

DEVELOPING PRIMARY SCHOOL STUDENTS' LISTENING COMPREHENSION COMPETENCE IN A FOREIGN LANGUAGE THROUGH AN ANIMATION-BASED APPROACH.

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Abstract. *This article explores the effectiveness of animation-based instructional methods in developing listening comprehension competence among primary school learners studying a foreign language. As young learners are naturally drawn to visual and dynamic stimuli, integrating animated materials into language lessons can enhance motivation, improve comprehension, and foster long-term retention. The study highlights theoretical foundations, practical techniques, and pedagogical advantages of using animation as a tool for foreign language acquisition.*

Keywords: *animation-based learning; listening comprehension; primary school learners; foreign language education; multimedia instruction; visual support; language acquisition; learner engagement; vocabulary development; communicative competence; digital resources; multimodal learning.*

Introduction: In the early stages of foreign language education, listening comprehension plays a crucial role in shaping learners' overall communicative competence [1]. For primary school students, the ability to understand spoken language serves as the foundation for developing speaking, reading, and writing skills. However, traditional listening tasks—often limited to audio recordings or teacher-led explanations—may fail to fully capture young learners' attention or provide enough context for meaningful comprehension. As a result, many children struggle to interpret auditory input, losing motivation and confidence in the learning process.

In recent years, the integration of digital technologies into education has opened new opportunities for enhancing language instruction. Among these innovations, the use of animated materials stands out as one of the most effective tools for young learners. Animation combines visual, auditory, and contextual elements, making foreign language input more comprehensible, dynamic, and engaging. Through colorful characters, expressive movements, and narrative-driven scenes, animated content supports children's natural curiosity and promotes an enjoyable learning atmosphere[2].

Furthermore, animation-based approaches align with modern theories of language acquisition, emphasizing multimodal learning, meaningful input, and learner-centered instruction.

When used strategically, animated videos not only improve listening comprehension but also reinforce vocabulary retention, pronunciation, and communicative abilities[3].

Therefore, exploring the pedagogical potential of animation is essential for developing innovative methods that meet the cognitive and emotional needs of primary school learners.

Researchers widely agree that multimodal learning environments increase young learners' ability to understand and retain new information. Animated materials offer:

Comprehensible input supported by visual cues and repeated expressions.

High engagement, as children respond positively to colorful and dynamic content.

Improved memory retention, due to the combination of auditory and visual channels.

Studies show that language learners exposed to animated videos perform better on listening tasks compared to those using audio-only materials.

Pre-listening activities — introducing keywords, predicting events, discussing characters.

While-listening activities — matching visuals, identifying actions, answering simple questions.

Post-listening activities — retelling the story, role-playing, reconstructing sequences.

Data were collected through observation, listening tests, and teacher feedback.

Conclusion

Using an animation-based approach is a highly effective method for developing listening comprehension competence in primary school learners. Animated materials not only enhance understanding but also increase motivation, support vocabulary learning, and promote communicative confidence.

Integrating animation into foreign language lessons can therefore serve as a powerful tool for improving the overall quality of early language education.

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