



The Connection of Speaking and Listening Skills in the Process of Teaching and Learning Foreign Languages

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Abstract: The development of world countries at the global level is inextricably linked with economic, social, political, and cultural awareness. Uzbekistan also realizes this fact and enacts legislations to facilitate foreign language learning among its citizens. This study aims to explore the theoretical and practical aspects of developing speaking and listening skills, as well as the challenges and benefits of integrating them in Uzbekistani classrooms. The study reviews various sources, such as books, articles, reports, and websites, that address the topic from different perspectives and contexts. The study concludes that speaking and listening skills are interrelated and mutually supportive, and that they play a crucial role in enhancing communicative competence and intercultural awareness among foreign language learners. The study also provides some recommendations for teachers and learners on how to foster these skills effectively and efficiently.

Keywords: foreign language, teaching, speech activity, speaking, listening, understanding, communication, thought

1. Introduction

Nowadays, the formation of citizenship which knows the languages of the world and is able to understand other cultures well, is considered very important for the success of a nation. The development of world countries at the global level is inextricably linked with economic, social, political, and cultural awareness [1,2,3,4]. Mastering languages is a valuable skill that can have a positive impact on national success. Language proficiency can enhance communication, collaboration, and innovation across different sectors and regions. It can also foster cultural diversity, social cohesion, and global citizenship [2]. By learning languages, individuals can access more opportunities, information, and perspectives that can enrich their personal and professional lives [2,3]. Mastering languages is not only a personal asset, but also a national asset that can contribute to the development and prosperity of a country.

Uzbekistan also realizes this as one of the components of its national building. Presidential Decree No. PF 5538 on Additional Measures to Improve the Management of Public Education, enacted on September 5, 2018 provides up-to-date instruction in managing Uzbekistan's public education [5]. It emphasizes that the skills of knowledge of foreign languages are important in the upbringing of each student as a citizen able to compete in today's multicultural world [6]. The order expands educational and career opportunities for citizens who have mastered several languages. Additionally, Cabinet Order No. 312, enacted on May 19, 2022 added the state's responsibility in teaching its citizens foreign language, one of which is English [7,8].

The process of developing the oral speech skills of foreign language for linguistic departments of Higher Education is different from the process of developing it for non-

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philological departments [9]. The process has its own peculiarities, since it is a complex and multifaceted phenomenon that involves various aspects of linguistic, cognitive, communicative and sociocultural competence. They depend on the specific goals, objectives, methods and strategies of teaching and learning foreign languages, as well as on the individual characteristics of learners and teachers.

The quality of education, which is a bilateral process between the teacher and student, depends on the didactic perfection of teacher's mastery, and on the other hand, the on the student's motivational activity [10,11,12,13]. Meanwhile, if the high scientific potential and methodological skills of the teacher is integrated with the educational activity of student's high results can be achieved in the short-term period [14,15,16,17].

Communication in a foreign language means the formation of skills in the types of four main speech activities. Four types of speech activity are developed: listening, understanding, speaking, reading, and writing skills. This is done through exercises such as reading and writing, reading and listening, reading and speaking, listening and reading, listening and writing, listening and speaking [18,19,20,21].

2. Method

Literature study approach was chosen in order to gain a comprehensive understanding of the importance of working with text in developing students' creative thinking. The data presented in this study were obtained via review of relevant literature, such as literatures on language acquisition and language education.

This research is concerned with the topic of speaking and listening coordination skills in studying English. Systematized approach was taken in searching relevant literature, such as searching for literatures in English which deals with language acquisition and high school language education. Relevant data were then collected and analyzed.

Data analysis results were then interpreted in the following section.

3. Results and Discussion

Foreign Language Teaching is being studied in the realization of the general educational goal useful vital information and new simple information about the language through the language tool appropriation is foreseen. It is achieved to raise the general level of the student, to gain new knowledge about the language and culture studied, to raise the culture of communication, to apply mental methods of work, to develop the ability to think. In the implementation of this goal, mainly linguistic, strategic (compensatory), educational-cognitive, discursive competencies are improved.

3.1. Listening to understand

By listening and understanding speech, it refers to the auditory perception and comprehension of the speaker's speech, either directly or by means of technical means. In other words, listening and understanding represents the perception of other people's speech (in a lively way or in a mechanical way) as well as the comprehension of its content. New language material is usually introduced to students by reading or listening. Listening comprehension serves to master both pronunciation and tone. Listening comprehension is a three-stage activity in which, behind the general auditory perception (acoustic apperception), differentiation of the sound side of words (phonematic) and understanding of the essence, the content in speech is perceived, learned and understood.

3.2. Speaking

Speaking is one of the types of speech activity and is an oral statement of thought. It is the application of lexical, grammatical, and phonetic phenomena in a particular language for the purpose of expressing thought and feeling, and is an important practical goal of learning a foreign language. Speaking gives students, the opportunity to express

their thoughts, talk about their interests and life activities, and compare them with the opinions of others. The idea can be expressed verbally in two forms, namely monologue (single speech) and dialogue (double speech).

Speech activity occupies a special place in the study of foreign languages. Speech activity occurs in oral and written form. Oral speech consists of speaking and listening comprehension, written speech reading and writing types.

3.3. Operational

Operational (language material participation) and motivational (opinion statement) aspects have been identified in speech activity. Understanding the units of Lexicon, grammar and pronunciation as perceived in speech and writing, reading and listening is an operational aspect of speech. In the motivational aspect, the recipient (the speaker and the writer of the fiction) and the producer (the listener and the read informant) communicate their opinion to others or understand the opinion of the others.

Types of speech activity and language material are taught in a holistic way during the learning process. The three sides of speech – structure (grammar), semantics (lexicon), and expression (pronunciation) – are called the sides of the language material. Depending on the educational goals, the types of speech activity are selected, distributed, classified, presented, that is, prepared for mastering the language.

The foreign language rule is a tool that facilitates the acquisition of speech activity, the rule is divided into two, in terms of the point of mastering speech material: rule – generalization (after the material is studied in speech) and rule – instruction (given before the material is studied). listening to understand and speaking is a practical goal.

Types of speech activities on the way to achieving the practical goal of teaching a foreign language for special topics and language material are selected, the main part of the training time is devoted to their study, that is, most of the exercises are performed in these types of speech activity.

To the practical goal, equalizing linguistic, communicative, and pragmatic competencies is achieved through lash. Competence as you know, knowledge, skills, qualifications and personal consists of a set of characters. Competence includes minor competencies. Linguistic competence overlooks the use of linguistic phenomena in speech. Communicative competence involves the ability to express an opinion in a manner appropriate to the situation of communication, its purpose and the task of interlocutors. Pragmatic competence concerns the ability to behave in a communicative situation (e.g., to ask repeatedly, to be able to get out of it at birth of speech and linguistic complexity). Discursive competence in pragmatic competence serves to ensure consistency in oral and written speech [22,23,24,25].

In the realization of the practical goal, the continuous integrity (synthesis) of all competencies generated is ensured. In the realization of a practical goal, students are educated and have their personality developed.

4. Conclusion

Nowadays we can see that the system of learning and teaching foreign languages is becoming more and more sophisticated. Oral speech in a foreign language, i.e. speaking and listening, is closely related. Through oral speech, learners ' listening skills and thinking skills also increase.

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