

REPUBLIC OF AZERBAIJAN

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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**SYSTEM OF WORK ON THE USE OF TEXTS ON
LISTENING IN AZERBAIJANI CLASSES
OF PRIMARY FORMS**

Specialization: 5801.01 – Theory and methodology of education and training (Methodology of teaching of the Azerbaijani language)

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INTRODUCTION

The relevance and degree of study of the theme. The topic of the research is of great relevance from a methodological point of view. Language is the form of existence of a nation. Language is considered to be the main tool for acquiring information. Language is an important means of communication for people to establish relationships with each other. The interaction of speech with the notion of language leads them to complement each-other. At the same time, language and speech are also related from the point of view of people's behaviour and speaking abilities with each-other. Language exists because of being a means of communication between people in society, and serving all members of society equally.

Language is an integral sign of the existence of society, a component of the whole. The four functions of language: nominative, communicative, informative, and regulatory – also serve the human society. If in the process of activity language is not applied to life it becomes lifeless. Such aspects of the language as generality, universality, being means of communication and exchange of ideas show its practical nature. Common national leader Heydar Aliyev noted about our mother tongue: "Our language is a very rich and harmonious, and it has deep historical roots. Personally, I love my mother tongue very much, and I'm proud of speaking in this language"¹.

The decree² No. 506 dated June 18, 2001 "On the improvement of the application of the state language", the Law³ "On the state language of the Republic of Azerbaijan" dated January 2, 2003 that entered into force in 2012, "On the State Program⁴ for the use of the

¹ Abdulrazagova, N. Heydar Aliyev and our mother tongue – Baku: // Respublika. – December 14, 2012 – p. 10.

² On the improvement of the implementation of the state language // – Baku: – June 18, 2001.

³ Law on the state language of the Republic of Azerbaijan // – Baku: – January 2, 2003.

⁴ On the State Program (2013-2020 years) on use of the Azerbaijani language in accordance with the requirements of the time in the process of globalization and the development of linguistics in the country. – Baku: May 23, 2012.

Azerbaijani language in accordance with the requirements of the time and the development of linguistics in the country (2013-2020 years)" dated May 23, 2012, were adopted on the instructions of national leader Heydar Aliyev and his successor Ilham Aliyev for the better development of the Azerbaijani language.

The subject "Azerbaijani language" is taught at the primary education level of general education schools, teaches students to read and write correctly in their mother tongue, and serves to form their speech culture. Through this subject, students learn their mother tongue as an example of national culture, become familiar with its sound system, stylistic-grammatical features, and vocabulary. At the same time, by using this language, students' potential for better mastery other subjects that they will learn is expanded.

The study states that ways of developing listening and reading skills in the process of teaching the Azerbaijani language in primary classes, work done in the direction of creating a reading culture has been an important topic of research in recent years. The importance of using effective technologies in the direction of creating listening, speaking, reading skills and habits, reading culture, reading art is justified in the research conducted in this field. Reading skills are related to a number of factors such as the cultural structure of the society, the activities to be applied in the reading process, the application of strategies and techniques to develop reading skills, and the teachers' knowledge and skills in this field.

In the research process, it becomes clear that all the activities of a teacher should be directed to the fact that a student understands the importance of listening and reading in his life and thinks that it is possible to get a lot of information and form his worldview through the topics read.

The reforms done in the field of teaching the Azerbaijani language should be carried out on the basis of the reconstruction of content lines and the optimal selection of methods. Content lines constitute the essential part of the subject curriculum determined for the realization of general learning results and serve to more clear description and systematization of the knowledge and skills that students will

gain. The main goal of teaching the Azerbaijani language in secondary schools of the republic is to form comprehensive speech skills in students, that is, speech culture. Every person who completes his education should have a clear and fluent speech, should be able to express his thoughts and ideas freely in oral and written form, communicate with others, discuss a certain problem and summarize the opinions expressed at a certain point. The observations on the oral speech of primary school students makes it clear that the listening, reading and speaking skills of most of them do not meet modern requirements. Monotony, non-compliance with the norms of expressiveness, etc. are among frequent defects encountered in students' speaking and reading. These defects are primarily related to the lack of systematic and appropriate work on the richness and expressiveness of students' speech in primary classes.

It becomes clear from the research that while teaching literary texts in elementary school textbooks the work on artistic means is done very poorly, no attention is paid to finding artistic means of description in the text. Since most teachers focus more on understanding the content, the imagery and artistry in the work is not conveyed and mastered by the students. In this case, the students do not feel the artistic beauty and effect of the words in the literary texts they listen to and read, and they cannot use them in their speech.

The object and the subject of the research. The main object of the dissertation work is the work on the teaching of listening texts according to students' age level in training the Azerbaijani language in 1st-4th grades. The principles and regularities of the works carried out in the teaching of listening texts in the teaching of the Azerbaijani language form the subject of the research.

The aims and tasks of the research. The main goal of the research work is to investigate the didactic possibilities of listening texts in the Azerbaijani language classes of primary forms and to give necessary directions to the practice by determining effective ways. The tasks arising from that goal are defined as follows:

– To examine the understanding of the content and didactic possibilities of listening texts in textbooks;

- To analyze the didactic basis of the Azerbaijani language textbooks for I-IV grades and methodical materials for teachers (MMT) from the point of view the subject-matter of research.

- To bring out the diagnostic, formative and summative aspects of school experience from the point of view the subject-matter of research; introduce a new work system to the practice.

Research methods. The following methods were used in the research: theoretical analysis, interview, observation, pedagogical experiment, statistical methods, etc.

In order to prove the feasibility of the working hypothesis, descriptive, educational and verification experiments were conducted. The experiments were conducted over the years 2014-2021 with the active help and participation of elementary school teachers of secondary schools 49, 114, 115, 128, 137, 220 in Baku. Throughout the experiment, more than 300 students were involved and the lessons of 16 teachers were observed.

Main provisions to be defended. The following main provisions of the dissertation are submitted to the defence:

– Listening texts become an example of motivation in mastering the content of main texts;

– The training work based on listening texts in Azerbaijani language classes is a powerful tool for turning scientific knowledge into concepts;

– Listening texts encourage the formation of correct, expressive reading habits;

– Analysis-composition, analysis-synthesis skills are formed in students on the basis of listening materials;

– Listening materials have opportunities to develop oral and written speech;

– The possibility of converting the listening materials into an essay which as an example of conventional expression is a wide didactic way;

- Effective use of reading, writing, and speaking materials along with the listening materials in the textbooks enriches the students' speech, deepens their thinking, and broadens their outlook.

Scientific novelty of the research. For the first time, the pedagogical and psychological conditions of the works on the listening texts are analyzed, and the methodical thinking is enriched with the implementation of standards and results based on them. The correct definition of the sphere of didactic work on listening texts in Azerbaijani language classes and the implementation of standards with interactive methods based on advanced experience will have a positive effect on the development of students' speech and thinking in terms of curriculum requirements.

Theoretical and practical significance of the research. The theoretical significance of the research is that the opportunities of listening texts to inculcate knowledge, skills and habits in students, to form ethical-aesthetic qualities and to instil and educate a scientific worldview are summarized and theorized. The practical importance of the research includes such matters as the creation of new content standards from the results of the research, the development of integration between the content lines, the improvement of methodological tools for the teacher, the increase of the intensity of the training process, the transformation of the expected results into the final results, the preparation of recommendations for improvement courses, etc.

Approbation and application. The main results of the research are reflected in relevant journals meeting the requirements of Supreme Attestation Commission, as well as in the materials presented at Republican scientific conferences, namely, in 11 theses (including 1 published abroad), 9 articles (including 1 published abroad).

The name of the organization where the dissertation was performed. The dissertation work was carried out at the Department of Azerbaijani language and its teaching technology of the Azerbaijan State Pedagogical University.

Introduction – 8 pages, 14,459 sign, Chapter I – 70 pages, 132,162 sign (1.1. – 18 pages, 35,048 sign; 1.2. – 17 pages, 32,002 sign; 1.3. – 24 pages, 46,446 sign; 1.4. – 11 pages, 18,369 sign), Chapter II – 61 pages 95,453 sign (2.1. – 9 pages, 16,901 sign; 2.2. – 19 pages, 34,201 sign; 2.3. – 21 pages, 27,693 sign; 2.4. – 12 pages, 16,628 sign), result - 4 pages, 5,413 sign, the list of used literature -

11 pages, the total volume of the dissertation consists of 156 pages and 247,487 sign.

THE MAIN CONTENT OF THE RESEARCH

The relevance of the topic, the level of its study is justified, the object and subject of the research, goals and objectives, methods are indicated, the provisions put forward for defence, scientific innovation are disclosed, the theoretical and practical importance of the research, its approbation and application, the name of the organization where the dissertation work is performed, the information about the total volume of the dissertation and its structural sections in signs separately is given on the in the "Introduction" part of the dissertation.

Chapter I of the dissertation is called "**General issues of research in terms of the methodological basis of using listening texts**". Chapter I consists of 4 sub-chapters. Sub-chapter 1.1 is called "**The essence of the concept of listening text and the degree of its study in teaching mother tongue**". This paragraph deals with the importance of listening texts in formation of speech and intellectual-spiritual development and moral habits of elementary school children. Listening texts do not only act as powerful educational tools, but also form the basis of speech development. Listening texts, which play an important role in the formation of moral habits, enthusiasm for hard work, knowledge and science in elementary school students, also play an indispensable role in speech development. So, since the writer has a rich vocabulary in the literary work, he has the opportunity to express the events in a precise, subtle, figurative and original way. He is free to use all language tools, starting from the lexical-semantic richness of words up to the intricacies of intonation and rhythm. The main sign of the richness of the speech is the quantitative abundance of the words used in it without allowing repetition. The vocabulary of a person with excellent literacy, regular reading and a broad outlook becomes very rich both in quality and quantity. Therefore, the richness of the artistic speech of poets and writers is the source that nourishes the speech development of young school-children. A.Shaig, S.Vurgun, M.Mushfiq, M.A.Sabir, A.Sahhat,

M.Seyidzade, M.Dilbazi, O.Sarivalli, X.Alibayli, etc., who pay attention and care to children's poetry. rich artistic heritage occupies a unique place as an important tool in the intellectual and spiritual development of elementary school students.

Rich artistic heritage of such authors as A.Shaig, S.Vurgun, M.Mushfiq, M.A.Sabir, A.Sahhat, M.Seyidzade, M.Dilbazi, O.Sarivalli, X.Alibayli, etc., who paid attention and care about children's poetry occupies a special place as an important means of intellectual and spiritual development of elementary school students.

The paragraph argues that the student enriches his mind with new thoughts, ideas, concepts, notions and images by listening, reading and studying literary works written in his mother tongue. At present, the following didactic principles should be expected when compiling listening texts in Azerbaijani language textbooks:

1. Creativity in some subject
2. Teaching
3. Educating
4. Development
5. Effectiveness
6. Inculcating a scientific-pedagogical outlook, etc.

The role of listening texts in the moral and psychological development of primary school students, valuable advice, opinions of prominent linguists, pedagogues and psychologists on the topic and other issues related to listening texts are touched in paragraph 1.2 titled "**Pedagogical-psychological conditions of using listening texts**". Language training is a special field of science. Like other sciences, it has laws, regularities, principles and methods.

Traditional linguodidacts prof. B.Ahmadov⁵, A.Efendizade⁶, H.Baliyev⁷ and others have discussed this matter very extensively.

⁵ Ahmadov, B.A.Laws, principles and methods of teaching the Azerbaijani language / B.Ahmadov Baku: Maarif, –1973. – 119 p.

⁶ Efendizadeh, A.R. About methods of teaching the Azerbaijani language / ADET, Baku: 1978. No. 1, – p.31-39.

⁷ Baliyev, H.B. Methodology of teaching the Azerbaijani language / H.Baliyev, A.Baliyev. – Baku: Elm ve Tehsil, – 2019. – 380 p.

About another issue related to the connection between the listening text and other content lines, prof. V.Gurbanov writes "The content lines are like the roots, arms and branches of a tree that are closely related to each other; As the structure (morphology) of the tree is, so is the content line⁸. Of course, to speak correctly, one needs to listen and understand. So, everything starts with listening. This process is so not only in the first line of content, but also in reading, writing, language rules. In the same way, these, that is, content lines, form each other. Reading, writing and language rules also become necessary tools for speaking. Without understanding them, nothing in the methodology can be reasonably evaluated

On teaching of listening texts professor N.Jafarova writes: "*As students move from class to class, the texts presented to them should be carefully analyzed and selected by the teacher. At this point, the teacher should take into account the cognitive level of the students in the class, the achievements and gaps.*"⁹

Considering that the main condition of listening is mastering cultural speech, Professor N.Abdullayev notes: "*The main factors determining cultural speech are speech culture and literary language norms, speech culture and speech ethics, the role of cultural speech in social and socio-economic development, ways and methods to master speech culture, and other issues.*"¹⁰

The problem of interaction between speech and thinking has been a research object of Azerbaijani psychologists, too. In the book "Psychology" by A.Bayramov and A.Alizade, the current ideas are summarized and expressed in this way: "*...thanks to verbal thinking, a person goes beyond the reflection of the external world at the level of direct perception, reflects complex relationships and attitudes, draws conclusions, solves theoretical issues, then concepts are for-*

⁸ Gurbanov, V.T. Reading and speech development training/ V.T.Gurbanov.-Baku: Muellim, –2021 – p.83.

⁹ Jafarova N. Methodology of reading training. – Baku: ADPU, – 2021, – p.3-4.

¹⁰ Abdullayev, N.A. Basics of speech culture / N.A.Abdullayev. – Baku: Elm ve Tehsil, – 2013. – p.9-10.

med in his brain. This form of thinking is the basis of people's assimilation of knowledge and its use, and forms the basis for complex cognitive activity of a person."¹¹

L.V.Sherba presented the speech activity as the first aspect of the language phenomenon and stated that it carries the content of listening and understanding as a process.¹²

Georgian psychologist D.N.Uznadze writes that a child can never suddenly use a word and grammatical form that he has not heard before. He should hear and see first so that he can use it in his speech.¹³

According to psychologist D.B.Elkony, phonemic hearing is the ability to hear individual sounds in a word and analyze the sound form of words in the process of internal pronunciation.¹⁴

The issue of the relationship between speech and thinking is given more detailed explanation in the work "Mechanisms of Speech" by N.I.Jinkin's. According to him, speech cannot be studied separately from the process of communication and outside the connection with thinking. The psychologist who focuses on the role of the word in the correct, comprehensible and meaningful construction of the speech and communication process writes:

*"Information is a choice of words from a lexicon consisting of numerous words. The more words there are in the dictionary, the more complete and the more accurate the information will be"*¹⁵

It becomes clear from the sub-chapter that the ways of cognition and training have similar aspects. Thus, perception is related to live watching on the path of cognition, listening-understanding is related to abstract thinking, and application is related to practice.

In sub-chapter 1.3 titled as **"Setting the problem of listening skills in the existing textbooks on the Azerbaijani language and**

¹¹ Bayramov, A.S. Psychology. Textbook for higher schools / A.S.Bayramov, A.A.Alizade. – Baku: Chinar-Chap, – 2002. – p. 8.

¹² Sherba, L. B. Language system and speech activities / L.B.Sherba. M.: Hayka, 1974. – 428 p.

¹³ Uznadze, D. N. Psychological research / D.N.Uznadze. – M.: –1966. – p.35.

¹⁴ Elkonin D.B. How to teach children to read. M.: Izd. Znane, –1976, p.75

¹⁵ Jinkin, N.I. Mechanisms of speech / N.I. Jinkin. – M.: Publishing House of the Academy of Pedagogical Sciences, – 1958. – p.23.

methodical aids for teachers (MAT)" the observation, comparison and analysis of the texts given in the Azerbaijani language textbooks and methodical aids for teachers (MAV) for grades I-IV are discussed in detail. The analysis shows that didactically the listening texts consist of either a continuation or an expansion of the idea put into the main text. There are even listening texts that stand higher than the main text in terms of content and topic. In "Azerbaijani language" textbooks and methodical aids (MAs) currently used for each class, teachers and researchers work in accordance with content line, content standard, including listening-comprehension, speaking, reading, writing, language rules, main standard, sub-standard, theoretical information, research question, motivation, methods, evaluation, as well as main text, listening text, etc. they operate in directions.

1.4. In the sub-chapter "**Study and generalization of school experience from the point of view of the problem**", referring to observations related to the learning process, interviews with teachers, oral and written work with students, it is concluded that:

- School practice shows that teachers make evaluations by conducting reading, writing, and listening tasks, and presentations on texts and considers it to be the most efficient methodical work;

- According to the information given in the research, since the listening texts are not presented in the textbooks, but in the resources and compared to the main text do not have systematic character, teachers have difficulty in understanding its goals and tasks;

- The vast majority of teachers equate listening texts with additional texts. Additional texts are also designed for spelling, expression, as well as reading and writing. And the listening texts are training activities carried out on the first content line, and so on.

The second chapter of the dissertation is named "**Scientific-didactic foundations of the work based on listening materials**" and consists of 4 paragraphs. In sub-chapter 2.1 named "**The main directions of the work on listening texts in raising the interest of elementary school students in the lessons of the Azerbaijani language**", approaching the problem more concretely, it is noted that the text is considered to be an example of speech. Through the text,

students gain the speech models and learn how to speak and write. The fact that the text talks about interesting standards and builds colourful activities on it, which can also be interesting, in general, leads to an increase in students' sense of interest in training, science, and as well as the knowledge. The more important role the content of interesting texts plays in modern teaching, the more important role is played by the diversity of methods, forms, methods, means and the viability of skills. Therefore, two aspects are specially emphasized here: 1) Interest created by listening texts in training; 2) interest-creating role of methods, principles and tools. In the teaching process of listening texts, there are used motivation-problem setting, research questions, discussions, dialogue-discussions, as well as debates, and all these ways are considered to be even more interesting for the students.

Thus, it is clear from the research that the main result that is expected from the standards based on the rules and criteria implemented on the listening texts is behaviour and bringing up. As a final result, it is called the bringing up the interest in education, the bringing up the interest in language, and the strategy of moral bringing up. When the listening text is interesting and the listening process is interesting, the expected result is also interesting, and it is called increasing the interest in learning.

In sub-chapter 2.2 called "**Using compositions and essays in listening texts as the main sources for enriching students' speech**", it is explained that listening texts have much more interesting didactic aspects. In addition to studying the listening material as an expressive text, it also has the ability to be transformed into an essay and plays an important role in the development of communicative speech. The main requirement of the integrative curriculum is that one unit included in the Azerbaijani language course should be studied in connection with all other units, and the final result should be evaluated according to oral or written compositional skills. Because the essay is considered to be the peak in the development of speech and thinking. The research notes that in this sense, the following didactic aspects of such an idea should be taken into account:

1. Listening material should be studied as an compositional text, although it is a carrier of reading, writing, speaking, evaluation, purpose and function.

2. Since the listening text is a communicative text, such developmental operations as phonetic and lexical speech can be performed on it.

3. The listening material is concise or extensive, as well as expressive text. If necessary, it is possible to turn its plot into a composition and essay by updating it with relevant questions or any other additions.

In sub-chapter 2.3. named "**Opportunities and ways of using listening texts in assessment and evaluation of the sections**" it is mentioned that the assessment standards determine the degree of change that has occurred by examining the level at which content standards have been realized.¹⁶ Small and large summative assessments of reading and listening of the texts should be conducted on questions and tasks based on the new text. In the assessment of listening texts, the ability to understand the text should be taken as a basis. The writing assessment material can also be a listening text, for a small summative assessment you can choose both a spelling test or an essay form. Speaking assessment is done through observation in the teaching process. At this time, the summative assessment and evaluation of speaking skills is conducted on the results based on formative evaluations. A small summative assessment of language rules is based on tests, because it is very difficult to find a successful text to test the skills of language rules acquired at the relevant stage.¹⁷ Since the results of formative assessment are not recorded in the journal, teachers should use different assessment tables for daily monitoring of student achievement. Assessment and evaluation of liste-

¹⁶ Evaluation Concept in the general education system of the Republic of Azerbaijan // – Baku: January 13, 2009.

¹⁷ Ismayilov, R. Azerbaijani language. Methodological manual for the 3rd grades of general education institutions / R.Ismayilov, G.Orujova, N.Garagozova. – Baku: Altun Kitab, – 2018, – p.16.

ning skills is carried out on the basis of both observation and listening text questions, tasks and tests.

From sub-chapter 2.4. named "**Arrangement and concluding of the experiment**", it becomes clear that the effectiveness of the proposed methodological approach has been verified and proven. Keeping in mind specific conditions for the objectivity and usefulness of the result an action plan was established and the organization of the process was carried out in that direction:

1. In connection with the problem, a pedagogical experiment was conducted in primary classes of full secondary schools (schools number 220, 128, 114, 49, 115, 137) in Baku city. Teachers and schoolchildren were involved in the pedagogical experiment.

2. The verification experiment was conducted among students of III-IV grades of full secondary schools number 49 and 114 of Baku city.

3. During the organization of the pedagogical experiment, a written questionnaire was used in the first determining stage, and test tasks were used in the last stage, and the experimenter herself led the process directly.

4. In secondary schools, including classrooms, where pedagogical experiments were carried out, the focus was on maintaining balance in issues such as personnel support, material and technical base, educational equipment.

5. Experimental classes and control classes were defined.

6. Instruction on the pedagogical experiment was transferred to the participants of the process through the seminars.

7. The use of unique teaching material was ensured in the experimental and control classes.

8. During the organization of the pedagogical experiment, necessary measures were taken in advance in order to prevent external interference.

In the **determinative** experiment, a survey was conducted among teachers in order to get answers to the following questions:

1) What operations were you performed on the listening texts?

2) What is the main goal in teaching listening texts?

3) What is the difference between main text and listening text?

4) How do you think, is it correct to use the material of the listening texts only as a motivational tool?

5) How valid is the idea of using listening texts as a supplement to the main text?

6) What is due to the fact that the volume of listening texts is compact in relation to the main text?

7) Are you satisfied with the content of the listening texts?

8) How do you think, what would it be like if the listening texts were given execution requests?

9) Is there a connection between the listening content line and the listening text?

10) In your opinion, what operations related to the development of speech on the listening texts would be more useful for training?

At the time of conducting the research, instructional seminars were held for teachers in the organization of the **educational** experiment, information and experience were exchanged, personal methodology was offered: 1) listening tasks in MMV (Methodical Aid of Teacher) should be considered as listening-comprehensive assignments and should be carried out according to the speaking standards before speaking; 2) The teaching of literary pronunciation of words, names and phrases (i.e. in comparison with intonation and orthography) should be considered as a part of the first standard. These, in turn, mean much wider opportunities for the teacher than those found in methodological resources (MMV-Methodical Aid of Teacher).

The **checking** experiment aims to verify or clarify the results of the methodical work conducted as the last stage. In the research, skill-oriented tasks were used to organize this stage. In order to verify and clarify the results of the pedagogical experiment, test-typed studies related to the listening text were used in the III grade, and question-type tasks were used in the IV grade.

Table 1.

The results of the checking (verification) experiment on the listening text in the III grades

Total number of students	The numeration of test assignments	The number of students who answered the assignments correctly in experimental classes		The number of students who answered the assignments correctly in classes under observation	
		Number of students	In percent	Number of students	In percent
84	I	80	95%	54	64%
84	II	78	93%	49	58%
84	III	81	96%	57	68%
84	IV	79	94%	66	79%
84	V	80	95%	57	68%

Table 2.

The results of the checking (verification) experiment on the listening text in the IV grades

Total number of students	The numeration of test assignments	The number of students who answered the assignments correctly in experimental classes		The number of students who answered the assignments correctly in classes under observation	
		Number of students	In percent	Number of students	In percent
93	I	89	96%	63	68%
93	II	92	99%	59	63%
93	III	91	98%	68	73%
93	IV	93	100%	77	83%
93	V	89	96%	66	71%

As can be seen from the table, in the results of the verification experiment, the answers of III-IV grade students were also classified and systematized in the form of skills. It is clearly seen from the research that in classes where methodical work on the problem is carried out, young schoolchildren gain complex skills ability such as determining the content of the listening text, determining the character of the image, using an explanatory dictionary, composing, and writing expressions. During the analysis of the answers, it became clear that the students use similar words in addition to the main word. This is evaluated as an indicator of the breadth and richness of the students' vocabulary. After reading or listening to the text, students' attitudes towards both the content and the orthography of the listened text are determined. It is clear from the verification experiment that in the control classes, compared to the experimental classes, only the attitude towards the content of the text is determined, the competence factor regarding the aesthetics of listening to the text is neglected.

In the "Conclusion" of the dissertation, the scientific results obtained during the research are summarized as follows:

1. In the direction of the study of the selected topic and the problem it includes, the issues are put in the curriculum documents, as well as the interpretation in the methodical materials, the study of the school experience, including the pedagogical training of the teachers, etc. have shown that listening texts occupy a large place in textbooks and as well as the in the methodical aids referred to the textbooks prepared for primary classes.

2. Listening texts are implemented in the system of developing oral and written speech, are used primarily for the purpose of increasing students' interest in learning.

3. The role of the didactics of listening texts in the development of oral speech and in raising the interest of students in learning process in general is theoretically and practically undeniable. However, the didactics of listening texts, that is, teaching principles, despite the fact that schools have been working with the curriculum since 2008, have not yet found their broad interpretation in methodological

science. The conducted surveys revealed that not only the practical teachers, but also the majority of methodologists are not aware of the pedagogical, psychological and methodical foundations of teaching listening texts.

4. Studies have shown that the system of teaching listening texts is a broad concept. A comprehensive study of this system requires an increase in interest in training, and its role is a continuation and application of the goals and objectives of the main text.

5. It became clear from the research that in order to prepare the basis of the works to be carried out in the direction of creating and increasing the interest in research among students of I-IV classes with listening texts, it is necessary to conduct regular deterministic experiments. By studying the school experience, listening to the authors of textbooks, methodical materials, student's workbooks, teachers' opinions, it became clear that teachers encounter many difficulties regarding what criteria to work with, what methods to use and apply in teaching listening texts.

6. The importance of theoretically choosing the following didactic principles for interesting listening texts has been proven in research work:

1) Selection of texts according to the students' age and understanding level, passion for science, interest in learning, creative facts, events;

2) The text should have educational possibilities;

3) The text should be communicative in character;

4) The text should have the content to form and expand the scientific outlook;

5) The text should have moral-ethical, socio-political educational opportunities, etc.

7. The analysis of methodical materials for textbooks showed that the texts chosen by the authors can be considered acceptable. Among them, “İsgəndərin hər b yürüşü” (Alexander's Military Campaign), “Müdrük qoca” (The Wise Old Man), “Alim və cahil” (The Scholar and the Ignorant), “Balıqçı və səyyah” (The Fisherman and the Traveler) and others are not only appropriate texts for the realiza-

tion of listening standards, but they are also motivate students to write compositions and creative essays about each of them. .

8. The research also showed that not only the skills of 12 criteria specified in MMV (Methodical Aid for Teachers) can be implemented on listening texts, but also conducting research with other criteria increases students' interest in learning. The researcher included this opinion in the defence clauses, taking into account the fact that it was a test of an educational experiment.

9. These are included in the complex operations on the text from the educational experiment materials:

- 1) Reading the text with literary pronunciation;
- 2) Analyzing the text according to purpose and intonation;
- 3) Content analysis of the text;
- 4) Opening of the idea direction of the text;
- 5) Expanding the content of the text;
- 6) Analyzing the text in terms of language and practical style, etc.

10. Conciseness of listening texts is an optimal tool for motivation and assessment. Developing students' literary pronunciation habits and using them as listening tools are opportunities and ways to enrich the methodology.

11. Interesting works on listening texts can be considered both didactic and methodical innovations. These innovations are calculated to enrich pedagogical-psychological and methodical thinking. Conducting research on the subject curriculum of the Azerbaijani language on the main texts in the MATs (Methodical Aid for Teachers) can also enrich language didactics and methodology.

In order to improve the results of the research and improve the speech, listening skills and vocabulary of the students in the teaching of the Azerbaijani language, the following **proposals** have been put forward:

1. In order to provide teachers with more educational information and guidance about the didactics and methodology of listening texts and to inculcate the didactics of intersubjective communication of listening and speaking texts, it is necessary to involve them in the seminars of advanced primary school teachers.

2. In the teaching methods of young teachers, the need to make the most of the informational assistance of curriculum scientific journals should be taken into account in order to expand the scope of works corresponding to the purpose and function of listening texts.

3. In general, it is recommended to those who are conducting research on the learning of the Azerbaijani language that it would be better if they take increasing the interest of students in learning as the main principle. Referring to this principle, it would be more appropriate to choose interesting texts and apply interactive technologies and methodologies to achieve successful results.

4. It should be taken into account that the listening texts are smaller than the main texts and can sometimes become a motivational material (tool). The most important thing is that enriching the text with questions, expanding it and turning it into an essay, and if it is nameless, giving it an appropriate name according to its content, it will spread as a pedagogical innovation, and the results would be considered a modern innovation of our methodology.

The content of the dissertation is reflected in the following publications of the author:

1. Ramizzadə N.R. Dinləmə mətnlərinin nitq inkişafına təsiri // – Bakı: Doktorantların və gənc tədqiqatçıların XIX Respublika elmi konfransının Materialları, ADİU, – 2015, – s.314-315.

2. Ramizzadə N.R. Dinləmə mətnlərinin məzmununa verilən başlıca tələblər // – Bakı: Gənc Tədqiqatçıların III Beynəlxalq Elmi Konfransı Materialları, Qafqaz Universiteti, 17-18 aprel 2015, – s.1269-1270.

3. Ramizzadə N.R. Azərbaycan dili dərslərində dinləmə mətnləri motivasiya yaradıcı vasitə kimi // – Bakı "B.Vahabzadə və Azərbaycan filologiyasının aktual problemləri" mövzusunda Beynəlxalq elmi konfransın Materialları, –29 oktyabr, –2015, – s.424-427.

4. Ramizzadə N.R. İbtidai sinif şagirdlərinin dinləmə bacarıqlarının inkişaf yolları // – Bakı: Türk xalqları ədəbiyyatının aktual problemləri" mövzusunda Respublika elmi konfransının Materialları, BDU, –18 dekabr, – 2015, – s.320-323.

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8. Ramizzadə N.R. İbtidai siniflərin Azərbaycan dili dərslərində dinləmə mətnləri vasitəsilə Azərbaycançılıq ideologiyasının təbliği // – Sumqayıt. Müasir dilçiliyin aktual problemləri, SDU, – 24-25 noyabr, – 2016, – s.340-341.

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10. Рамиззаде Н.Р. Умения слушания в программах и учебниках Азербайджанского языка: постановка проблемы // – Кіев: Література в Контексті Культури, Київ, – 2017, – Випуск 28, – с.225-230.

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