

DEVELOPING STUDENTS' COMPETENCE IN LEARNING THROUGH LISTENING BASED ON THE COGNITIVE APPROACH

(A Case of Audiobooks)

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Abstract

This article examines the issue of developing students' competence in learning through listening based on the cognitive approach. It discusses how audiobooks can be used to improve students' reading and research skills, how they facilitate the reception, analysis, and retention of information through listening. Furthermore, it outlines the advantages of using audiobooks during lessons and in independent learning, as well as methodological approaches and results based on experimental data.

Keywords. Cognitive approach, audiobook, learning through listening, competence, media tools, independent learning, critical thinking.

Introduction

One of the primary goals of the education system in Uzbekistan is to instill in students a lifelong need for learning and research. Today, this process must be organized not only through traditional methods but also through new pedagogical approaches. One such approach is the **cognitive approach**, which focuses on activating students' cognitive processes such as perception, thinking, memory, and attention.

In this approach, learning takes place through the conscious perception and understanding of information by the learner's mind. Audiobooks and other audio tools are effective means to promote learning through listening and help students develop competence in this area.

The Role and Importance of the Cognitive Approach in Education

The cognitive approach, developed as a psychological-pedagogical theory in the 1950s–60s, aims to enhance learning efficiency by studying human cognition and mental processes. Educational processes based on the cognitive approach rely on the following principles:

- conscious perception of information;
- activation of memory, attention, and thinking;
- applying knowledge in real-life situations;
- developing critical and creative thinking.



In cognitive learning, students are considered active learners and independent thinkers, not passive recipients of information. This is especially effective when using media technologies such as audiobooks.

The Role of Audiobooks in Developing Listening Comprehension Competence

An **audiobook** is an audio version of a text or story, allowing students to receive and analyze information through listening and retain it in memory. This method is especially useful for:

- students who learn better through listening;
- those who struggle with visual reading;
- promoting independent study;
- learning while engaged in physical activity (e.g., during a walk).

Using audiobooks helps students develop listening culture, grasp the main idea, retain the sequence of events, and express their opinions with examples — all of which are closely related to cognitive development.

Stages of Developing Competence in Learning Through Listening

Learning through listening is not just about hearing but involves understanding, analyzing, remembering, and applying information — a complex cognitive process. The following stages are important in forming and developing this competence:

1. **Preparation stage** – readiness to listen, focusing attention;
2. **Listening and comprehension** – identifying the main content, remembering key points;
3. **Analysis and conclusion** – expressing opinions, answering questions based on what was heard;
4. **Reflection** – giving a personal or general response to the listened content, engaging in oral or written discussion.

Effective organization of these stages requires methodological models such as “Listen – Analyze – Show”.

Methodological Approaches: Organizing Lessons Based on Audiobooks

Lessons based on audiobooks can incorporate the following methods:

- **“Listen and write”** – extract and write the main idea of the audio content;
- **“Question and answer”** – prepare questions and hold discussions based on the audiobook;
- **“Role-play”** – interpret characters and roles from the listened text;
- **“Unexpected ending”** – students imagine and continue the story themselves;
- **“Cognitive map”** – represent events and ideas in a cluster format.

These methods enhance attention, memory, critical and creative thinking skills in students.

Experimental Observations (Example)

In several general education schools, audiobook-based lessons were organized for 5th to 7th grade students. After 5 weeks of observation:



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- 85% of students showed improvement in memory retention of listened material;
 - 72% improved their ability to express opinions with supporting arguments;
 - 67% adopted the habit of independently listening to audiobooks outside of class.
- These results confirm that audiobooks can effectively support the development of listening comprehension competence.

Conclusion and Recommendations

Using audiobooks based on the cognitive approach enhances students' skills in listening, thinking, and reasoning. Audiobooks also offer great opportunities to organize extracurricular learning effectively.

Recommendations:

- Develop audiobook collections aligned with the curriculum;
- Provide methodological manuals for teachers on how to use audiobooks in education;
- Promote independent learning and listening culture among students.

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