended Practical Solutions

Stage	Type of Listening Material	Corresponding Task	Assessment Criteria
A1	Short, simplified audio (20–30 seconds)	“Listen and choose the correct answer.” (multiple-choice test)	70% correct responses – overall comprehension of meaning
A1	Daily dialogue	“Listen and match the sentence to the picture.”	3/4 correct responses – ability to distinguish context
A2	Story or interview (40–60 seconds)	“Complete the sentence: He went to _____ yesterday.”	80% correct – identifying grammatical connections
A2	Audio of a real conversation	“Express the information heard in 2 sentences.”	Correct logical sequence – indicates a high level of comprehension

The second chapter of the dissertation is entitled “**Methodology for Developing Listening Comprehension Skills.**” The first paragraph of this chapter examines “*Grammatical and Semantic Aspects of Text Selection for Learners of Uzbek as a Foreign Language.*” Teaching Uzbek to foreign learners requires a multifaceted and systematic approach. This process primarily relies on comprehensively covering linguistic material, wherein the core components of the language—phonetic, lexical, and grammatical aspects—are taught in an interconnected and coherent manner. Moreover, for effective language acquisition, learners must acquire solid linguistic skills and competencies across all main types of speech activity: listening comprehension, participation in oral communication (speaking), reading comprehension, and written expression. This is a crucial factor in developing learners’ communicative competence.

Text selection is a critical consideration in teaching Uzbek as a foreign language. The audio material must correspond to the learner's level of language proficiency and systematically exemplify the required grammatical forms and rules. Therefore, the tenses, conjugations, person-number markers, and other grammatical tools used in the audio material should be purposefully and thematically selected. At the A1 and A2 levels, the audio materials must rest upon a fully structured grammatical foundation, meaning:

- Each audio text should be constructed with reference to a specific grammatical model (for example, “noun + adverbial + verb (Present Tense)”). Example: 1. The student is reading the book attentively. 2. The teacher is conducting the lesson attentively.
- Sentences within the text should be built on parallel constructions, which fosters automatic language sensitivity.

Example: 1. The student listens to the audio material. → The student does not listen to the audio material. → Does the student listen to the audio material? → The student listens to and writes the audio material.

The significance of aligning the content of audio materials with the learner's experience and needs, ensuring semantic coherence, conciseness, and readiness for communication, has been elucidated. At the A1–A2 levels, simplifying texts is considered a temporary solution; theoretically, it is demonstrated that audio materials must be constructed based on a systematically organized grammatical model. Furthermore, the analysis highlights how the integrated interaction of phonetic, lexical, and semantic units influences the development of the learner's competencies.

In the language teaching process, the application of the following simple semantic models is considered effective (Table 4):

Example: Structure: [Place] + [Person] + [Verb]

 Joy (qayerda)	 Odam (kim)	 Harakat (nima qiladi)
Maktabda	bolalar	o'qiydi
Kutubxonada	talabalar	kitob o'qiydi
Bozorda	odamlar	meva sotib oladi

Structure: [Family Member] + [Recipient] + [Verb]

 Oila a'zosi (kim)	 Munosabat (kimga)	 Harakat (nima qildi)
Onasi	unga	kitob berdi
Akasi	ukasiga	yordam berdi
Singlisi	opasiga	xat yozdi

Structure: [Time] + [Person] + [Verb/State]

 Vaqt (qachon)	 Odam (kim)	 Harakat (nima qiladi)
Ertalab	talabalar	sport bilan shug'ullanadi
Kechqurun	o'qituvchi	darsga tayyorlanadi
Yozda	bolalar	cho'miladi

The semantic-pragmatic significance of connotative words in teaching Uzbek as a foreign language has been analyzed from a linguo-cultural perspective. Methodologically, the step-by-step teaching of connotative units, revealing their emotional-semantic nuances through visual aids and contextual explanations, has

been examined. Furthermore, the cultural-semantic load of audio materials, their functional potential in organizing the communicative process, and their role in conveying pragmatic intent have been thoroughly investigated. At the A1–A2 levels, the selection of audio materials has been scientifically analyzed with regard to the impact of grammatical modeling, semantic coherence, cultural context, and multimodal perception on learning effectiveness.

Example in a journalistic style: Cultural unit: *Doppi* (traditional Uzbek cap)

A1 level: “This is a doppi. It is the national headwear of the Uzbek people.”

A2 level: “The Uzbek doppi represents national identity. This headwear is an integral part of traditional attire. Furthermore, it is considered part of our people’s historical heritage. Each doppi is distinguished by its unique colors and patterns.”

Teachers can design exercises for learners that focus on the semantic aspects of the text. For example, a task aimed at identifying words with similar meanings:

eshitmoq	tashrif buyirmoq	kelmoq	sotib olmoq
hadya qilmoq	tinglamoq	xarid qilmoq	sovg’a qilmoq

The linguodidactic significance of the “Fikr manzili” (Idea Map) method in developing listening comprehension skills at the A1–A2 levels has been analyzed. At the A1 level, mechanisms for perceiving simple grammatical units in context were elucidated through the identification of key words and the construction of semantic networks. At the A2 level, the methodical importance of recognizing logical connections, cause-and-effect relationships, and reconstructing meaning in the listened discourse was investigated. Consequently, the “Fikr manzili” method was theoretically substantiated as an effective model that incrementally develops learners’ competence in understanding audio materials.

In the second paragraph of the chapter, entitled “*Content of Listening Tasks and Text Selection Criteria*,” the types and features of texts were analyzed to determine the content of listening comprehension tasks. The suitability of dynamic and semi-authentic texts for beginner learners was evaluated. Audio materials recommended for the A1 level should be phonetically simple, grammatically systematic, and aimed at developing learners’ ability to perceive and comprehend core speech units related to social communication. The proposed grammatical system includes singular/plural nouns, present tense verb forms, interrogative and negative constructions, possessive suffixes, imperative mood, and simple word combinations. Each of these elements facilitates distinguishing meaning, identifying person and number, and understanding context during the listening process. Additionally, the inclusion of numbers, temporal and locative indicators, and elements of everyday cultural context ensures learners’ adaptation to authentic speech situations. This system provides a theoretical justification for didactic principles of phonetic simplicity, grammatical congruence, and contextual coherence in audio material selection.

The communicative–cultural audio material model is designed to develop listening comprehension competence in A1-level learners. Its stages—introduction, listening, analysis, reproduction, and value reflection—serve to develop skills in identifying grammatical forms, distinguishing meaning, and expressing content

within authentic communicative contexts. The A2-level audio material model aims to cultivate learners' competence in understanding texts, providing concise reproduction, and applying grammatical forms correctly in speech. The model systematically integrates verb tenses and person forms, possessive and plural suffixes, verb aspects, and conjunctions, all of which have been tested in real communicative situations.

The "Radio Report" game model develops listening comprehension skills, the ability to sequentially reconstruct events, and to understand cause-and-effect relationships in A2-level learners. This game reinforces grammar and logical coherence through auditory perception, semantic analysis, and reconstruction of speech structures. Simultaneously, the national cultural context embedded in the audio material contributes to the development of learners' intercultural competence.

In the third paragraph of the chapter, the "Technology for Developing Listening Comprehension Skills through Audiovisual Tools" was examined. Listening comprehension enables the learner to hear, analyze, perceive contextual meaning, and understand culturally and pragmatically relevant information. Based on this, a step-by-step listening comprehension technology using audiovisual materials was developed. This technology identifies ways to strengthen learners' ability to recognize phonetic, grammatical, and lexical units and explores strategies aimed at understanding the overall meaning through context.

The listening comprehension process was theoretically grounded using cognitive, metacognitive, sociocultural, and interactive strategies. Cognitive strategies train learners to perceive speech rate and meaning by distinguishing main ideas and details. Metacognitive strategies provide a deepened approach through monitoring and evaluating the listening process. Sociocultural strategies investigate ways to comprehend cultural context, while interactive strategies focus on active engagement with the received information.

The effectiveness of listening comprehension exercises based on audiovisual materials (audio, video, scenes, and real conversations), their suitability for A1 and A2 levels, and their application in real communicative situations were scientifically analyzed. Additionally, the pedagogical effectiveness of cultivating the cultural-aesthetic component through authentic materials was demonstrated. The technology for developing listening comprehension skills using audiovisual tools was studied not only from a linguistic perspective but also as a method for integrating cognitive and cultural competencies.

In developing listening comprehension skills, the use of audio and video podcasts, interactive platforms, multimedia textbooks, and simulation exercises was theoretically examined. Podcasts allow learners to perceive real-life content, interactive platforms enable active participation through tests and quizzes, and exercises integrated with multimedia materials develop listening and speech production competencies, all of which are supported by scientific rationale.

Chapter Three of the dissertation is entitled *"Experimental Study on Developing Listening Comprehension Skills in Learners of Uzbek as a Foreign Language"*. In the first paragraph of this chapter, the process of *"Experimental Materials and*

Organization of the Testing Procedure” is described. The primary objective of this study is to empirically determine the effectiveness of a methodological system based on audio materials for developing listening comprehension skills in the teaching of Uzbek to foreign learners. The experiment was conducted along the following directions:

1. Analyzing the process of listening comprehension of Uzbek by foreign learners and identifying existing challenges;
2. Evaluating the effectiveness of test tasks (multiple-choice, true–false, matching, “logical word,” and “key words”) developed based on 2–4 minute audio materials for each lesson;
3. Determining the dynamics and level of improvement in listening comprehension through experimental testing;
4. Substantiating the scientific-pedagogical reliability of the methodology by comparing the results of control and experimental groups;
5. Developing practical recommendations for the use of audio materials.

The experimental work was carried out during 2023–2025 at the Center for Teaching in the State Language under Alisher Navoi Tashkent State University of Uzbek Language and Literature, as well as in Uzbek language classes attended by foreign football players from *Chig‘atoy FC* and *Neftchi PFC*. A total of 252 foreign learners (A2–B1 levels) were divided into two groups—the experimental group (EG) and the control group (CG). The control group received instruction through traditional methods, namely oral lectures, question-and-answer sessions, and written retelling. The experimental group was taught using an innovative approach based on audiovisual tools and interactive tasks.

The experimental-testing process was implemented in three stages:

1. **Preparatory Stage** – selection of audio materials and development of tests;
2. **Educational-Experimental Stage** – conducting lessons based on audio materials;
3. **Final Stage** – analysis of test results and evaluation of effectiveness.

3.2 – Table

Initial assimilation indicators of learners (2023)

Experimental Site	EG Learners	CG Learners	EG Scores	CG Scores
	5	4	3	2
State Language Center of OTAU	30	28	2	12
“Chig‘atoy FC” in the OFF System	5	5	1	2
“Neftchi PFC” Club of the QRPF League	5	6	1	1
Total	40	39	4	15

The analysis confirmed, on a scientific and statistical basis, the positive impact of the developed methodology on knowledge quality and cognitive development. The final data were summarized in comparative tables and graphs (Table 3.3).

3.3 – Table

Indicators of Effectiveness in the Second Stage of the Pedagogical Experiment (2024)

Experimental Site	EG Learners	CG Learners	EG Scores	CG Scores
	5	4	3	2
State Language Center of OTAU	30	32	5	16
“Chig‘atoy FC” in the OFF System	6	5	1	3
“Neftchi PFC” Club of the QRPF League	6	8	1	3
Total	42	45	7	22

The results of the experimental-testing, their analysis, and the conclusions drawn are presented in Table 3.4, where the changes achieved through the practical application of the methodology are expressed numerically.

3.4 – Table

Indicators and Results of Learners’ Effectiveness (2025)

Experimental Site	EG Learners	CG Learners	EG Scores	CG Scores
	5	4	3	2
State Language Center of OTAU	30	30	5	17
“Chig‘atoy FC” in the OFF System	6	6	2	3
“Neftchi PFC” Club of the QRPF League	7	7	1	5
Total	43	43	8	25

The final control results demonstrated the effectiveness of the methodology. An overall improvement of 12% in listening comprehension was recorded. At the A1 level, phonetic discrimination errors decreased on average from 32% to 14%, and the recognition of conversational phrases increased from 40% to 65%. At the A2 level, comprehension of complex sentence content rose from 45% to 63%, and the identification of the main idea in a text increased from 50% to 72%. These results confirm the methodological effectiveness of the step-by-step system of exercises organized based on diverse types of texts for developing listening comprehension competence.

In the second paragraph of this chapter, the section “*Mathematical-Statistical Analysis of Experimental Results and Determination of Effectiveness Level*” is examined. To scientifically determine the effectiveness of developing listening comprehension skills in teaching Uzbek as a foreign language, the experimental-testing procedures were based on statistical analysis methods.

Initially, a diagnostic assessment was conducted among the selected educational institutions and foreign learner groups to evaluate their initial preparedness, listening comprehension skills, ability to process spoken material, and communicative competence.

The following formulas based on the *Student's t-criterion* were applied to test the hypotheses:

Indicator	2023	2024	2025
Experimental group	70	65	65
Control group	71	66	66
Mean scores of learners' acquisition	$\bar{X}=3,51$ $\bar{Y}=3,48$	$\bar{X}=3,81$ $\bar{Y}=3,52$	$\bar{X}=3,95$ $\bar{Y}=3,53$
Efficiency (η)	$\eta=1,0$	$\eta=1,08$	$\eta=1,12$
Sample variance within groups	$D_x=0,60$ $D_y=0,57$	$D_x=0,58$ $D_y=0,57$	$D_x=0,43$ $D_y=0,56$
Standard deviation	$\tau_t=0,77$ $\tau_n=0,75$	$\tau_t=0,76$ $\tau_n=0,75$	$\tau_t=0,66$ $\tau_n=0,75$
Coefficient of variation	$\delta_t=0,22$ $\delta_n=0,21$	$\delta_t=0,20$ $\delta_n=0,21$	$\delta_t=0,17$ $\delta_n=0,21$
Laplace integral function	$\phi(T_{kr})=0,49$ $T_{kr}=2,34$	$\phi(T_{kr})=0,49$ $T_{kr}=2,34$	$\phi(T_{kr})=0,46$ $T_{kr}=2,2$
Confidence interval of groups	$3,34 \leq a_x \leq 3,68$ $3,32 \leq a_y \leq 3,64$	$3,64 \leq a_x \leq 3,98$ $3,36 \leq a_y \leq 3,68$	$3,77 \leq a_x \leq 4,13$ $3,33 \leq a_y \leq 3,73$
Teaching quality index	0,917	0,989	1,01
Knowledge assessment coefficient	0,02	0,28	0,44

Thus, the obtained results fully confirm the scientific reliability of the study, the pedagogical value of the developed methodological approaches, and their effectiveness in forming listening comprehension skills in foreign language learners. The results are presented graphically in Figures 3.6, 3.7, and 3.8, which visually reflect the dynamics of listening comprehension development and the performance indicators of the methodology.

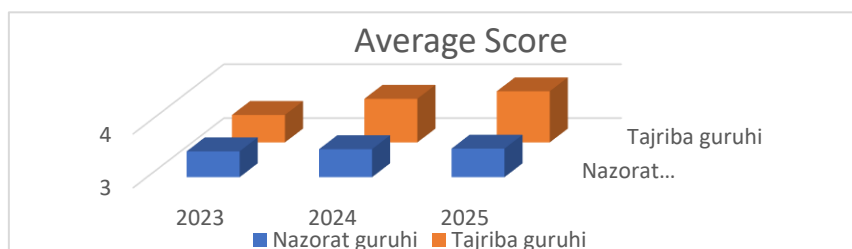


Figure 3.6. Average Scores of Learners' Performance in Listening Comprehension Activities

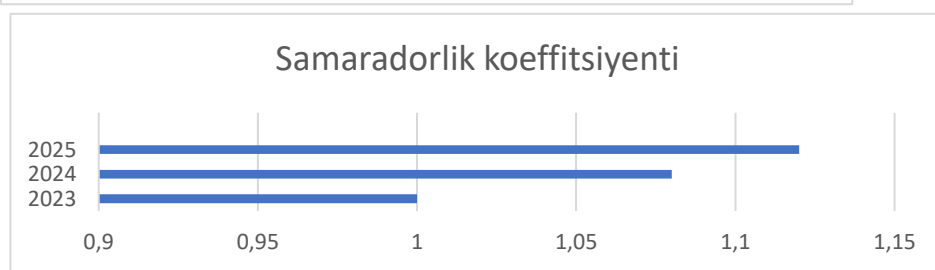


Figure 3.7. Changes in the Efficiency Coefficient Over the Years

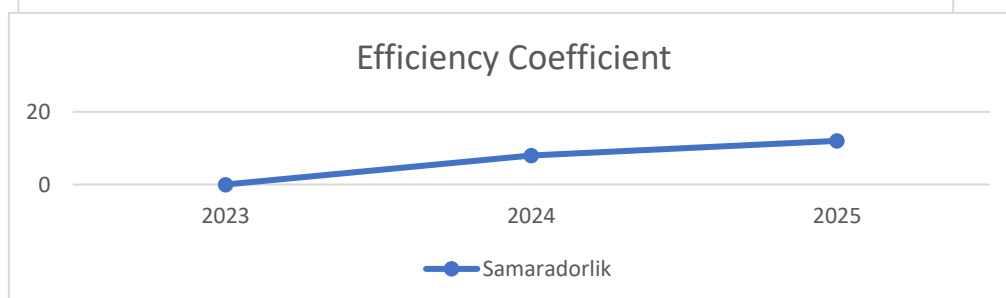


Figure 3.8. Changes in the Effectiveness Percentage Over the Years

Analysis of the table and graphical data indicates a significant variation within the confidence intervals observed between 2023 and 2025. This discrepancy can primarily be attributed to the phased implementation of the innovative methodology aimed at developing listening comprehension skills in foreign language learners. Mathematical and statistical calculations revealed that the efficiency of the experimental group was, on average, 12% higher than that of the control group. This finding confirms the scientific validity and practical effectiveness of the conducted pedagogical research and substantiates the educational and methodological significance of the methodology for developing listening comprehension skills in learners of Uzbek as a foreign language.

CONCLUSION

1. In teaching Uzbek as a foreign language, listening comprehension constitutes a core component of speech activity, the development of which is facilitated through authentic, level-appropriate audio materials, pronunciation and intonation exercises, and staged tasks that transform passive listening into conscious and functional speech activity; notably, at the A1–A2 levels, mastering rhythm, intonation, and pronunciation plays a crucial role in developing dialogic and speech automatism.

2. For foreign learners, the development of listening comprehension skills should rely heavily on dialogues grounded in real communicative situations, integrated with speaking practice. This approach enhances not only auditory skills but also the speed and accuracy of speech responses.

3. Practical observations at the A1–A2 levels indicated that the main difficulties in listening comprehension arise from insufficient exposure to natural speech, particularly in recognizing words, understanding sentence meaning, and adapting to speech rate. Consequently, employing authentic audio materials and incorporating contextual analysis exercises into the learning process is methodologically advisable.

4. The research findings revealed that factors impeding the development of listening comprehension in teaching Uzbek as a foreign language are complex. Identified challenges include the scarcity of authentic materials, difficulty perceiving speech rate and phonetic variations, differentiation of dialects and pronunciation variants, insufficient acquisition of cultural and contextual semantic layers, and inadequate teacher preparation in listening methodology.

5. Teaching Uzbek to foreign learners using culturally and semantically rich audio materials simultaneously develops grammatical, semantic, and cultural competences. Simple lexical content at the A1 level and contextually enriched materials with national connotations at the A2 level foster logical coherence, semantic analysis skills, and reinforce phonetic and semantic understanding.

6. The selection of audio materials for foreign learners of Uzbek should be based on comprehensive grammatical and semantic analysis. Grammatically accurate,

semantically meaningful, contextually and culturally appropriate audio materials constitute the primary tool for developing learners' listening comprehension skills. Therefore, material selection is not merely a pedagogical choice but a critical stage determining how learners perceive and acquire the language.

7. Integrating listening and speaking skills in teaching Uzbek as a foreign language effectively develops learners' communicative competence, enabling them to comprehend auditory input, express it in their own words, and gradually overcome phonetic, lexical, and grammatical challenges.

8. Utilizing audiovisual authentic materials allows the development of listening comprehension to systematically combine cognitive and sociocultural strategies, promoting speech understanding, contextual and cultural meaning interpretation, and interactive communication skills.

9. Analysis conducted within the problem–cause–effect framework demonstrated that staged implementation of authentic materials, level-specific differential approaches, integration of listening with other speech activities, and modeling of real communicative situations elucidate the mechanisms for forming listening comprehension skills. The findings confirm that the development of listening competence is directly linked to methodological support, material authenticity, and the diagnostic nature of assessment.

10. While foreign learners face challenges in tasks involving comprehension, interpretation, logical comparison, and psycholinguistic analysis of grammar and semantics, the research revealed that competence in understanding the main idea and drawing logical conclusions exceeds 12%, confirming the pedagogical effectiveness of the implemented methodology.

Based on these findings, the following recommendations were formulated:

- Conduct specialized studies on the development of listening comprehension skills at the A1 and A2 levels;
- Create collections of audio and video materials with educational and aesthetic value, tailored to learners' interests, professions, needs, lesson topics, and vocabulary level;
- Integrate interactive technologies extensively in the development of listening comprehension guides and exercise notebooks;
- Implement staged audio material and task processing by drawing on advanced research, scientifically validated innovations, and comprehension strategies in a systematic manner within the educational process.

**РАЗОВЫЙ НАУЧНЫЙ СОВЕТ DSc.03/2025.27.12.Fil.41.01 ПО
ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ ТАШКЕНТСКОМ
ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ УЗБЕКСКОГО ЯЗЫКА
И ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ**

**ТАШКЕНТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ**

АБДУРАСУЛОВ КОБИЛЖОН КОДИРЖОН УГЛИ

**МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ
НАВЫКОВ АУДИРОВАНИЯ ПРИ ОБУЧЕНИИ УЗБЕКСКОМУ
ЯЗЫКУ КАК ИНОСТРАННОМУ**

**13.00.02 – Теория и методика обучения и воспитания
(узбекский язык)**

**АВТОРЕФЕРАТ
ДИССЕРТАЦИИ ДОКТОРА ФИЛОСОФИИ (PhD)
ПО ПЕДАГОГИЧЕСКИМ НАУКАМ**

Tashkent – 2026

Тема диссертации на соискание ученой степени доктора философии (PhD) зарегистрирована в Высшей аттестационной комиссии при Министерстве высшего образования, науки и инноваций Республики Узбекистан под номером B2023.1.PhD/Ped4522.

Диссертация выполнена в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои.

Автореферат диссертации размещен на трех языках (узбекский, английский, русский (резюме)) на сайте Научного совета (www.tsuull.uz) и на Информационно-образовательном портале «Ziyonet» (www.ziyonet.uz).

Научный руководитель:

Азимов Иномжон Мамасодикович
доктор филологических наук, профессор

**Официальные
оппоненты**

Мухитдинова Хадича Собировна
доктор педагогических наук, профессор

Хамроев Алижон Розиккулович
доктор педагогических наук, профессор

Ведущая организация:

**Национальный педагогический
университет Узбекистана имени Низами**

Защита диссертации DSc.03/2025.27.12.Fil.41.01 состоится в разовом научном заседании Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои в 2026 году «__» _____ в _____. (Адрес: 100100, город Ташкент, улица Юсуфа Хоса Хаджиба, дом 103. Тел: (+99871) 281-41-44, факс: 281-427-44, www.tsuull.uz; e-mail: monitoring@navoiy-uni.uz).

С диссертацией можно ознакомиться в информационно-ресурсном центре Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои (зарегистрирована под номером _____). (Адрес: 100100, город Ташкент, улица Юсуфа Хоса Хаджиба, дом 103. Тел: (+99871) 281-41-44, факс: 281-427-44, www.tsuull.uz; e-mail: monitoring@navoiy-uni.uz).

Автореферат диссертации разослан «__» _____ 2026 года.

(Объявление _____ цифрового реестра в «__» _____ 2026 года).

К.Б.Юлдашев
Председатель Научного совета по
присуждению ученых степеней, д.п.н.,
профессор.

К.У.Пардаев

Ученый секретарь Научного совета по
присуждению ученых степеней, д.ф.н.,
профессор.

С. Аширбаев

Ученый совет по присуждению ученых
степеней, председатель научного
семинара, д.ф.н., профессор

ВВЕДЕНИЕ (аннотация докторской диссертации (PhD))

Актуальность и востребованность темы диссертации. В глобальном контексте преподавания языков всё больше внимания уделяется модернизации качества обучения и развитию навыков аудирования как ключевого компонента эффективности образовательного процесса. При обучении узбекскому языку как иностранному необходимо применять современные методики преподавания языка, а также эффективно использовать передовые образовательные технологии и цифровые платформы для обучения.

Международные исследования всё чаще сосредоточены на разработке и совершенствовании современных дидактических систем, направленных на формирование коммуникативной компетенции посредством инновационных педагогических подходов. Учёные активно занимаются проектированием эффективных форм, методов и инструментов развития языковой компетентности на основе формирования метакомпетенций и интеграции когнитивных и коммуникативных навыков.

В этом контексте определение теоретико-педагогических основ формирования коммуникативной компетенции на когнитивном, мотивационном и деятельностном уровнях, а также повышение академической вовлечённости обучающихся в инновационной образовательной среде, имеет значительное научное значение. Совершенствование методик преподавания узбекского языка иностранным учащимся тесно связано с исследовательской академической деятельностью, которая требует интегративного сочетания педагогических инноваций и методического развития.

В последние годы в Республике всё большее внимание уделяется преподаванию узбекского языка как иностранного. Этот приоритет отражён в «Концепции развития узбекского языка на 2020–2030 годы», в которой обозначено повышение статуса и международного престижа государственного языка, а также расширение зарубежного сотрудничества в этой сфере как одно из ключевых стратегических направлений развития национального языка. Действительно, в современную эпоху глобализации естественно, что каждая нация и суверенное государство стремится защищать свои национальные интересы, придавая приоритет сохранению, продвижению и развитию своего культурного наследия, традиционных ценностей и родного языка. С этой точки зрения реализуется ряд современных научных инициатив в

соответствии с национальными целями, что отражает критическую научную и практическую значимость данного вопроса. Эти факторы в целом обосновывают актуальность и значимость настоящего диссертационного исследования.

Настоящая диссертация в определённой мере способствует реализации задач, изложенных в указах и постановлениях Президента Республики Узбекистан, включая: Указ № PF-4797 от 13 мая 2016 года «Об учреждении Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои»; Указ № PF-5850 от 21 октября 2019 года «О мерах по принципиальному повышению авторитета и статуса узбекского языка как государственного»; Указ № PF-6084 от 20 октября 2020 года «О мерах по дальнейшему развитию узбекского языка и совершенствованию языковой политики в нашей стране», а также Постановление № 139 от 11 марта 2020 года «О мерах по дальнейшему повышению эффективности фундаментальных и прикладных исследований в области узбекского языка и литературы» и других нормативно-правовых документов, имеющих отношение к данной деятельности.

Объектом исследования был определён процесс формирования навыков понимания на слух в уроках узбекского языка, предназначенных для иностранных учащихся. В ходе экспериментальных и опытно-проверочных исследований в них приняли участие всего 252 изучающих язык. Среди них были студенты Ташкентского государственного педагогического университета; участники Центра обучения и повышения квалификации по основам работы с государственным языком при Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои; а также члены футбольного клуба «Чигатой», зарегистрированного в Федерации футбола Узбекистана, и клуба профессиональной футбольной лиги «Нефтчи ПФК» из Кыргызской Республики.

Научная новизна исследования заключается в следующем:

Были выявлены педагогические возможности формирования навыков понимания на слух как в устной речи, так и в простых текстах официального и публицистического стилей при преподавании узбекского языка как иностранного. Кроме того, установлена и уточнена внутренняя взаимосвязь психолингвистических факторов, влияющих на восприятие информации у обучающихся уровней A1 и A2.

На основе существующих основных подходов и принципов, касающихся методики формирования навыков понимания на слух, были разработаны модели и сформулированы рекомендации, направленные на повышение эффективности развития этих навыков у обучающихся уровней A1 и A2.

В процессе формирования навыков понимания на слух систематизирован поэтапный дифференцированный подход — от понимания контекста до выявления основной идеи — через специально разработанные упражнения и задания. Это позволило развивать навыки аудирования

последовательно и логично, с использованием моделей, ориентирующих обучающихся на точное восприятие сути аудиосообщений, различение основных и второстепенных идей, а также правильную интерпретацию замысла автора аудиоматериала.

Кроме того, в преподавании узбекского языка была усовершенствована технология формирования навыков понимания на слух у обучающихся, основанная на структурированном подходе, включающем контроль понимания, восприятие слов, понимание содержания, выявление ключевых элементов, логические выводы, визуализацию информации и интеграцию новых данных с уже имеющимися знаниями.

Внедрение результатов исследования. На основе полученных научных данных по методике формирования навыков понимания на слух при преподавании узбекского языка как иностранного:

Были проанализированы психолингвистические и методические возможности формирования навыков аудирования устной речи, а также простых текстов официального и публицистического стилей. Была продемонстрирована отличительная особенность и уникальность методов преподавания, применяемых к развитию навыков понимания на слух, по сравнению с другими педагогическими подходами. Создан систематически организованный комплекс упражнений и заданий, направленных на развитие навыков аудирования у обучающихся уровней А1 и А2, с целью повышения качества преподавания узбекского языка. Кроме того, методы совершенствования навыков аудирования были уточнены в соответствии с международными стандартами.

Научные выводы и рекомендации были применены в практическом проекте «Создание интерактивной электронной платформы национальных наименований объектов обслуживания» (Проект № П-4721101717), реализованном в Центре обучения и профессиональной подготовки по основам работы на государственном языке при Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои в 2023–2025 гг. (Справка № 1667 от 2 декабря 2024 г. Центра). В результате научные и практические предложения по развитию навыков понимания на слух были эффективно использованы в рамках данного проекта, что способствовало дальнейшему совершенствованию процесса обучения узбекскому языку иностранных обучающихся.

На основе основных подходов и принципов методики формирования навыков аудирования были построены модели и сформулированы научные выводы о результативности развития навыков понимания на слух у обучающихся уровней А1 и А2. Эти выводы были применены в соответствии с пунктом 9 раздела 5 главы 2 Концепции, утвержденной Указом Президента Республики Узбекистан № РР-6084 от 20 октября 2020 г. «О мерах по дальнейшему развитию узбекского языка и совершенствованию языковой политики в нашей стране». Выводы использовались при реализации задач, связанных с международным престижем, привлекательностью и

возможностями узбекского языка, включая организацию научных конференций, круглых столов, диалогов и интервью за рубежом, а также широкое освещение в средствах массовой информации (Справка № 1-2025 от 21 января 2024 г., Фонд развития узбекского языка при Кабинете Министров Республики Узбекистан). В результате научные выводы о развитии навыков аудирования были эффективно применены на практике для реализации целей Концепции, способствуя повышению международного престижа и привлекательности узбекского языка.

В процессе формирования навыков понимания на слух был систематизирован поэтапный дифференцированный подход — от понимания контекста до выявления основной идеи — через специально разработанные упражнения и задания. Этот подход способствовал последовательному и логичному развитию навыков аудирования и обеспечивал руководство по точному восприятию сути аудиосообщений, различению основной и второстепенной информации, а также правильной интерпретации замысла автора аудиоматериала. Данные научные выводы применялись в 2024–2025 гг. в качестве значимой основы при подготовке сценариев программ и передач «Образование и развитие» и «Литературный процесс», выпускаемых телеканалом «Узбекистан» Творческого объединения Национальной телерадиокомпании Узбекистана «Узбекистан-24» (Справка № 05-09-806 от 3 июня 2025 г., Национальная телерадиокомпания Узбекистана «Узбекистан-24»). В результате разработанные научные материалы были эффективно использованы в средствах массовой информации, что расширило возможности по продвижению навыков понимания на слух и их применению в образовательном процессе преподавания узбекского языка иностранным обучающимся.

Структура и объём диссертации. Диссертация состоит из введения, трех глав, заключения и списка использованных источников. Объём диссертации составляет 157 страницы.

E'LON QILINGAN ISHLAR RO'YXATI
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