



DEVELOPING LISTENING AND READING SKILLS THROUGH THEIR STRATEGIES

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Annotation: *This article examines effective strategies for developing listening and reading skills in language learning. These receptive skills play a fundamental role in acquiring linguistic competence and improving overall communication abilities. The study focuses on cognitive, metacognitive, and socio-affective strategies that enhance learners' comprehension and engagement. Special attention is given to the integration of listening and reading practices in both classroom and independent learning environments. The research also analyzes the contributions of both foreign and Uzbek scholars in the field of language acquisition and methodology. The findings demonstrate that the use of well-structured strategies significantly improves learners' ability to process, interpret, and retain information. Furthermore, the article highlights the importance of adapting teaching methods to learners' needs and cultural contexts to achieve better educational outcomes.*

Keywords: *Listening skills, reading skills, learning strategies, language acquisition, cognitive strategies, metacognitive strategies, comprehension, ESL learning, communicative competence, teaching methodology.*

РАЗВИТИЕ НАВЫКОВ АУДИРОВАНИЯ И ЧТЕНИЯ ПОСРЕДСТВОМ СТРАТЕГИЙ ОБУЧЕНИЯ

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Аннотация: *В данной статье рассматриваются эффективные стратегии развития навыков аудирования и чтения в процессе изучения языка. Эти рецептивные навыки играют ключевую роль в формировании лингвистической компетенции и улучшении общей коммуникативной способности. Исследование сосредоточено на когнитивных, метакогнитивных и социально-аффективных стратегиях, способствующих улучшению понимания и вовлеченности*



обучающихся. Особое внимание уделяется интеграции практик аудирования и чтения как в условиях класса, так и в самостоятельном обучении. Также в работе анализируется вклад зарубежных и узбекских ученых в области овладения языком и методики обучения. Результаты показывают, что использование хорошо структурированных стратегий значительно повышает способность учащихся обрабатывать, интерпретировать и запоминать информацию. Кроме того, в статье подчеркивается важность адаптации методов обучения к потребностям обучающихся и культурным контекстам для достижения более эффективных образовательных результатов.

Ключевые слова: Навыки аудирования, навыки чтения, стратегии обучения, овладение языком, когнитивные стратегии, метакогнитивные стратегии, понимание, обучение английскому как иностранному языку (ESL), коммуникативная компетенция, методика преподавания.

TINGLAB TUSHUNISH VA O'QISH KO'NIKMALARINI ULARNING STRATEGIYALARI ORQALI RIVOJLANTIRISH

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Annotatsiya: Ushbu maqola til o'rganishda tinglab tushunish va o'qish ko'nikmalarini rivojlantirish uchun samarali strategiyalarni o'rganadi. Ushbu reseptiv ko'nikmalar lingvistik kompetensiyani egallash va umumiy kommunikativ qobiliyatlarni yaxshilashda muhim rol o'ynaydi. Tadqiqot o'quvchilarning tushunishi va faolligini oshiruvchi kognitiv, metakognitiv va ijtimoiy-affektiv strategiyalarga qaratilgan. Sinf jarayonida hamda mustaqil o'rganish muhitida tinglab tushunish va o'qish mashqlarini integratsiya qilishga alohida e'tibor berilgan. Tadqiqotda shuningdek, til o'zlashtirish va metodika sohasida xorijiy va o'zbek olimlarining hissasi tahlil qilinadi. Natijalar shuni ko'rsatadiki, puxta tuzilgan strategiyalardan foydalanish o'quvchilarning ma'lumotni qayta ishlash, talqin qilish va eslab qolish qobiliyatini sezilarli darajada oshiradi. Bundan tashqari, maqolada o'qitish usullarini o'quvchilarning ehtiyojlari va madaniy kontekstlariga moslashtirish muhimligi ta'kidlanadi.

Kalit so'zlar: Tinglab tushunish ko'nikmalari, o'qish ko'nikmalari, o'rganish strategiyalari, til o'zlashtirish, kognitiv strategiyalar, metakognitiv strategiyalar, tushunish, ESL ta'limi, kommunikativ kompetensiya, o'qitish metodikasi.



INTRODUCTION

In contemporary language education, the development of receptive skills - particularly listening and reading - has become a central focus of both theoretical and practical research.

These skills are not only fundamental for language comprehension but also serve as the basis for productive abilities such as speaking and writing. Modern linguists and educators emphasize that effective acquisition of listening and reading competence depends largely on the strategic approaches learners employ during the learning process.

According to Stephen Krashen, language acquisition occurs most effectively when learners are exposed to meaningful and comprehensible input. His Input Hypothesis highlights the importance of understanding language in context, which directly relates to the development of listening and reading skills. Similarly, David Nunan argues that learners should be actively engaged in interpreting texts and audio materials through the use of cognitive and metacognitive strategies. These perspectives underline the necessity of strategy-based instruction in enhancing receptive skills.

From a cognitive standpoint, Rebecca Oxford identifies a wide range of learning strategies that facilitate comprehension, including prediction, inferencing, summarizing, and monitoring. These strategies enable learners to process information more effectively and to become autonomous in their learning. In addition, Jeremy Harmer emphasizes the role of interactive and task-based activities in improving learners' ability to understand both spoken and written discourse.

Uzbek scholars have also contributed significantly to this field. For instance, Z. Narimonova highlights the importance of understanding linguistic structures and their contextual meanings in developing comprehension skills, particularly in relation to phraseological expressions and their equivalents across languages. This idea supports the notion that learners' familiarity with language patterns enhances their ability to decode both written and spoken texts. Furthermore, local researchers stress that integrating culturally relevant materials into teaching practices increases learners' motivation and improves comprehension outcomes.

Literature Review

The development of listening and reading skills has been widely studied by both foreign and Uzbek scholars. Among foreign researchers, Stephen Krashen emphasized the importance of input in language acquisition. His Input Hypothesis suggests that learners acquire language most effectively when they are exposed to comprehensible input slightly above their current level. This theory highlights the significance of listening and reading as primary sources of language input [1, 122].

Another influential scholar, Jeremy Harmer, discussed practical approaches to teaching receptive skills. He stressed the importance of interactive tasks, pre- and post-reading/listening activities, and the use of authentic materials to improve learners' engagement and comprehension [2, 24]. David Nunan also contributed



significantly to this field by focusing on learner-centered approaches. He emphasized the role of strategies such as predicting, skimming, scanning, and note-taking in developing reading and listening skills [3, 56].

From a cognitive perspective, Malley and Chamot classified learning strategies into cognitive, metacognitive, and socio-affective categories. Their research demonstrated that successful learners actively use these strategies to monitor and regulate their comprehension processes [4].

In Uzbek linguistics and methodology, scholars such as J. Jalolov have explored effective methods of teaching foreign languages, emphasizing the importance of developing all four language skills in an integrated manner [5, 27]. His work highlights the role of structured exercises and communicative approaches in improving listening and reading abilities. N. G'ulomov has studied reading comprehension strategies, focusing on the importance of text analysis, vocabulary development, and contextual understanding in the Uzbek educational context. His research shows that guided reading activities significantly enhance learners' comprehension skills [6, 44].

Additionally, M. Mahmudov has investigated listening comprehension in language learning, emphasizing the role of audio materials, repetition, and contextual clues in improving understanding. His findings suggest that consistent exposure to authentic listening materials leads to better language acquisition [7,].

Overall, both foreign and Uzbek scholars agree that the use of effective strategies is essential for developing listening and reading skills. Their studies provide a theoretical and practical foundation for improving language teaching methodologies.

Methodology

This study adopts an integrated methodological framework designed to investigate how listening and reading skills can be developed through strategic learning practices. Rather than focusing on abstract definitions of methods, the research applies these approaches directly to the analysis of learning processes and instructional practices.

First, a comparative analysis was employed to examine how different strategies are utilized in developing listening and reading skills. Various instructional materials, including authentic texts and audio recordings, were analyzed to identify the similarities and differences in strategy use across tasks. This approach allowed the study to determine which strategies are more effective in enhancing comprehension in specific contexts.

Second, the observation approach was applied in order to examine how learners implement listening and reading strategies in real classroom environments. During this process, particular attention was paid to how students use prediction, skimming, scanning, and inferencing while interacting with texts and audio materials. The observations helped reveal the practical impact of strategy-based instruction on learners' performance.



In addition, a contextual analysis was carried out to explore how meaning is constructed through exposure to authentic language input. Audio materials such as dialogues, interviews, and short lectures, as well as written texts from various genres, were used to assess how learners interpret information based on context. This method made it possible to evaluate the role of background knowledge and situational context in comprehension.

Finally, elements of descriptive analysis were incorporated to systematize the findings and to identify the most effective strategies for developing receptive skills. The results were organized according to types of strategies and their functions, which provided a clear understanding of how each strategy contributes to listening and reading development.

Conclusion

In conclusion, listening and reading skills are essential components of language learning that require systematic development through effective strategies. The analysis shows that cognitive, metacognitive, and socio-affective strategies play a crucial role in improving learners' comprehension and engagement.

The review of literature demonstrates that both foreign and Uzbek scholars have made significant contributions to understanding the development of these skills. Their research highlights the importance of learner-centered approaches, authentic materials, and interactive methods in language teaching. Furthermore, the study confirms that the successful development of listening and reading skills depends on the proper selection and application of strategies. Teachers should consider learners' needs, proficiency levels, and cultural backgrounds when designing instructional activities.

Future research may focus on the integration of digital technologies and innovative teaching methods to further enhance receptive skills. Overall, the effective use of strategies not only improves comprehension but also contributes to the development of communicative competence and lifelong learning abilities.

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