



## CHARACTERISTICS OF THE GRAMMATICAL AND SEMANTIC BASIS OF TEXT SELECTION IN LISTENING COMPREHENSION

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<b>Received:</b> 10 <sup>th</sup> January 2023 <b>Accepted:</b> 10 <sup>th</sup> February 2023 <b>Published:</b> 20 <sup>th</sup> March 2023	This article talks about the role and importance of listening comprehension in language learning, as well as the nature of grammatical and semantic bases of text selection in listening comprehension.
<b>Keywords:</b> language, pronunciation, orthographic norm, speech, meaning, skill, text, meaningful block, cognitive process	

Since listening is giving meaning to speech, the main focus is on its content rather than its form. Learners actively select and interpret the information offered to determine what meaning is being conveyed. In the process of speech perception, they get information about the grammar, vocabulary and orthographic standards of the language and learn new semantic features from them.

Effective results can be achieved if language learners are given practical training on the grammatical aspects of the text in the process of text selection. In the process of language teaching, it is appropriate to choose texts that have importance in the content of the text and the ability to deliver it to students. When describing the grammatical form of a language, linguists emphasized its inextricable connection with the phonological, morphological, and syntactic sections of the language.

It is known that the creation of speech begins with sounds. Sounds make up words, and words make up phrases and sentences. With the passage of time and times, the vocabulary of the language also changes. From this point of view, grammar is a reflection of the language of a certain time and period. Through grammar, in turn, language learners' speech is formed mentally. From this point of view, the text that is broadcast to students is important.

Many linguists point out that in the past there has been some debate about whether grammar should be taught in systematic fields. But due to the need for grammatical education of the mind, it requires specific grammatical training, and this also teaches students the difference between the place of speech in the context, for what purposes it was created, and how it originated. Wilkins suggests that the conditional curriculum and the grammar curriculum should help ensure that the language learner learns the grammatical system correctly. Swain responds to this statement by showing that exposure to language through meaningful contexts is not sufficient for most language learners to develop complex working grammatical knowledge. Such knowledge is very important for a language learner, because the learner's ability to express his association is limited by the ability to understand it grammatically.

Linguists have conducted a number of studies on teaching grammar to students and its tasks. Linguist McKay's research suggests that language learners who have many grammatical rules and concepts may have a lot of knowledge about language, but they may not necessarily use those rules for communicative purposes. In addition, even if a language learner has grammatical knowledge, he may not be able to use it correctly in communication outside the classroom. But he also mentioned that teaching grammar gives students the opportunity to use speech in the language correctly and appropriately [5; 154].

Grammar helps us describe how, when and where something, object, or event happens using speech. Grammar communicates clearly to the listener the way we connect the words we want to express. The purpose of grammar is not only to connect words to each other, but also to lexical meanings of words. The general grammatical meaning placed on top of the lexical meaning serves as the main reference point for the classification of words. In Grammar, when students have an idea or need, they recreate it to communicate to another student. Larsen Freeman says "Language does not really exist as an object, but we can use it in all aspects" [6; 99]

Knowing the rules of grammar allows a language learner to create meaningful sentences. It follows that by teaching grammar, language learners are offered tools for a great deal of linguistic creativity. The language has a large form from the outside, so it can be considered a difficult task for the student. It is well known that since grammar consists of a well-defined set of rules, it helps reduce the ambiguity of the language learning task for both teachers and language learners. Organizing your language into clear categories helps you master grammar.

A conscious approach to grammar will necessarily refer to the rules and reinforce them with examples. The intelligence of advanced language learners can understand the role of cognitive processes in speech perception. Also, Rutherford rejects the idea that grammar rules can be directly taught to the learner because of the complexity of many rules and the relationships between them [5; 140].

In order to master the elements of speech, language learners need to be able to understand and produce not only individual sentences, but also entire texts. Speech forms become fully understandable only after they are placed according to the content of the context. Textbooks are specially designed to facilitate the explanation and demonstration of specific features of grammar. Unfamiliar words and syntactic complexity in the texts cause the reader to be unable to understand the texts. Linguistic experts tried to choose a text for students, considering that it is correct to choose a text that is convenient and understandable for them in every way. In particular, if they notice that the form of the original text contains some unclear elements or complex syntactic units, they simplify it while maintaining the content of the stimulus text, establishing a mutual "position of agreement". Using text also has its advantages. This allows students to learn the meaning of unfamiliar grammatical elements in texts. If the texts are chosen based on the students themselves, the text may be more interesting for them and it may be easier for them to understand the features of the language.

Stories can also be used to teach grammatical elements, because the process of identifying and describing grammatical units can be taught through a story. It uses inductive and deductive approaches. In addition, the method of teaching grammar through a story is one of the most versatile methods, and after studying it, it can become a convenient tool for teaching grammar. In addition, it causes the development of grammatical units in students when learning the lyrics of the song. Songs are an easy resource to use in this speech. It is also possible to learn various elements such as pronunciation and rhythm through the words of the songs. There are many ways to use lyrics in language teaching. In this too, the student's level of knowledge, interests and the grammatical index to be studied play an important role. Before listening to the songs, the students need to learn which grammar tools to use. During the stage of listening to the song, various tasks can be used. For example, find true or false information, sequence of lines, find synonyms or antonyms of words. But besides this, filling the spaces between the lines is considered a common method, and words and grammatical indicators are clearly distinguished through the spaces.

In the meaningful perception of the text, the text maintains its formal-semantic integrity, and words appear as its component, that is, as an element subject to the laws of the text system. It is important for the recipient to know the meaning of each word separately for the correct and complete understanding of the text. However, in certain cases, the meaning of a word unfamiliar to the recipient is understood from the context, or the meaning of a familiar word can acquire a different meaning in the context. In general, knowing or not knowing the meaning of a particular word affects the level of comprehension of the text [9; 93]. Therefore, it is necessary to choose texts that are not difficult for students to understand. Students may face various difficulties in the process of listening and understanding the text. If a text contains complex grammatical parts, such as phrases or complex word combinations, such a text can be difficult for young language learners. Or texts that are typical of formal style may be difficult for students to understand.

In the process of listening to the text, the reader compares the sequence of speech and the lexical-syntactic units in his memory. Its product is known when the students interpret the words literally. If oral speech occurs on the basis of speech sounds, the perception and differentiation of speech sounds is carried out by hearing. It is necessary to pay attention to the semantic aspects of the text in order for the students to master the perception of the text. Semantic language skills mean understanding the meaning of words, phrases, sentences, and even meaningful blocks and using them appropriately. It is known that semantic language skills include synonyms, antonyms, polysemous words, paronymous words. Semantics is the meaning of words and their interrelated parts. We divide words into branches based on their meaning. For example, the word "state" is associated with words such as "shahar - city", "tuman - district", "viloyat - region", "ko'cha - street", "orol - island". Students who have difficulty with the synonym part of the language may have trouble making connections between words and linking them together. As a result, the reader may choose a word that does not correspond to the perception of the text. If the student acquires good semantic language skills, he can have the ability to express his thoughts clearly and meaningfully. The level of speech comprehension depends on the level of acquisition of semantic skills.

Foreign researchers have developed the following strategies for students to better master the semantic aspects of the text [7; 3]

- definitely give students time to answer questions that increase vocabulary;
- if the student uses a word based on the text, teach him to give semantic definitions of that word, for example "fish and fishing rod".
- when the student has difficulties, encourage them to explain and explain the words, as this will help them to strengthen their semantic connections and understand the target word.

In the teaching of meaningful words, it is also possible to use exercises that cover the methods of increasing the student's speech. In listening comprehension, when the words in one column are read aloud to the students, the students can write examples of similar meaning words in the second blank column. For example:

Vazifa	Shahar
Davlat	Tez
Chiroyli	Topshiriq

Sekin                      Go'zal

Determining antonyms through words with opposite meanings. For example: students are read aloud words, and they write words that have the opposite meaning of these words:

Jasur     -     qo'rqoq

Jadallashmoq   -   sekinlashmoq

Achchiq     -     shirin

G'alaba qozonmoq   -   yengilmoq

The pronunciation of paronyms is close to each other, and there is a possibility that such words can be confused with each other. Sometimes, as a result of incorrect use of paronyms, stylistic errors may appear in the sentence. In order to avoid such confusion, it would be appropriate if the students were given the task of writing down the meanings of paronymous words.

By the method  
of foreign researchers:

See	Sea
Write	Right
Tea	Tee
Toe	Tow

By the method of the  
Uzbek literary language:

Azm	Azm
Amr	Amir
Asl	Asil
Daho	Daha

After the assignment, the meanings of the words will be analyzed.

Learning a new word is also very important. Before starting a new topic, it is useful to explain the information to the students through words and phrases related to this topic.

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