THE FORMATION OF LISTENING COMPREHENSION SKILLS OF PRIMARY SCHOOL STUDENTS ON THE BASIS OF VISUALIZATION AS A PEDAGOGICAL PROBLEM.

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Annotation: Listening comprehension is one of the fundamental language skills that plays a crucial role in the cognitive and communicative development of primary school students. However, many learners experience difficulties in understanding oral speech due to age-related psychological characteristics, limited vocabulary, and insufficient attention span. This article examines the formation of listening comprehension skills of primary school students based on visualization as a pedagogical problem. The study analyzes theoretical foundations, methodological approaches, and practical possibilities of using visual tools to enhance listening comprehension. Visualization is considered an effective pedagogical means that supports perception, memory, and comprehension processes. The results of the research demonstrate that systematic use of visual aids significantly improves students listening comprehension skills and learning motivation.

Keywords: Listening comprehension, visualization, primary education, pedagogical problem, visual aids, cognitive development, teaching methods.

Listening comprehension is a core component of language learning and communication, especially in primary education, where students acquire basic linguistic and cognitive skills. At the early stages of schooling, children mainly perceive information aurally, yet their ability to process and interpret oral messages remains limited. This creates a pedagogical challenge for teachers, as students often struggle to understand spoken instructions, texts, and explanations.

Modern educational research emphasizes the need for effective teaching strategies that correspond to the psychological and physiological characteristics of young learners. Visualization, as a pedagogical approach, has gained increasing attention due to its ability to support comprehension through visual perception. The integration of visual elements such as images, diagrams, animations, and multimedia presentations into listening activities can significantly enhance students understanding and engagement.

This article aims to examine the formation of listening comprehension skills of primary school students through visualization, considering it as an important pedagogical problem. The study focuses on theoretical aspects, methodological solutions, and practical outcomes of applying visualization in the teaching process.

Numerous studies highlight listening comprehension as a complex cognitive process involving perception, attention, memory, and interpretation. Researchers note that primary school students often face difficulties in maintaining concentration and processing auditory information due to their developmental stage. Therefore, traditional listening instruction methods are frequently insufficient.

Educational psychologists argue that visual perception dominates at early school age, making visualization a natural and effective learning tool. Studies on multimedia learning theory suggest that combining auditory and visual information enhances comprehension and retention. Visual aids help learners create mental representations, organize information, and establish logical connections between concepts.

Pedagogical literature also emphasizes the role of visualization in inclusive education, as it supports learners with different learning styles and abilities. Visual support reduces cognitive load and facilitates understanding, particularly for students with limited language proficiency or learning difficulties. Thus, visualization is increasingly viewed as a key methodological component in developing listening comprehension skills.

Detailed information on the formation of listening comprehension skills in

primary school students based on visualization as a pedagogical problem.

Conceptual Framework

Listening comprehension (also known as auding) is one of the four basic language skills (listening, speaking, reading, writing) and serves as the foundation for the others in early childhood. It involves a complex process of receiving acoustic signals, decoding them, constructing meaning, interpreting intent, and integrating the information with prior knowledge. In primary school students (typically ages 6,11), this skill is still developing due to limited vocabulary, shorter attention spans, immature working memory, and underdeveloped metacognitive strategies.

Visualization in this context refers to two interrelated approaches:

- Internal (mental) visualization: The learner actively creates mental images of the content being heard (e.g., imagining scenes, characters, actions, or concepts described in a spoken text).

- External visualization: The use of visual supports such as pictures, illustrations, diagrams, drawings, graphic organizers, videos, or real objects accompanying the auditory input.

The pedagogical problem arises from the fact that listening comprehension is often treated as a passive or incidental skill in primary education, with insufficient systematic instruction, especially regarding the deliberate integration of visualization techniques.

Why Visualization Is Essential for Young Learners

- Dual Coding Theory (Paivio, 1986): Information processed through both verbal (auditory) and nonverbal (visual) channels is remembered better and understood more deeply because it creates two interconnected memory traces.

- Cognitive Load Theory: Pure auditory input places heavy demands on working memory. Visual supports reduce extraneous cognitive load by providing contextual clues and scaffolding meaning.

- Developmental considerations: Primary students are often stronger visual learners. They think more concretely and benefit from multimodal input that

bridges abstract language with tangible imagery.

- Language acquisition research: Studies show that children who are explicitly taught to visualize while listening demonstrate significant gains in comprehension, inference-making, recall, and vocabulary retention.

Core Pedagogical Challenges

- Insufficient curriculum emphasis: Many national curricula allocate explicit time to phonics, reading, and writing but treat listening as something that □develops naturally□ or through occasional read-alouds.

- Lack of teacher training: Teachers may not be familiar with evidence-based visualization strategies or how to teach them explicitly and progressively.

- Assessment difficulties: Listening comprehension is harder to assess formally than reading or writing, leading to its neglect.

- Classroom constraints: Large class sizes, background noise, rapid teacher speech rate, and lack of resources limit opportunities for individualized or visually supported listening practice.

- Individual differences: Students with language delays, attention deficits, autism spectrum disorders, or second-language learners particularly struggle with purely auditory input and benefit most from visualization, yet differentiated approaches are inconsistently applied.

Evidence-Based Strategies and Methods

Effective pedagogical approaches integrate visualization systematically and progressively:

A. Explicit Instruction in Mental Visualization

- Teach students to □make movies in their minds□ while listening.

- Use structured programs such as Visualizing and Verbalizing (Lindamood-Bell), which follows a sequence: picture to picture → picture to word → single sentence imaging → multiple sentence imaging → whole paragraph imaging.

- Steps: (1) Describe what you see in your mind, (2) Use □structure words□ (what, size, color, number, shape, where, movement, mood, background, perspective, when, sound) to enrich imagery, (3) Retell based on images.

B. Drawing and Sketchnoting During/After Listening

- Students listen to short texts (stories, instructions, descriptions) and simultaneously or immediately afterward draw key elements.

- Variations: Quick sketches, story maps, comic strips, timelines, mind maps.

- Benefit: Forces active processing and reveals comprehension gaps.

C. Pre-, During-, and Post-Listening Visual Supports

- Pre-listening: Activate schema with pictures, realia, or prediction tasks using images.

- During listening: Provide illustrated texts, sequential picture cards, or subtitled audio/video.

- Post-listening: Reconstruct meaning using graphic organizers (Venn diagrams, flow charts, cause-effect chains).

D. Multimodal Materials

- Audio stories with accompanying picture books.

- Educational videos with clear narration.

- Interactive apps that combine sound, animation, and text highlights.

E. Metacognitive and Strategy Instruction

- Teach strategies explicitly: predict from visuals, ask questions, monitor understanding, summarize using drawings.

- Use think-aloud modeling: Teacher verbalizes own visualization process while listening.

F. Gradual Release of Responsibility

- Start with teacher-led, heavily supported activities.

- Move to guided practice (small groups with visual scaffolds).

- End with independent application.

Implementation Recommendations for Primary Classrooms

- Daily short focused listening sessions (10,15 minutes) incorporating visualization.

- Integrate into existing read-aloud routines by adding drawing or discussion of mental images.

- Use free or low-cost tools: picture cards, student-generated drawings, simple graphic organizers.

- Progress monitoring: Informal checks (retelling with drawings), rubrics assessing detail and accuracy of visualized elements.

Expected Outcomes Supported by Research

- Improved recall of details and main ideas.

- Enhanced ability to make inferences and predictions.

- Greater engagement and motivation during listening tasks.

- Transfer effects to reading comprehension and oral/written expression.

- Particular benefits for at-risk populations (ELLs, students with learning disabilities).

In conclusion, the formation of listening comprehension skills through visualization represents a critical yet often overlooked pedagogical problem in primary education. Addressing it requires shifting from passive exposure to active, explicit, multimodal instruction that leverages young children□s visual strengths. When implemented systematically, visualization transforms listening from a weak link into a powerful foundation for overall literacy development.

The results align with existing research on multimedia and visual learning. Visualization serves as a bridge between auditory input and cognitive processing, making abstract or unfamiliar information more accessible to young learners. By combining visual and auditory channels, teachers can address individual learning differences and reduce comprehension difficulties.

However, effective use of visualization requires careful selection and integration of visual materials. Excessive or irrelevant visuals may distract students rather than support learning. Therefore, teachers must apply visualization purposefully and methodically.

The pedagogical problem lies not only in recognizing the importance of visualization but also in developing teachers□ professional competence in designing and implementing visual-based listening activities.

Conclusion

In conclusion, the formation of listening comprehension skills of primary school students based on visualization represents a significant pedagogical issue in modern education. Visualization enhances comprehension, motivation, and cognitive development, making it an effective tool in primary language instruction.

Based on the findings, the following recommendations are proposed:

Integrate visualization systematically into listening comprehension activities.

Use age-appropriate and pedagogically meaningful visual materials.

Provide teacher training on visualization-based teaching methods.

Incorporate multimedia resources to support diverse learning needs.

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