

FEATURES OF RECEPTIVE SPEECH SKILLS IN TEACHING ENGLISH IN THE DEVELOPMENT OF MATURE PERSONALITY

 [10.70728/tech.v2.i03.025](https://doi.org/10.70728/tech.v2.i03.025)

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Abstract: Reading is a crucial skill for EFL (English as a Foreign Language) learners as it enhances their comprehension and overall language proficiency. This study explores suitable and productive approaches for teaching reading in EFL educational institutions. The research highlights evidence-based strategies that enhance reading skills among EFL learners. The study also examines the impact of these methods on different proficiency levels and their practical application in diverse learning environments. The paper delves into methods for fostering these skills, highlighting various teaching strategies, challenges, and effective tools used in English language classrooms. By focusing on the development of receptive abilities, educators can better support learners in achieving higher proficiency in both understanding and using English in real-world contexts.

Keywords: EFL, reading instruction, phonics, whole-language approach, extensive reading, interactive reading, technology in education.

INGLIZ TILINI O'RGATISHDA RESEPTIV NUTQ KO'NIKMALARINING MUKAMMAL SHAXS SHAKLLANISHIDAGI XUSUSIYATLARI

Annotatsiya: O'qish EFL (ingliz tili sifatida chet tili) o'quvchilari uchun muhim mahoratdir, chunki bu ularning tushunish va umumiy tilni bilish darajasini oshiradi. Ushbu tadqiqot EFL ta'lim muassasalarida o'qishni o'rgatish uchun mos va samarali yondashuvlarni o'rganadi. Tadqiqot EFL o'quvchilari orasida o'qish ko'nikmalarini oshiradigan dalillarga asoslangan strategiyalarni ta'kidlaydi. Tadqiqot shuningdek, ushbu usullarning turli malaka darajalariga ta'sirini va ularning turli xil o'quv muhitlarida amaliy qo'llanilishini o'rganadi. Maqolada ingliz tili sinflarida qo'llaniladigan turli xil o'qitish strategiyalari, qiyinchiliklar va samarali vositalarni ta'kidlab, ushbu ko'nikmalarni rivojlantirish usullari ko'rib chiqiladi. Retseptiv (ma'lumotlarni qabul qilish) qobiliyatlarni rivojlantirishga e'tibor qaratish orqali o'qituvchilar o'quvchilarga ingliz tilini tushunish va real dunyo kontekstlarida undan foydalanish bo'yicha yuqori malakaga erishishda yaxshiroq yordam berishi mumkin.

Kalit so'zlar: EFL, o'qish yo'riqnomasi, fonika, to'liq til yondashuvi, keng qamrovli o'qish, interaktiv o'qish, ta'limda texnologiya.

ОСОБЕННОСТИ НАВЫКОВ РЕЦЕПТИВНОЙ РЕЧИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В РАЗВИТИИ ЗРЕЛОЙ ЛИЧНОСТИ

Аннотация: Чтение является важнейшим навыком для изучающих английский как иностранный (EFL), поскольку оно улучшает их понимание и общее владение языком. В этом исследовании изучаются подходящие и продуктивные подходы к обучению чтению в учебных заведениях АИЯ. В исследовании освещаются основанные на фактических данных стратегии, которые улучшают навыки чтения среди изучающих АИЯ. В исследовании также изучается влияние этих методов на различные уровни владения языком и их практическое применение в различных учебных средах. В статье рассматриваются методы развития этих навыков, выделяются различные стратегии обучения, проблемы и эффективные инструменты, используемые в классах английского языка. Сосредоточившись на развитии рецептивных способностей, преподаватели могут лучше поддерживать учащихся в достижении более высокого уровня, как понимания, так и использования английского языка в реальных контекстах.

Ключевые слова: АИЯ, обучение чтению, фонетика, целостный языковой подход, обширное чтение, интерактивное чтение, технологии в образовании.

INTRODUCTION

Reading is one of the essential components of language acquisition in EFL learning. Effective reading instruction helps students develop comprehension, vocabulary, and critical thinking skills. However, EFL learners often face challenges such as limited exposure to English outside the classroom, lack of access to authentic texts, and difficulties in understanding cultural references. Teaching reading effectively requires a combination of methods tailored to students' linguistic backgrounds and learning styles. This paper aims to analyze productive approaches that facilitate reading development in EFL classrooms and propose a comprehensive strategy that combines various teaching techniques. Receptive speech abilities refer to a learner's capacity to understand spoken and written language. These abilities are often the first step in acquiring a new language, as they provide the foundation for productive speech skills. In the context of teaching English, receptive speech encompasses both listening comprehension and reading skills. These abilities play a critical role in students' overall language proficiency, and their development requires intentional strategies to bridge the gap between the learners' current understanding and their potential. Yes, that's a crucial point.[3,4]

LITERATURE ANALYSIS AND METHODOLOGY

This study employs a qualitative approach by reviewing existing literature and case studies on teaching reading in EFL contexts. Data was collected from peer-reviewed journals, educational reports, and interviews with experienced EFL instructors. The study categorizes various reading techniques and evaluates their effectiveness based on student

engagement, comprehension improvement, and overall language development. Additionally, classroom observations were conducted to assess the practical implementation of these strategies. The study also incorporates feedback from students to determine their preferences and perceived effectiveness of different teaching methods.

Every reader is looking for a positive hero from a work of art with features that are close to him, with life principles. That is, he seeks evidence that his lifestyle is right. It is such a complex mental process that one may not even realize it. Well-known French literary critic E. Genneken hypothesized that there was a psychological closeness between the reader and the writer in N.A. Rubakin takes his research as a basis, and the result proves this idea.

1. Similar studies have been conducted by M.T. Khanin, V.S. Orlov, S.A. Trubnikov, L.I. Beliaeva, M.B. Vainu, A.A. It is known to science that it was also conducted by Leontev and made a huge contribution to the development of psycholinguistics. [5,7]

2. Is it possible to model the process of acceptance of a literary text? This question can be answered in the affirmative. Perhaps neither the recipient nor the producer needs such modeling, because just as a writer does not write according to a certain pattern or plan, so the reader can read within his own worldview and interests without reckoning with any model. But the difference between scientific views and the views we are accustomed to on a daily basis is that they explore aspects of the unexpected through an unexpected perspective and come to conclusions that relate to generality and specificity.

Modeling is the reproduction of the properties of an object in another object that is specifically configured to study them. This last object is called the model.

3. The linguistic model is characterized by the fact that it is a constructive scheme that exists in the human mind as an opportunity and is supplemented by specific lexical units in the direct speech process. Such modeling is based on a stable relationship of the elements in the character structure. Describing modeling as a nationwide method, D. Nabieva says that modeling follows the following principles: deductiveness, the use of a thinking experiment, and the interpretation of a model as an idealized object:

1 According to the degree of generalization of the object, E. Kirov divides modeling into three groups: 1. Analytical model aimed at describing a linguistic fact. 2. Intermediate model. 3. Synthesizing model based on maximum generalization. 2 VP Belianin analyzes more than 500 literary texts psycho-linguistically and proves that they occur on the basis of the general “birth-grow-grow-grow-die” model that reflects human life.

So, at a glance, a simple message exchange, that is, the process of receiving the text is associated with the solution of thousands of invisible problems. The creation of the text, the acceptance of the text, the text and the producer, the text and the recipient, the

producer and the recipient emerge as a pressing problem awaiting solution. Linguistic aspects that complicate the process of perception are directly related to historical words, obsolete words, new words, dialectal words, and terms. [4,6]

Receptive speech skills, primarily listening and reading, are vital components of language learning that contribute significantly to the development of a mature personality. Below are their key features and contributions:

1. Understanding and Interpretation

Listening Skills: Develops the ability to comprehend spoken language, accents, and intonation. Encourages empathy by interpreting emotional and contextual cues in communication. **Reading Skill:** Enhances comprehension of written texts, fostering critical thinking. Supports independent learning through exposure to varied content.

2. Cognitive Development: Improves mental agility through the processing of language patterns, vocabulary, and syntax. Enhances memory and attention by requiring learners to focus on details while understanding the overall message. Builds analytical skills by encouraging learners to infer meanings and evaluate arguments.

3. Cultural Awareness:

Listening: Introduces learners to diverse linguistic and cultural expressions, fostering intercultural understanding.

Reading: Exposes learners to different traditions, histories, and values, helping them appreciate diversity.

4. Emotional Intelligence: **Listening:** Helps learners connect with others by understanding emotions conveyed through tone and delivery.

Reading: Builds empathy and emotional depth by engaging with characters and narratives.

5. Motivation and Confidence: Successful comprehension of spoken and written materials boosts self-esteem. Encourages risk-taking in communication by building confidence in interpreting real-world content

6. Critical Thinking and Problem Solving: Learners analyze, compare, and evaluate information, forming independent opinions. Encourages questioning and the ability to view situations from multiple perspectives.

7. Social and Professional Growth: **Listening:** Prepares learners for active participation in discussions and group activities. Develops effective interpersonal skills.

Reading: Equips learners with the ability to access and evaluate information, a critical skill in the professional world.

8. **Personal Development:** Encourages reflective practices by exposing learners to diverse viewpoints. Supports lifelong learning and adaptability, essential traits of a mature personality. [3,9]

Receptive speech skills in teaching English extend beyond language acquisition; they nurture intellectual, emotional, and social maturity. By developing listening and reading abilities, learners grow into well-rounded individuals capable of critical thought, empathy, and active participation in a globalized world.

DISCUSSION AND RESULTS

The findings indicate that the following approaches significantly enhance reading skills in EFL learners:

1. **Phonics-Based Instruction:** Teaching letter-sound relationships to help students decode words efficiently. Phonics instruction builds a strong foundation for beginner-level learners and helps them recognize patterns in the language.
2. **Whole-Language Approach:** Encouraging natural reading experiences through exposure to authentic texts. This method promotes reading for meaning rather than just decoding words, allowing students to develop fluency and comprehension skills simultaneously.
3. **Interactive Reading Strategies:** Implementing discussions, summarization, and questioning techniques to improve comprehension. Techniques such as guided reading, think-pair-share, and reciprocal teaching foster engagement and deeper understanding of texts.
4. **Extensive Reading:** Promoting voluntary reading of diverse materials to build fluency and vocabulary. Research shows that extensive reading leads to improved language retention and motivation.
5. **Technology-Assisted Reading:** Using digital tools, audiobooks, and online reading platforms to engage learners. Multimedia resources help cater to different learning styles and enhance accessibility to reading materials. [10,13]

Each of these approaches has distinct benefits and can be adapted based on the learners' proficiency levels. Phonics-based instruction is particularly useful for beginners, as it helps them decode unfamiliar words and gain confidence in reading. However, more advanced learners benefit from extensive reading and the whole-language approach, which expose them to authentic language use and improve comprehension skills.

The integration of technology has shown promising results in increasing student motivation and engagement. Digital reading platforms allow students to access a wide range of texts suited to their proficiency level, while audiobooks enhance listening and

pronunciation skills. Interactive reading strategies encourage collaborative learning, which improves critical thinking and discussion skills. The whole-language approach, though effective, may need to be supplemented with structured instruction for learners who struggle with decoding and comprehension. Receptive speech skills, encompassing listening and reading, play a critical role in teaching English, especially in fostering a mature personality. Below are key features and their implications:

Listening: Students develop the ability to understand spoken English, interpret tones, and grasp implied meanings. This enhances critical thinking and empathy, as they learn to consider different perspectives.

Through listening, students enhance their ability to understand spoken English, including nuances such as tone, intonation, and implied meanings. This skill helps learners:

Interpret Emotional and Contextual Cues: By identifying tones and subtle shifts in speech, students better understand speakers' emotions and intentions.

Develop Critical Thinking: Listening encourages analysis of information, enabling students to evaluate arguments and form reasoned conclusions.

Foster Empathy: Exposure to diverse perspectives through spoken interactions helps learners appreciate others' viewpoints and cultivate emotional sensitivity.

These abilities contribute significantly to both language proficiency and personal growth, aligning with the broader goal of developing a mature, thoughtful personality.

Reading: Exposure to diverse texts broadens cognitive abilities, encourages reflective thinking, and improves understanding of cultural nuances.

Engaging with diverse texts plays a crucial role in developing students' cognitive and personal growth. Key benefits include:

Cognitive Development: Reading stimulates analytical thinking, problem-solving, and the ability to synthesize information from different sources. Reading actively engages the mind, promoting key cognitive skills:

Analytical Thinking: Readers analyze plotlines, arguments, or information to understand deeper meanings and underlying themes.

Problem-Solving: Encountering challenges faced by characters or interpreting complex texts encourages creative and logical solutions.

Information Synthesis: Exposure to diverse sources and viewpoints enhances the ability to combine ideas, form connections, and draw informed conclusions.

By honing these abilities, reading not only strengthens language proficiency but also equips learners with essential tools for critical decision-making and intellectual growth.

Reflective Thinking: Encountering varied ideas and narratives encourages introspection and the evaluation of one's own beliefs and values.

Cultural Awareness: Exposure to texts from different cultures deepens understanding of traditions, histories, and worldviews, fostering open-mindedness and global citizenship.

By cultivating these skills, reading not only enhances language proficiency but also contributes to the formation of a mature and well-rounded personality.

Cultural Awareness: Receptive skills expose learners to various accents, idiomatic expressions, and cultural contexts, fostering global awareness and tolerance. [13,15]

Furthermore, student motivation plays a crucial role in successful reading instruction. Encouraging students to select reading materials that interest them fosters a love for reading and makes learning more enjoyable. EFL instructors should also consider the cultural background of students when selecting reading texts, ensuring that the materials are relatable and meaningful.

Implications for EFL Educators to maximize the effectiveness of reading instruction, EFL educators should adopt a blended approach that integrates multiple strategies. The following recommendations can help improve reading outcomes:

- Combining phonics instruction with extensive reading to ensure both foundational skills and fluency are developed.
- Using interactive reading activities to encourage discussion and engagement.
- Incorporating digital tools to make reading more accessible and engaging.
- Allowing students to choose their reading materials to increase motivation and personal investment in learning.
- Providing structured reading instruction alongside opportunities for independent reading to balance skill development with real-world language exposure.

CONCLUSION

Teaching reading in EFL institutions requires a well-structured approach tailored to students' needs. By employing a mix of phonics, whole-language strategies, interactive reading methods, and technology integration, educators can create a more effective and engaging learning environment. A balanced approach that takes into account learners' proficiency levels, interests, and cultural backgrounds is essential for success. Future research should explore the long-term impact of these strategies on EFL learners' overall

language acquisition and identify best practices for their implementation in different educational settings. Receptive speech skills are fundamental in teaching English and contribute significantly to the holistic development of a mature personality. Combining listening and reading tasks with interactive activities fosters active participation and deeper learning by:

Encouraging Engagement: Discussions and collaborative exercises motivate learners to think critically and articulate their thoughts. **Promoting Application:** Writing activities based on listening or reading materials allow students to apply language structures and vocabulary in context. **Reinforcing Comprehension:** Interactive tasks ensure learners not only process information but also analyze and reflect on it through meaningful exchanges.

Building Confidence: Sharing ideas in discussions helps students develop their speaking and writing skills, boosting self-assurance in language use.

These dynamic approaches make learning more impactful, helping students internalize receptive skills while fostering creativity and critical thinking.

They empower learners to understand and engage with the world thoughtfully, fostering intellectual, emotional, and social growth.

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