

“GLOBALLASHUV SHAROITIDA TILLARNI O‘QITISHNING
INNOVATSION STRATEGIYALARI”
LISTENING AND READING AS RECEPTIVE AND COMMUNICATIVE
APPROACH

Saidova Parizoda Abdulla qizi

*Student of UzSWLU,
third English faculty, 2101 group
Parizodasaidova822@gmail.com*

Abstract: This article details how listening and reading are two important components of communication that involve receiving and processing information. By listening and reading, individuals can understand and interpret messages from others. These receptive skills are crucial in fostering effective communication, as they allow individuals to comprehend and respond to information effectively. Listening and reading as receptive and communicative approaches are essential skills that enable individuals to understand, interpret, and respond to information effectively. By honing these abilities, individuals can enhance their communication skills and build stronger connections with others.

Key words: Communication skills, web-based learning, digital media, audiovisual learning, learner-learner classroom setting.

Аннотация: В этой статье подробно рассказывается, что слушание и чтение являются двумя важными компонентами общения, которые включают получение и обработку информации. Слушая и читая, люди могут понимать и интерпретировать сообщения других. Эти навыки восприятия имеют решающее значение для содействия эффективному общению, поскольку они позволяют людям понимать информацию и эффективно реагировать на нее. Слушание и чтение как рецептивные и коммуникативные подходы являются важными навыками, которые позволяют людям понимать, интерпретировать информацию и эффективно реагировать на нее. Оттачивая эти способности, люди могут улучшить свои коммуникативные навыки и построить более прочные связи с другими.

Ключевые слова: коммуникативные навыки, онлайн-обучение, цифровые медиа, аудиовизуальное обучение, классная обстановка «учащийся-учащийся».

Anotatsiya: Ushbu maqolada tinglash va o'qish axborotni qabul qilish va qayta ishlashni o'z ichiga olgan muloqotning ikkita muhim tarkibiy qismi ekanligi to'g'risida batafsil ma'lumot berilgan. Tinglash va o'qish orqali odamlar boshqalarning xabarlarini tushunishlari va sharhlashlari mumkin. Ushbu retseptiv qobiliyatlar samarali muloqotni rivojlantirishda juda muhimdir, chunki ular odamlarga ma'lumotni samarali tushunish va javob berishga imkon beradi. Tinglash va o'qish retseptiv va kommunikativ yondashuv sifatida odamlarga ma'lumotni tushunish, talqin qilish va samarali javob berishga imkon beradigan muhim ko'nikmalardir. Ushbu qobiliyatlarni rivojlantirish orqali odamlar

o'zlarining muloqot qobiliyatlarini oshirishlari va boshqalar bilan mustahkam aloqa o'rnatishlari mumkin.

Kalit so'zlar: Muloqot ko'nikmalari, veb-ga asoslangan ta'lim, raqamli media, tinglash orqali ta'lim berish, o'quvchi-o'quvchi sinfini sozlash.

Every ELT teacher selects a certain set of techniques to help students improve their speaking abilities. Both classic and new technologies can now be used independently or in combination. The use of internet communication technologies in education has started, particularly in the teaching of English. Traditional ways of teaching English are being supplemented by new technologies. The usage of technology in classrooms has made learning easier and faster for students than it was in the past. When kids receive training at school, they acquire both language and technology at the same time. Students are more keen to learn the language when they use contemporary educational techniques in schools and universities and study English online. Teachers and students can take advantage of new opportunities and trends thanks to web-based technologies and helpful websites.

English is now easier to learn than it has ever been thanks to the abundance of resources available to make learning simple and pleasant. One of the areas of education that is expanding the fastest is web-based learning. It is often acknowledged that chances to create well-designed, interactive, learner-centered, economical, efficient, and flexible e-learning environments are presented by new breakthroughs in pedagogy and information technology [7]. It is possible to argue that using the internet to study English is an alternate method because of this. For educators and students, web-based technology and helpful websites offer a variety of fresh opportunities and the newest trends. With the use of tools like Skype, email, blogs, chats, and mobile devices, speaking abilities can now be improved.

To build effective communication skills students must learn to:

1. Communicate using digital media and environments to support personal and group learning.
2. Share information efficiently and effectively using appropriate digital media and environments.
3. Communicate thoughts and ideas clearly and effectively to different audiences using various media and formats.

Every organization starts with basic communication skills. It is imperative that educators support kids in developing these essential 21st century abilities. Everything rests on our capacity to apply contemporary teaching techniques and be imaginative. A recommended list of these kinds of activities is as follows:

- Reading aloud
- Students give their thoughts on topic assigned by teacher
- Students listen to classmates' thoughts and respond
- Oral diary; oral weekly report
- Group presentations on a completed project

- Oral book report
- Picture description
- Storytelling
- Chained storytelling
- Creating riddles
- Role play
- Debates
- Dramatic monologues
- Radio drama
- Jazz chants.

Any ELT approach can be used because they are all beneficial to the development of speaking abilities. To obtain good results, you can use them singly or in combination. As previously indicated, in light of the importance of speaking, Bailey [6] and Goth [1] suggested strategies to improve speaking through syllabus design, instructional design principles, task and material kinds, and speaking evaluation.

For the development of EFL/ESL learners' English skills, it was suggested that speaking confidence be encouraged in conjunction with proper task design [2]. Frequent exposure to English-language media outside of the classroom, such as watching movies, music videos, radio shows, television shows, and multimedia websites, also improved participants' speaking ability. The conclusion that speaking and listening abilities are typically linked in terms of language learning and development was validated by earlier research [3]. A range of course activities, encouraging greater listening through the media, and looking for opportunities to talk in real situations were further recommendations for improving EFL learners' speaking. Moreover, practice and exposure to both listening and speaking activities in real-world situations appeared to be a practical method to promote speaking confidence [4].

As an instructional approach to improve speaking skills, classroom engagement is equally important and beneficial. Understanding the two main types of interactions that take place in a classroom setting—teacher-student and learner-learner—where meaning negotiation and feedback-giving are prioritized, would help one better appreciate the function that interaction plays in improving speaking abilities. Teachers and students converse verbally during class interaction. Since speaking abilities require exposure and practice, teachers should be aware that students must initiate the majority of the conversation in order to activate their speaking.

Some scholars believe that since learning is a systematic process and speaking and reading comprehension are abilities that cannot be quickly developed, at the fundamental level, greater focus should be given on these subjects. English ought to be taught as a language in addition to a subject so that pupils have more time to complete different tasks and exercises in a natural approach. Students in the initial phases of speaking should be given certain individual tasks, like speaking for a minute or so on a particular topic. Motivation, encouragement, psychological training, reassurance, and therapy are

necessary to help students overcome their shyness and fear of receiving criticism from professors and peers. Teachers should also be trained not to discourage the students and to control the other students in order to provide a friendly and stimulating environment in the classroom.

Teachers should place a strong emphasis on language proficiency in the classroom, including knowledge of phonetics, vocabulary, and grammatical structures. To improve their speech, students should make it a practice to listen to BBC, CNN, and other comparable programs. Assessing the linguistic proficiency of the pupils at different levels. It is possible to include viva-voce as a required component of the examination system. Reading materials should strike a balance between language and literature because they currently focus more on literature and don't include activities that help with language competency.

Russia is not an exception to the critical issue of low speaking abilities in many nations. Because English has become so popular in our nation, Russian authors focus a great deal of attention on the importance of improving students' speaking abilities. This is why it is essential to develop learners' communicative ability.

We can name such well-known researchers of this field as Zinnia I.A., Galskova N.D., Get N.I., Paso E.I., Rogan G. V., Shchukin A. N., Skalkin V. L. and others. Some of them [5] highlight the necessity of integration of communicative and personal-pragmatist approach and offer to connect aspects of ELT with personal psychological characteristics of students. Others, like Get N.I., Paso E.I., Rogan G. V., Stalking V. L., examine the role of contemporary teaching methods such as text-based learning, verbal exercises, and the development of oncological and dialogical speech abilities. Virtually all Russian academics note that using audiovisual learning resources is essential and stress how important they are for improving speaking abilities. Using a variety of dramatization and improvisation techniques based on the interests of their pupils, teachers should inspire their students to communicate [8]. Shchukin A. N. draws attention to techniques like role-playing games and artistic endeavors like translation, representation, and composition. He also discusses how improving speaking abilities requires the use of computer and audio-visual technologies.

It is clear that writers from other countries and Russia share various opinions regarding the issue of improving pupils' speaking abilities in the present era. Generally speaking, the actions listed below should be done to help pupils become more proficient speakers:

1. Give fundamental study materials with higher quality greater weight;
2. Give pupils ample time for speaking and phonemic drills;
3. Instead of reprimanding, create a welcoming environment,
4. Apply useful and applicable teaching tactics while speaking to pupils mostly in English.
5. Encourage kids to ask questions of their teachers with courage and confidence.
6. No packed classrooms
7. Student incentives and awards
8. Promote instructors to regularly retrain themselves, stay current, and tune in to CNN and

the BBC. 9. Set up several exercises and maintain a balance between language and literature in the classes.

If teachers consider these rules and try to use them in their work, they will be able to build communicative competence of EFL speakers and improve their speaking ability.

After analyzing every strategy now in use to help students improve their speaking abilities, it became evident that these strategies are not as complicated as they first appear to be. Teachers are free to select the strategies that best suit their pupils based on their proficiency level in the language. Like in many other nations, we attempt to incorporate contemporary technology into ELT in Russia. These include Internet-based methods, audio and video listening, and creative activities like role-playing, storytelling, and describing images, among others. All of these factors, along with students' enthusiasm for learning and WTC, support teachers' efforts to improve their speaking abilities and advance in ELT.

References

1. Jacob Thru G, 2006. “A second look at English as a window on the world that has changed,” Communication Curriculum in Higher Communication: Challenges.
2. Abdukhayotovna A. K. The Beneficial Angels of Learner-Centered Approach in Prospering Pupils’ Communicative Competence in English Classes at Academic Lyceums. – 2022.
3. Axmadaliyeva Xosiyatposhsho. PROFESSINAL TA’LIM YO’NALISHLARIDA TAHSIL OLAYOTGAN O‘QUVCHILARNING INGLIZ TILIDAN KOMMUNIKATIV KOMPETENSIYASINI AUTENTIK MATERIALLAR ORQALI TAKOMILLASHTIRISH// Ижтимоий-гуманитар фанларнинг долзарб муаммолари / Актуальные проблемы социально-гуманитарных наук / Actual Problems of Humanities and Social Sciences.-2023. VL 3.-B.461-469 Jones, P. W. (1983). Techniques and principles in language teaching. London: O.U.P.
4. Kenta Rao, J. M. Canthi Hidaka, Language Teaching – The Present Day Challenges LANGUAGE IN INDIA, Volume 10 : 1 January 2010
5. Khan, B. H., (2005). Managing e learning: Design, delivery, implementation, and evaluation. Hershey, PA: Information Science Publishing. Retrieved on 6 January from.
6. Koshy, V. (2005). Action research for improving practice: a practical guide. London: SAGE.
7. Kohl J. A theory of action and state orientations. J. Kohl, J. Beckmann (Eds.), Volition and Personality, Horace & Huber Publishers, Gottingen (1994), pp. 9-46.
8. L .N. Kinnock.2006. The “English factors in globalization”, Those Who Wish To Influence The Future Must Prepare For It.