

## USING CARTOONS AND ANIMATED STORIES TO DEVELOP LISTENING AND COMPREHENSION SKILLS

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**Abstract:** Using cartoons and animated films for English classrooms to young learners is often questioned. Educators and researchers always argue about the relevance of this method for educational program. This paper mentions that educators can collaborate cartoons according to subject plan. This article aims to claim that using cartoons and animated films for English classrooms to young learners can be an alternative and effective way to teach listening understanding and comprehension skills. On the other hand, the article intends to show the impact of cartoons and animated films on teaching foreign language. Names of the cartoons and animated films which are beneficial to use in different grades for young learners to improve their listening skills are discussed in this paper. It leads to improvement of students' results while using it consecutively. It also helps to make educational process balanced and make students involved. It was shown that cartoons are often motivating, encouraging and appealing for young learners.

**Keywords:** Listening skills, animated films, cartoons, media, school, children, comprehension skills.

### INTRODUCTION

Teaching listening skills at English classes by using cartoons and animated films has gained attention in the English language teaching classroom all over the world. However, as listening is not considered a learning goal, elementary school students mostly acquire the ability to listen spontaneously, haphazardly, and sometimes unequally. The lack of serious approaches to teaching listening is due to an insufficient objective assessment of

its importance in successful learning outcomes, as well as theoretical elaboration of the problem difficulties of learning to listen in for elementary school students. Although certain aspects of listening have been studied by scientific linguists, psychologists and teachers, the ability of primary schoolchildren to listen is still among the few unexplored problems of linguistics and is not yet fully implemented in the context of English teaching. "Listening has so far been regarded as a by-product of speaking; consequently, work on it is episodic and is based on voice messages presented by the teacher in a form that is most acceptable for a particular class and, as a rule, very far from speech perception in natural conditions". One of the reasons for the lack of methodological and educator investment in listening is the fact that, until recently, listening was considered an easy skill. It was believed that if, when teaching oral speech, the teacher concentrates all efforts on speaking and ensures mastery of this ability, then students will learn to understand speech spontaneously, without special purposeful training. The error of this point of view is made plain by both theory and practice. Another reason for the neglect of listening is the ignorance of teachers regarding the psychological and linguistic difficulties of listening, the different skill levels of listening ability, and the stages of work with audio texts. Thus, listening demands closer attention from teachers, who need to use special tasks in their lessons, that are aimed at the formation and development of this important type of speech activity.

The growing influence of media on various spheres of everyday life is constantly increasing. In the modern information society, one must contend with large flows of information, which undoubtedly affect us in a certain way. From early childhood, each person is now involved in the information space. By the time he or she enters school, the child is already familiar with various types of media: visual, audio, audiovisual. Children's preference for media type usually depends on their age. At preschool and primary school age, children are only beginning to learn to read, and this process for them can still be seen as decoding letters and syllables, and not as a way to fully absorb information. Naturally, print media is almost not in demand at this stage, which cannot be said about television, video, and cinema. Animated films occupy a special place in the media diet of children [1].

Firstly, many cartoons are shot not for an adult audience, but exclusively for children. Their goal is to introduce the child to the world around them, so they do not have complex words and grammar, slang expressions, etc. In cartoons aimed at a younger audience, character speech is constructed simply with basic vocabulary. At the same time, children develop several skills simultaneously when watching cartoons: English speech perception, acquisition of new vocabulary, and imitation of characters. Additionally, young viewers get an idea about the construction of phrases, i.e. about basic English grammar. The following popular animated films and series are designed to master the basic level of the English language: “Little Bear”, “Peter Rabbit”, “Regular Show”, “Inspector Gadget”, “Arthur”, “Pocahontas”, “WALL-E”, “Peppa Pig”, “The Many Adventures of Winnie the Pooh”, “Over the Garden Wall”, “Scooby-Doo”, “Adventure Time”, “Aladdin”, “Gravity Falls”, “Rick and Morty”, “The Simpsons”, “The Man Called Flintstone”, “Up”, “Daria”, “Muzzy in Gondoland”.

Nowadays technology is increasingly sophisticated and technology can help problems faced by students, so technology is very useful for students in the learning process, video animation has many benefits and video animation can help students confidently in listening to video or audio language. There are many definitions to define what is listening [2]. First listening is active, purposeful processing of making sense of what we hear even listening is a receptive skill, everyone needs to listen to communicate. Students' listening comprehension is better after using animated videos in listening learning. It can be applied that animated videos in listening learning are an effective way to improve students' listening comprehension skills. It has turned into a real component of the state of innovation-based learning. Animated video is one strategy to help students understand and adapt easily to the material. Students can understand the information contained in listening activities. In terms of student response, it was also good after researchers used animated videos as learning media because students felt it helped in learning and students did not feel bored during the learning process, and also students understood the material faster in a simple time. The improvement of students' listening skills is also supported by the test scores obtained by students before and after using animated videos. This proves that the use of animated videos in learning listening

comprehension is very good because it can improve students' listening comprehension skills. Animated videos help students develop their vocabulary by listening to what is said and seen. It means that animated videos have a good performance in applying listening comprehension learning. The positive thing is that many students find it helpful to use animated videos and animated videos are very useful in learning to listen [3].

Selecting appropriate cartoons for language learning requires a thoughtful approach that considers both pedagogical goals and learner profiles. Cartoons, when purposefully chosen and effectively implemented, can significantly contribute to the development of listening and comprehension skills in young language learners. Their use in the classroom should not be arbitrary; rather, educators must align the cartoon content with specific linguistic objectives, cultural contexts, and student interests to maximize their didactic potential. To begin with, the selection process should prioritize cartoons that use clear, standard language with age-appropriate vocabulary and sentence structures. The visual cues, character expressions, and contextual elements must support comprehension, especially for learners at beginner or intermediate proficiency levels. Cartoons such as Peppa Pig, Dora the Explorer, or Arthur are often recommended due to their repetitive language patterns, slow-paced dialogue, and relatable themes that mirror everyday life [4]. Additionally, cultural diversity in cartoon selections can help expose students to a variety of English accents, idiomatic expressions, and social norms, thereby broadening their global perspective.

To fully harness the potential of cartoons and animated stories in developing students' listening and comprehension skills, it is essential to integrate structured, interactive, and purposeful activities into the learning process. Simply playing a cartoon is not sufficient; learners must be engaged before, during, and after viewing through carefully designed tasks that foster active listening, critical thinking, and communicative competence. These activities help transform passive viewing into an immersive learning experience that supports language acquisition across all levels of proficiency. Before students watch a cartoon or animated story, it is crucial to prepare them with context and language input to help them comprehend what they are about to see [5].

Discussion questions related to the plot, characters' motivations, or cultural themes present in the cartoon can promote critical thinking and conversation practice. Writing activities, such as writing an alternative ending, character diaries, or episode reviews, help consolidate understanding and encourage the transfer of receptive language into productive language use. To maximize the impact of cartoons over time, teachers can embed them into task-based or project-based learning units. For instance, learners can be assigned to create their own cartoon script or design a comic book version of the episode they watched. These types of activities require collaborative planning, writing, rehearsing, and presenting practicing listening, speaking, reading, and writing in an integrated and creative way. In addition, comparison tasks, where learners contrast a cartoon with a written story or a live-action version, help students develop cross-modal comprehension and deepen their understanding of narrative structure and language use.

## CONCLUSION

In conclusion, the integration of cartoons and animated stories into English language instruction has proven to be a highly effective approach for enhancing listening and comprehension skills, particularly among young learners in elementary grades. As evidenced throughout this research, visual storytelling not only provides authentic language input but also fosters greater learner engagement, motivation, and retention of linguistic structures. Cartoons create an immersive environment where students are exposed to natural speech, contextualized vocabulary, and real-life scenarios that traditional methods often lack. This not only cultivates communicative competence but also strengthens students' confidence and fluency in using the target language.

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