

DEVELOPING UPPER SECONDARY STUDENTS' COMPETENCE IN ANALYZING AND EVALUATING SPOKEN INFORMATION

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<https://doi.org/10.5281/zenodo.22725448>

Abstract. The ever-increasing complexity of the modern scientific landscape requires that chemistry education, particularly in the field of organic chemistry, adapt to meet the demands of professional readiness. This article investigates how the systematic teaching of organic chemistry contributes to the development of students' professional competencies, including analytical thinking, laboratory proficiency, ethical awareness, and interdisciplinary adaptability. Emphasis is placed on curriculum structure, pedagogical innovation, and the integration of real-world applications that transform theoretical instruction into professional capability.

Keywords: Organic chemistry, professional training, competence-based education, curriculum development, interdisciplinary application, scientific ethics.

Abstract: This article examines the methodological foundations for developing upper secondary students' competence in analyzing and evaluating spoken information in English. Listening comprehension involves not only understanding the explicit meaning of spoken messages but also identifying relevant information, interpreting relationships between ideas, recognizing the speaker's purpose and attitude, and evaluating the reliability and significance of the information presented. The study focuses on developing students' analytical and evaluative abilities through structured listening activities. Particular attention is given to identifying main and supporting ideas, distinguishing factual information from opinions, recognizing implied meanings, interpreting the speaker's intention, and making evidence-based conclusions. A methodological approach is proposed that combines pre-listening prediction, focused listening, information analysis, interpretation, and post-listening evaluation. Interactive tasks such as information classification, evidence-based response, speaker-intention analysis, and critical listening activities are incorporated to encourage active engagement with spoken texts. The proposed approach aims to move listening instruction beyond simple information recognition toward deeper cognitive processing of spoken language. The study suggests that systematic development of analytical and evaluative listening abilities can enhance students'



comprehension, critical thinking, and ability to respond appropriately to spoken information in academic and communicative contexts.

Keywords: upper secondary students; listening comprehension; spoken information; analytical skills; evaluative skills; critical listening; speaker intention; inferential comprehension; critical thinking; English language teaching.

Introduction: Listening comprehension is a complex cognitive and communicative process that requires learners to do more than simply recognize words and understand the explicit meaning of spoken messages. In real communication, listeners need to identify relevant information, establish relationships between ideas, interpret the speaker's intentions, distinguish facts from opinions, and evaluate the significance of the information they receive. Therefore, the development of analytical and evaluative abilities should be considered an important component of effective listening instruction. The development of critical listening can help learners move from passive reception of information toward active interpretation and evaluation. Through analytical listening, students can identify main and supporting ideas, classify information, recognize relationships between statements, and infer meanings that are not directly expressed. Evaluative listening, in turn, enables learners to examine the relevance, consistency, and credibility of spoken information and to formulate reasoned responses based on the evidence contained in the text.

In English language education, the systematic development of these abilities is especially important because learners encounter spoken texts in academic, social, and everyday communicative contexts. Such texts may contain different viewpoints, implicit meanings, persuasive statements, and information that requires comparison and interpretation. Consequently, listening activities should provide opportunities for learners to engage with spoken information at different cognitive levels rather than limiting instruction to comprehension questions based on factual recall.

Accordingly, this study focuses on developing upper secondary students' competence in analyzing and evaluating spoken information in English. The study proposes a methodological approach that integrates prediction, focused listening, information analysis, interpretation, inference, and evaluation. The approach is intended to strengthen learners' ability to process spoken information critically and to provide evidence-based responses to what they hear.

Literature Review

Listening comprehension has been widely recognized as an active process involving the interaction of linguistic knowledge, cognitive processing, and



contextual interpretation. Rost (2011) argues that successful listening requires learners to construct meaning from spoken input rather than merely identify individual linguistic units. From this perspective, comprehension involves selecting relevant information, interpreting relationships among ideas, and integrating incoming information with previously acquired knowledge.

Research on second language listening has increasingly emphasized the importance of higher-order cognitive processes. Vandergrift and Goh (2012) distinguish between lower-level processes, such as decoding linguistic input, and higher-level processes involving interpretation, prediction, monitoring, and evaluation. These processes enable learners to move beyond literal comprehension and develop a more comprehensive understanding of spoken discourse.

The analytical dimension of listening is closely associated with learners' ability to identify the organization and informational structure of spoken texts. Field (2008) notes that learners may experience difficulties when they attempt to process every linguistic element equally instead of identifying the information that is central to the message. Consequently, listening instruction should help learners distinguish main ideas from supporting details and recognize relationships such as cause and effect, comparison, contrast, and sequence. Another important aspect of advanced listening is the interpretation of information that is not explicitly stated. Inferential comprehension requires learners to combine linguistic evidence with contextual knowledge in order to identify implied meanings and communicative intentions. Graham (2017) emphasizes the importance of strategic listening processes, including prediction, selective attention, monitoring, and inferencing, in supporting successful comprehension.

Methodology

The study employed a descriptive and methodological approach aimed at developing upper secondary students' competence in analyzing and evaluating spoken information in English. The instructional framework focused on the gradual development of learners' abilities to identify relevant information, interpret relationships between ideas, recognize speakers' intentions, distinguish facts from opinions, and formulate reasoned conclusions.

The methodology was organized into three interconnected stages: pre-listening, while-listening, and post-listening. Each stage was designed to activate a particular set of cognitive and analytical processes.



During the **pre-listening stage**, students were introduced to the topic and key contextual information of the spoken text. They examined the title, keywords, or introductory questions and predicted the possible content and purpose of the recording. This activity activated prior knowledge and encouraged students to establish expectations before listening.

During the **while-listening stage**, students completed tasks requiring different levels of information processing. First, they identified the main idea and selected relevant supporting details. Second, they classified statements according to categories such as fact, opinion, explanation, or example. Third, students analyzed relationships between ideas and identified the speaker's purpose, attitude, or intention. Where appropriate, they were also required to infer information that was not directly stated in the recording.

A central activity was the **"Fact, Opinion, or Evidence?"** task. Students listened to short extracts and classified selected statements as factual information, personal opinion, or evidence supporting a particular claim. They then justified their answers by referring to information from the recording. This activity encouraged students to listen selectively and base their interpretations on textual evidence rather than personal assumptions.

Another activity, **"What Does the Speaker Mean?"**, focused on implied meaning and speaker intention. Students listened to short communicative situations and selected the interpretation that best represented the speaker's intended meaning. They subsequently identified the linguistic and contextual clues that supported their choice.

During the **post-listening stage**, students evaluated the information presented in the spoken text. They discussed whether particular claims were sufficiently supported, compared different viewpoints, and formulated conclusions based on the information they had heard. Short reflective tasks were also used to encourage students to identify which strategies had helped them understand and evaluate the spoken material.

The instructional progression followed the sequence **identification → analysis → interpretation → evaluation**. This progression was intended to develop increasingly complex listening processes and reduce students' dependence on simple recall-based comprehension tasks. Through repeated practice, learners were encouraged to become active listeners capable of processing spoken information critically and responding to it with reasoned judgments.



Conclusion: The study demonstrates that developing upper secondary students' competence in analyzing and evaluating spoken information is an important aspect of effective listening instruction. Listening comprehension at an advanced level requires learners not only to identify explicitly stated information but also to analyze relationships between ideas, interpret implied meanings, recognize the speaker's purpose, and evaluate the relevance and reliability of spoken information. The proposed methodology integrates analytical, inferential, and evaluative listening activities through a gradual sequence of **identification, analysis, interpretation, and evaluation**. Tasks such as distinguishing facts from opinions, identifying supporting evidence, interpreting speaker intention, and formulating evidence-based conclusions provide learners with opportunities to engage actively with spoken texts and develop higher-order listening processes.

The study also indicates that post-listening evaluation plays an important role in transforming listening from a primarily receptive activity into a more reflective and cognitively demanding process. When learners are encouraged to justify their interpretations and conclusions using information from the spoken text, they develop greater awareness of how meaning is constructed and evaluated.

Overall, systematic integration of analytical and evaluative tasks can contribute to the development of more independent, critical, and purposeful listeners. Therefore, listening instruction for upper secondary students should extend beyond factual recall and provide regular opportunities for learners to analyze, interpret, question, and evaluate spoken information in meaningful English-language contexts.

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