

DOI: <https://doi.org/10.5281/zenodo.14427054>

THE IMPORTANCE AND MAIN PRINCIPLES OF TEACHING RECEPTIVE SKILLS

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ANNOTATION:

This article explains how effective listening and reading in classroom management are critical components of teaching. Students can learn and develop in a well-managed receptive skills classroom. However, receptive skills can be difficult, particularly for inexperienced educators.

Different approaches to receptive skills can be used, and what works for one teacher might not work for another. Nonetheless, some universal guidelines might assist all educators in developing their abilities to control the classroom.

Key words: *Receptive, listening, reading, aid, online, activity, strength, weakness, enhance, interactively, skill, learner, prediction, material.*

Reading and listening are examples of receptive skills, which are crucial for language acquisition and communication. The following are the key ideas and significance of teaching receptive skills:

1. The Value of Receptive Ability:

The basis for learning and developing a language is receptive skills.

Gaining proficiency in receptive abilities is essential for language learning because it allows learners to comprehend and understand input.

The development of productive skills (speaking and writing) is supported by proficiency in receptive skills.

Receptive abilities are necessary for both academic and professional success because they enable learners to obtain knowledge, concepts, and information.

Good receptive abilities support overall language competency and enable efficient communication.

2. Main Principles of Teaching Receptive Skills:

a. Input-rich Environment:

- Provide learners with ample exposure to authentic and varied input, such as audio/video recordings, written texts, and real-life interactions.
- Ensure the input is appropriate to the learners' proficiency level and interests.

b. Scaffolding and Modeling:

- Gradually introduce new vocabulary, grammar structures, and linguistic features to support learners' understanding.
- Model effective listening and reading strategies, such as identifying main ideas, making inferences, and using context clues.

c. Explicit Strategy Instruction:

- Teach learners specific strategies for effective listening and reading comprehension, such as predicting, note-taking, and summarizing.
- Encourage learners to actively apply these strategies during receptive skill activities.

d. Varied and Engaging Activities:

- Incorporate a wide range of listening and reading activities, including interactive tasks, problem-solving exercises, and collaborative discussions.
- Ensure the activities are relevant, meaningful, and tailored to the learners' needs and interests.

e. Feedback and Assessment:

- Provide ongoing feedback and guidance to help learners identify their strengths, weaknesses, and areas for improvement.
- Use formative and summative assessments to evaluate learners' progress and inform instructional decisions.

f. Fostering Learner Autonomy:

Receptive skills, such as reading and listening, are crucial for language acquisition. They motivate students to actively participate in their education, establish personal objectives, and create self-monitoring techniques.

Give students the chance to practice reading and listening extensively outside of the classroom.

By following these guidelines, teachers can establish a safe and stimulating learning environment where students can improve their receptive skills and, eventually, their language competency and communication skills.

I would be happy to have a philosophical conversation with you as a teacher and experienced philosopher. Since receptive skills are essential to learning new things and pursuing wisdom, let's examine their significance and guiding principles.

All other learning is built upon the receptive abilities of reading and listening. They broaden our own understanding by enabling us to absorb and grasp the thoughts, viewpoints, and experiences of others. Our receptive abilities support the development of our intellect and the breadth of our insights in the same way that a tree's roots get their nutrition from the soil.

The first principle developing attentiveness is the fundamental tenet of teaching receptive skills. Instead of passively absorbing the information, the student should be taught to read and listen with an active and concentrated mind, aiming to completely interact with it. Self-discipline, the capacity to quiet inner chatter, and the ability to withstand distraction temptation are all necessary for this.

The second principle, the instructor needs to make sure the student has the fundamental abilities—phonemic awareness, vocabulary, and fluency—that are required. Before the student can fully understand and gain meaning from the material they encounter, these building blocks must be securely in place.

The third principle developing a strong feeling of curiosity and a desire to learn is the third principle. The learner needs to be inspired to pursue information, pose insightful queries, and participate in the dialectic process of learning. It is the teacher's job to kindle this intellectual curiosity and keep it going with careful direction and thought-provoking conversations.

Additionally, receptive skills instruction needs to be flexible and sensitive to each student's unique needs. To deliver the best instruction, a teacher must be aware of the distinct experiences, skills, and learning preferences that each student brings to the classroom.

Finally, as the quest for wisdom is an endless journey, developing receptive abilities must be viewed as a lifetime endeavor. A profound understanding of the world's complexity and depth, as well as the humility to acknowledge that there is always more to learn, must be ingrained in the student by the instructor. This makes teaching receptive skills a religious obligation rather than just a tool to achieve a goal, demonstrating the transformational power of information and the never-ending pursuit of understanding.

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Resources:

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