

DEVELOPMENT OF LISTENING COMPREHENSION SKILLS IN TEACHING ARABIC THROUGH AN INTEGRATIVE APPROACH

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Abstract

This thesis examines the development of listening comprehension (الاستماع) skills in teaching Arabic as a foreign language through an integrative approach. The study analyzes the interrelation between receptive and productive language skills and highlights the role of listening in the development of communicative competence. In addition, a step-by-step practical model for working with audio materials is proposed. The suggested approach contributes to improving students' listening comprehension, expanding their vocabulary, and enhancing their speaking abilities in the process of learning Arabic.

Keywords: *Arabic language, listening comprehension, integrative approach, language skills, communicative competence, shadowing technique, foreign language teaching methodology.*

Аннотация

Данный тезис посвящён развитию навыка аудирования (الاستماع) при обучении арабскому языку как иностранному на основе интегративного подхода. В работе анализируется взаимосвязь рецептивных и продуктивных языковых навыков, а также раскрывается роль аудирования в формировании коммуникативной компетенции учащихся. Кроме того, предлагается поэтапная модель практических упражнений, основанных на работе с аудиоматериалами. Предложенный подход способствует развитию понимания устной речи, расширению словарного запаса и совершенствованию устной речи учащихся.

Ключевые слова: *арабский язык, аудирование, интегративный подход, языковые навыки, коммуникативная компетенция, метод шэдоунг, методика преподавания иностранных языков.*

In the context of globalization, the teaching of foreign languages has become one of the important directions of modern education. In contemporary education, the process of language learning is not limited to the acquisition of grammatical knowledge

alone; it also aims to develop learners' ability to use the language effectively in real communicative situations. Therefore, the communicative approach, which focuses on developing students' speech activity, is widely applied in language pedagogy [1]. In language teaching methodology, language skills are generally divided into receptive and productive skills. Receptive skills include listening (الاستماع) and reading (القراءة), while productive skills consist of speaking (التحدث) and writing (الكتابة) [2]. These skills do not develop independently but rather in close interrelation. In the process of language learning, linguistic units acquired through listening are later applied in both oral and written communication.

In foreign language teaching, listening comprehension (الاستماع) plays a particularly important role. During the listening process, learners become familiar with the phonetic features of the language, its rhythm and intonation patterns, and they acquire new vocabulary within authentic communicative contexts [3]. For this reason, the development of listening skills is considered an essential component of the language learning process.

In teaching Arabic as a foreign language, however, the development of listening comprehension requires special attention. The phonetic structure of Arabic, the speed of natural speech, and differences in dialects may complicate learners' ability to understand spoken language [4]. As a result, even students who possess sufficient grammatical knowledge may encounter difficulties in comprehending real speech. From this perspective, analyzing methodological approaches aimed at effectively developing listening comprehension skills in Arabic language teaching and improving them through practical activities is considered one of the important academic tasks. In the process of language learning, all forms of speech activity develop in close interrelation. Modern methodological studies emphasize that language acquisition should not be limited to memorizing grammatical rules but should be reinforced through its use in real communicative situations [1]. From this perspective, the learner's ability to hear speech, comprehend it, and later express their own ideas develops in close connection. Such an approach shifts language learning from purely theoretical knowledge to practical application and expands the learner's communicative potential.

In language teaching methodology, speech activity is generally explained through receptive and productive skills [2]. The receptive process is related to language input and includes listening (الاستماع) and reading (القراءة), whereas the productive process refers to the active use of language and is manifested through speaking (التحدث) and writing (الكتابة). Practical experience shows that these two types of activity do not develop independently. For example, during the process of listening to speech, learners

begin to understand new words and expressions, which over time start to appear in their oral or written communication. Thus, the stage of receiving linguistic input serves as a necessary foundation for subsequent speech activity. From this perspective, listening comprehension is considered one of the essential stages in language learning. Through listening, learners perceive the phonetic system of the language as well as its rhythm and intonation in natural speech, which helps them understand new linguistic units within a real context [3]. Such a process enables learners to comprehend language not only through written texts but also through live spoken discourse. Particularly in foreign language learning, linguistic units acquired through listening are later actively used in oral communication.

However, in the process of teaching Arabic, the development of this skill presents certain difficulties. The phonetic structure of the Arabic language, the specific pronunciation of some sounds, and the speed of natural speech may make it difficult for many learners to understand audio texts [4]. As a result, students may possess sufficient grammatical knowledge but still encounter difficulties in perceiving and understanding real spoken language. This situation may also be related to the insufficient attention given to learning through listening in the language teaching process. For this reason, modern language pedagogy increasingly emphasizes the importance of developing language skills in an interconnected manner. The integrative approach is based on this principle and aims to combine the processes of listening (الاستماع), reading (القراءة), speaking (التحدث), and writing (الكتابة) within a unified learning framework [5]. Such an approach enables learners to acquire the language not only as theoretical knowledge but also as a practical means of communication. Exercises based on working with audio materials, repeating speech, and actively engaging with the heard text significantly improve learners' ability to understand spoken language [6]. From this perspective, the development of listening comprehension occupies an important place in language teaching methodology and becomes even more effective when organized in harmony with other types of speech activity.

Integrative Practical Training Model

In the process of developing listening comprehension (الاستماع) skills, working with audio materials can be organized through several consecutive stages. The following section explains the implementation procedure of such an activity step by step.

Step 1. Transcription

Students listen to a short audio recording or podcast and attempt to write down the text they hear as accurately as possible. This activity develops careful listening and helps learners distinguish individual sound units in speech.

Step 2. Checking with the Original Text

The written text is then compared with the original transcription of the audio material. This stage allows students to identify their mistakes and understand which parts of the speech caused difficulties in comprehension.

Step 3. Listening While Following the Text

The audio recording is played once again, and students follow the written text while listening. This process helps them better understand the speed of speech and its intonation patterns.

Step 4. Identifying New Vocabulary

New words and expressions are selected from the text, and their meanings are clarified and studied. This stage contributes to expanding students' vocabulary.

Step 5. Shadowing Exercise

Students listen to the audio text and simultaneously repeat what they hear. This exercise helps improve pronunciation, develop speech fluency, and transform the heard speech into active language use [6]. It is recommended to use headphones while performing this step. During the activity, the audio text is played through the headphones while the student's repetition is recorded using a voice recorder. After the audio ends, the recorded speech can be reviewed, allowing students to identify which parts were repeated incorrectly or misunderstood.

Step 6. Oral Retelling of the Content

At the final stage of the activity, students retell the content of the audio text in their own words. This step promotes the integrated development of listening (الاستماع) and speaking (التحدث) skills.

This step-by-step organized training model helps structure the process of developing listening comprehension (الاستماع) skills in a more systematic and effective manner. During the activity, students engage in several types of speech activity simultaneously by listening to the audio text, analyzing it, and expressing its content. As a result, the listening process is not limited to passive hearing but ensures the learners' active participation in speech activities. Such an approach not only helps students gain a deeper understanding of the language but also develops their ability to use the heard speech in practical communication. From this perspective, the proposed method can serve as an effective tool for developing listening skills in the process of teaching Arabic.

In teaching Arabic as a foreign language, listening comprehension (الاستماع) plays a significant role in forming students' overall communicative competence. By hearing speech, learners begin to understand the phonetic features of the language, its rhythm and intonation patterns, and acquire new vocabulary within real communicative

contexts. In this regard, the listening process represents an important stage in language learning. The interrelation of language skills also plays a crucial role in this process. Linguistic elements acquired through listening (الاستماع) are later used in speaking (التحدث) and writing (الكتابة), which further develops learners' speech activity. Therefore, developing these skills through an integrative approach contributes to increasing the effectiveness of language teaching.

Step-by-step activities based on working with audio materials help students develop their ability to comprehend speech, acquire new vocabulary, and independently express the content of the heard text. Such an approach transforms listening from passive hearing into an active speech activity and broadens learners' opportunities to use the language in practical communication. From this perspective, the use of integrative methods aimed at developing listening comprehension skills in Arabic language teaching can serve as an effective methodological tool in shaping students' communicative competence.

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