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THEORETICAL ASPECTS OF LISTENING AND READING AS A COMMUNICATIVE SKILL

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Abstract: This thesis explores the theoretical aspects of listening and reading as essential communicative skills in language learning. It examines various scholarly definitions and highlights the complex nature of these skills as active processes involving perception, interpretation, and meaning construction. Special attention is given to the role of listening as a primary source of language input and reading as an interactive process between the reader and the text. The chapter also emphasizes the importance of developing these skills for effective communication in academic, professional, and social contexts. Overall, it underlines that strong listening and reading abilities are fundamental for successful language acquisition.

Keywords: Listening skills, reading skills, communicative competence, language learning, comprehension, interpretation, meaning-making, spoken language, written text, interactive process.

Annotatsiya: Ushbu maqolada tinglab tushunish va o'qib tushunishning til o'rganishdagi muhim kommunikativ ko'nikmalar sifatidagi nazariy jihatlarini yoritilgan. Unda ushbu ko'nikmalarning turli olimlar tomonidan berilgan ta'riflari ko'rib chiqilib, ularning qabul qilish, talqin etish va ma'no hosil qilish kabi murakkab va faol jarayonlardan iboratligi ta'kidlangan. Tinglash tilni o'zlashtirishda asosiy manba sifatida, o'qish esa matn va o'quvchi o'rtasidagi interaktiv jarayon sifatida tahlil qilingan. Shuningdek, ushbu ko'nikmalarni rivojlantirishning ta'limiy, kasbiy va ijtimoiy ahamiyati ochib berilgan. Bobda tinglab va o'qib tushunish ko'nikmalari muvaffaqiyatli til o'rganishning asosi ekanligi asoslab berilgan.

Kalit so'zlar: Tinglab tushunish, o'qib tushunish, kommunikativ kompetensiya, til o'rganish, tushunish, talqin qilish, ma'no hosil qilish, og'zaki nutq, yozma matn, interaktiv jarayon.

В данной статье рассматриваются теоретические аспекты аудирования и чтения как важнейших коммуникативных навыков в процессе изучения языка. Анализируются различные научные подходы к определению этих навыков и подчеркивается их сложный и активный характер, включающий восприятие, интерпретацию и осмысление информации. Особое внимание уделяется аудированию как основному



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источнику языкового материала и чтению как интерактивному процессу взаимодействия читателя с текстом. Также раскрывается значение развития этих навыков для эффективного общения в учебной, профессиональной и социальной сферах. Делается вывод о том, что *владение навыками аудирования и чтения является основой успешного овладения языком.*

Ключевые слова: Аудирование, чтение, коммуникативная компетенция, изучение языка, понимание, интерпретация, формирование смысла, устная речь, письменный текст, интерактивный процесс.

Introduction

In modern language education, the development of communicative competence has become one of the primary goals. Among the key language skills, listening and reading occupy a central place, as they provide essential input for language acquisition and communication. These skills enable learners to understand spoken and written messages, interpret information, and respond appropriately in various contexts. Currently, Uzbekistan is reforming its education system to meet modern standards. Special attention is given to improving foreign language teaching, increasing quality, attracting qualified teachers, and raising public interest, as stated in the Presidential Resolution No. PP-5117 (May 19, 2021).

Definition and essence of listening and reading

Introducing listening skills effectively is crucial for language learners as it lays the foundation for successful communication and comprehension. Listening skills refer to the ability to accurately receive and interpret spoken language. It involves actively paying attention to spoken words, understanding their meaning, and processing the information being conveyed. Listening skills are essential for effective communication in any language. They play a vital role in various contexts, including daily conversations, academic settings, professional environments, and social interactions. Strong listening and reading skills enable individuals to understand instructions, gather information, engage in meaningful conversations. Scholars have provided various definitions of listening and reading, reflecting its complexity and importance in communication and language learning. Stephen D. Brown and Georgia M. Yule in their book "Teaching the Spoken Language", Brown and Yule define listening and reading as "The process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages"[15,8]. According to Barker and Watson in their book "Listening Behavior", listening is the process of receiving, attending to, interpreting, and responding to aural stimuli, which include both verbal and nonverbal messages" [9,6]. Rost, in his book "Teaching and Researching in Action", defines listening and reading as "The active process of receiving and responding to spoken (and sometimes written) messages." Jack C. Richards in "The Language Teaching Matrix", describes listening and reading as "the process of meaning-making through the reception of spoken language"[39,34]. These definitions highlight the multifaceted nature of listening and reading, emphasizing its role in receiving, interpreting, and responding to spoken messages. Scholars acknowledge that listening and reading involve not only



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hearing but also actively processing and making sense of auditory input, which is essential for effective communication and language learning. and build relationships with others. Listening is a process of perception of foreign oral speech by ear. Listening is the first language skill learned or mastered before somebody learns speaking, reading, and writing. Debra states that person's listening level is the level at which he or she can comprehend material that is read to him or her [19,3]. Listening is very important in language learning because it provides input for learners and has a crucial role in developing students' language knowledge [39,67]. If students cannot understand the input, the learning process cannot start.

Reading is widely recognized as an interactive and meaning-making process. According to Alderson, J. Charles (2000), "Reading is an interactive process between reader and text." Expanding this view, Grabe, William and Stoller, Fredricka L. (2002) define reading as "the ability to draw meaning from the printed page and interpret this information appropriately." Similarly, Nunan, David (1999) explains that "Reading is a fluent process of combining information from a text and background knowledge to build meaning." Together, these perspectives emphasize that reading skill involves interaction with the text, interpretation of meaning, and the integration of prior knowledge to achieve comprehension.

Language learning is considered one of the most important areas in human society. Language, which is a means of communication, can be mastered in a natural environment (in the family, society) or in educational classes — through practice. And the knowledge that concerns the grammatical structure of the language is studied theoretically. It is known that learning foreign languages is very different from learning native and second languages and requires the use of appropriate learning technology.

In conclusion, listening and reading are fundamental communicative skills that play a crucial role in language learning and effective interaction. Both skills involve complex cognitive processes, including receiving, interpreting, and constructing meaning from spoken and written messages. Scholars emphasize that listening is not a passive activity but an active process essential for acquiring language input, while reading requires interaction between the reader and the text, supported by background knowledge. Developing these skills enhances comprehension, critical thinking, and communication abilities in academic, professional, and social contexts. Therefore, strengthening listening and reading skills is indispensable for successful language acquisition and meaningful communication.

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