

WAYS TO BUILDING LISTENING SKILLS OF A1 LEVEL STUDENTS THROUGH MOTIVATIONAL EXERCISES

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<https://doi.org/10.5281/zenodo.17863596>



ARTICLE INFO

Received: 07th December 2025

Accepted: 08th December 2025

Online: 09th December 2025

KEYWORDS

*globalization, development,
lexical units, internal motivation,
animations, cooperation.*

ABSTRACT

The article presents ways of building listening skills of A1 level students through motivational exercises in english lessons.

In recent years, the issue of teaching foreign languages, in particular English, has been recognized as a strategic direction in the educational policy of the Republic of Uzbekistan, and large-scale reforms are being implemented in this area. The basis of such attention is the country's active participation in globalization processes, the development of international cooperation, providing the younger generation with modern knowledge and skills, and increasing the importance of linguistic competence in socio-economic and cultural development. Based on these goals, new curricula have been developed for the primary education stage to improve the process of teaching English, modern textbooks, multimedia resources, and interactive educational technologies have been introduced. At the same time, regular training of teachers and providing them with methodological support in accordance with international standards have become an important component of the educational process.

A level-based approach to language teaching serves to systematically develop students' language competencies, increase their learning efficiency, and build positive motivation in them. Primary school students are usually assessed as learners at level A1. This level is characterized by students' ability to accept simple lexical units and phrases, understand the simplest forms of everyday communication, and perform elementary communicative tasks.

At level A1, listening comprehension is one of the main, but most difficult components of language acquisition. The effectiveness of listening comprehension at this level is often determined by the level of interest and internal motivation of students. Therefore, the use of motivational exercises activates the listening process, reduces psychological barriers and increases students' participation in the lesson. The use of motivational exercises in this process increases students' interest in learning the language, ensures their active participation and brings the listening comprehension process to a natural form. The motivational approach serves to shape the listening process not only as perception, but also as an active speech practice that motivates the student.

The main advantage of motivational exercises is that they make listening comprehension meaningful, interesting and practically relevant for the learner. Such exercises activate the attention of students and create an internal need for the listening process. Motivational exercises used at the A1 level are usually given in a short, simple and contextual way. They widely use real-life situations, visual materials, dialogues, game elements and interactive tasks. Effective ways to develop listening comprehension through motivational exercises include the following:

1. Use of visual aids

For primary school students, especially those learning English at A1 level, the use of visual aids is an important methodological tool in effectively organizing the listening comprehension process. Studies show that younger students perceive and remember information more through visual images. Therefore, pictures, colorful cards, icons, short animations and multimedia videos simplify their perception process and support listening comprehension. Visual aids activate the student's attention and create an opportunity to connect the content of the text being listened to with real images. For example, if the teacher shows the main words and phrases in it through pictures before listening to a story or dialogue, the student will imagine the content in advance and perceive the information much easier during listening. This method serves to create context, expand the semantic field, and more quickly understand the meaning of language units.

2. Familiar context-based exercises

One of the most effective methods in the process of developing listening comprehension skills in A1 level students is to use familiar context-based exercises. Younger students absorb new language material faster through situations they encounter in their daily lives and understand the content more easily. Therefore, organizing listening exercises on topics that are familiar and meaningful to them, such as "family", "school", "routine", "vehicles", "toys", "elements of nature", significantly simplifies the listening process. The main advantage of this approach is that the student can connect the foreign language unit he is listening to with his existing knowledge, life experience, and daily speech needs. This reduces the cognitive load, focuses attention on one point, and processes information faster. Since the student is listening within the framework of a topic he knows well, he is not afraid of the content of the text, but, on the contrary, his internal motivation to complete the tasks increases.

3. Use short and clear audio materials

Students learning English at the A1 level in the primary school have limited ability to process cognitive (mental) load during listening comprehension. Therefore, the complexity, duration and information density of audio texts should be appropriate to the age and language competence of the students. Studies show that young students cannot absorb a lot of information at once, especially when presented with unfamiliar language materials. In this regard, short, clear and purposeful audio materials of 10–30 seconds are considered the most optimal option for developing listening comprehension skills. In such audio files, the student can hear and understand the main idea, keywords, important elements of the game or task without being distracted by excessive information. Short audio texts create conditions for the student to focus his attention on one point and gradually develop listening strategies.

4. Exercises based on simple instructions

Exercises based on simple, clear and short instructions are one of the most suitable methodological approaches for developing listening comprehension skills for primary school students at the A1 level. Interactive tasks such as “Listen and draw”, “Listen and point”, “Listen and number”, “Listen and circle” direct students to understand and execute only the command they hear, without complex grammatical or semantic load. This allows for a natural, gradual development of the listening comprehension process.

Exercises based on simple instructions develop students' ability to concentrate, quickly process the information they hear, and turn it into practical action. For example, when the teacher says the command “Listen and point to the cat”, the student pays attention to the picture, connects the word they hear with the available visual object, and tries to find it. This process strengthens skills such as audiovisual integration, focused listening, and understanding meaning through context.

In conclusion, the reforms implemented in recent years to modernize English language teaching in the Uzbek education system have further strengthened the need to introduce effective language teaching methodologies at the primary education stage. In particular, improving the process of forming listening comprehension skills in students at the A1 level is directly related to national goals such as today's globalization, expanding international cooperation, and developing modern competencies.

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