



## THE IMPORTANCE OF PRODUCTIVE SKILLS IN LEARNING LISTENING SKILLS

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**ABSTRACT:** - The article returns to the pretended listening abilities in second language mastering by testing the impression of tuning in as responsive expertise. It contends that listening can be made useful by consolidating show-in study hall errands to bring out additional useful elements of learning. To launch the execution of the show, a listening movement is proposed with a system. The article opens another exchange in the academic characterization of language abilities through re-picturing what students can perform during listening undertakings also as how this presentation can extend our ordinary thinking about the idea of language practice.

**KEYWORDS:** Listening skills, receptive, productive, drama, listening activities, perception.

### INTRODUCTION

This article causes insight to notice the way that listening isn't just about getting data. All things considered, it tends to be a functioning course of profoundly requesting mental handling and exceptionally responsive systems. Getting and answering are two reliant strides in ordinary correspondence. While the previous might be detached, the last option is dynamic. One can't just separate these and characterize the initial step to the idea of the whole listening experience. This is

because a definitive motivation behind listening isn't simply to recover information but to follow up on that information. Such activity can be public verbalization, yet it can likewise be discourse in the brain (inward discourse), self-murmuring (confidential discourse), and individual offering to a companion (insider discourse). Our experience and perception show that when numerous students tune in, they don't just 'keep their mouth shut but frequently display proactive

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conduct like mumbling words, thinking of them down, sharing them momentarily with a companion, posing an inquiry recorded as a hard copy or talking, and reuse a portion of these activities where requirements emerge. In such a certifiable climate of correspondence, tuning in as a rule shifts from cognizance to following up on perception. For the above reasons, the way that listening is viewed as an inactive, responsive expertise, instead of dynamic, useful talking and composing abilities, has negatively improved the intricacy of this region with all its psychological handling requests on students. [1]

It has been progressively recognized that listening and understanding assumes a significant part in working with language learning. The improvement of powerful listening abilities ought to be seen as an important interaction as well as an intrinsic, irreplaceable piece of talking and composing. The test of listening execution is that it puts tension on students not exclusively to give full consideration to and process data promptly yet additionally to use a variety of capabilities like preparation, checking, inferencing, symbolism elaboration, summarisation, reiteration, resourcing, note-taking, etc. The use of procedure requires a serious level of scholarly cognizance and objective direction which involves working memory, putting together words in bunches, and handling new semantic information. The association between the motivation behind tuning in and the scope of abilities being utilized is a fundamental calculation of listening capacity. Listening takes on a mind-boggling nature as it

expects students to mesh numerous parts into a bunch of implications.

This training is otherwise called input handling which falls into three classes specifically metacognitive methodologies, mental systems, and social-emotional procedures. Mental systems are used to process, figure out, gather, and recall information. Metacognitive methodologies are for overseeing and helping scholarly strategies as well as concerning taking care of impediments through tuning in. Social-emotional listening methodologies are applied to secure the help of others/questioners to help to understand and to work with understudies to deal with pessimistic sentiments like uneasiness. The third sort is otherwise called the helpful listening method which is best utilized for showing a gathering of students. Listening plays a key, an implanted job in checking language and creating correspondence systems. It has been recognized that essential capability is the capacity to make conversational arrangements and make up for troubles in verbal correspondence. There is a progression of legitimate improvement in mindful tuning in, noticing others' correspondence, taking part in independent discourse, and haggling these in the exhibition of language use.

Up until this point, the connection between quiet perception and procedure improvement has seldom been a worry in second language securing research. Even though there are, truly, students who adapt to listening responsively, regarding all audience members as agreeable beneficiaries of information would be uncalled for. This isn't the main article with an endeavor to consider listening

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<sup>1</sup> D. Bao, Understanding silence and reticence: Ways of participating in second language

acquisition. New York: A&C Black, 2014. Available at: Google Books.

abilities with a proactive limit, yet it would be a spearheading discussion that proposes thoughts for the plan of listening exercises to state such a limit. A few researchers have recognized the legitimate stream between powerful tuning in and the improvement of relational abilities. For example, Noor and Toh keep up that students who experience the test of talking abilities frequently are the individuals who experience the ill effects of lacking satisfactory listening abilities. An ostensible measure of ongoing talk has inspected the idea of proactive tuning in by arranging it inside correspondence practice. Research directed by investigates the connection between the impact of tuning in on fruitful correspondence. The discoveries recommend that when students are unequivocally shown correspondence procedures, listening can turn out to be more successful by straightforwardly supporting language creation.

As for Dimoski, proactive listening appreciates more circumstances to happen when hearable records are given to understudies to yield practice. For the model, after a listening perception task, students would then involve the content for perusing out loud or an image to rehearse pretend. At the point when quiet cognizance and verbal practice stream together in the same action, they join endeavors to lessen the polarity between tuning in and talking. As such, it is through essential connection with the hearable source that changes the ordinary model of what Björkman alludes to as 'monologic occasions' by which listening is something like an inactive course of getting input for perception. One more part that can be integrated into each listening movement is a subsequent reflection

stage in which students talk about what techniques they have utilized to get the most from the experience. Such techniques might incorporate taking note of down profoundly recognizable words, making motions, doodling pictures or a brain diagram, requesting that the educator stop the recording or replay specific portions of it, etc.[<sup>2</sup>]

Such escalated utilization of strategies along with a conversation on them in the class would make listening profoundly open and not in any way shape or form responsive any longer. The previously mentioned concentrate by Dimoski et al. took advantage of this useful listening limit when it was coordinated for understudies, after the listening occasion, to create a composed reflection on their opinion on their way of learning. It was through such reflection that understudies found for themselves how much a listening experience can transform into open mindfulness, for example, when they foster the need to involve motions in discussions, or when they rehash articulations in the recording to combine new language information. All in all, it is through examining subject substance, articulating language information, and sharing material methodologies that make listening at this point, not a simple responsive errand. Seemingly, these are not follow-up strides in the wake of tuning in, however they address the primary parts of the listening process itself.

The accentuation of perception as the sole capability of listening is exceptionally problematic and the job of tuning in verbal correspondence is more strong than we know. There is common joining among tuning in and other miniature abilities, in particular talking,

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<sup>2</sup> J. M. O'Malley and A. U. Chamot, *Learning Strategies in Second Language Acquisition*.

England: Cambridge University Press, 1990. doi: 10.1017/CBO9781139524490

perusing, and reviewing make valid correspondence. Listening gives the imperative semantic, social, and social openness that drives students towards language obtaining. Additionally, being the most often utilized language office, listening associates input straightforwardly with results to shape correspondence in language learning. 50 years prior, research led by Mehrabian previously showed that the job of paying attention to discourse in deciphering a message plays just 45% in genuine correspondence while during 55% of the correspondence time, one essentially doesn't tune in however notices nonverbal signals, or at least, getting significance from quiet as opposed to from discourse.

This implies that tuning in alone, generally speaking, doesn't permit one to get adequate data. It likewise implies that a significant piece of one's responsive instrument did not depend on listening yet on the motion. Even though audience members may not talk a lot, their non-verbal language applies impact throughout a discussion. Along these lines, it would be misdirecting to expect that an audience just 'gets' data: they convey data during the listening system. In the meantime, speakers don't convey their message freely yet frequently get signals from audience members to adjust their discourse. During an illustration that we once noticed, the instructor said: 'Let me give you work to do at home. In the wake of saying this, he took a gander at each individual who didn't say anything and proceeded: 'Indeed, don't say anything negative. It's significant and I'll consider giving you less work than expected, okay?'. The arising question is: Did understudies only get

data from the educator? Did the instructor only give data? Understudies taking conveyed their responsive data back to the instructor, who then, at that point, considered it and altered his discourse. Without saying a word, the class effectively impacted what the educator kept on saying. Because of this occurrence, we can't expect that while tuning in, one gets information and doesn't change the idea of the discussion.

The remainder of the writing, tragically, neglects the real world and keeps up with that to listen is something like to get and grasp. It is regularly accepted that audience member neither produce language nor change the idea of discussion to the same token. Tuning in, accordingly, is in many cases reduced to the space of conceivable information by which students get jargon, pay attention to materials and complete the response just to exhibit understanding. Audience practice, along these lines, is diminished to an inactive job that stays beyond correspondence. The most extreme that listeners can do is to be presented with a variety of materials, with practically no input impact over them. All around, listening has been seen as having scarcely anything to do with the resulting cycle in second language securing. Audience members don't communicate any informative worth. By not making expressions, they neither impact cooperation nor get yield going. Other than such an inactive job, audience members' undertaking is likewise dependent upon numerous imperatives.[<sup>3</sup>]

For instance, audience members frequently battle with unusual snags like neglecting to perceive words or forgetting about hearable signs. Before we contend further for paying

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<sup>3</sup> L. Vandergrift, "The Comprehension Strategies of Second Language (French) Listeners: A Descriptive Study," *Foreign Lang. Ann.*, vol. 30,

no. 3, pp. 387–409, Oct. 1997, doi: 10.1111/j.1944-9720.1997.tb02362.x.

attention to be reexamined as a feature of students' useful component, let us direct our concentration toward what productive skills could involve. In light of that getting it, we will then conclude whether and how listening can meet those prerequisites. By and large, listening was laid out as responsive miniature expertise during the last part of the 1970s. During the 1970s and 1980s when structure and importance had an obvious qualification, listening took on an engine-responsive position with procedures that handle specialized parts of language info like sound acknowledgment, integrating subtleties, and construing, among others. Drawn from such commonsense conceptualization, tuning in and talking were isolated into two unmistakable tasks. In other words, the possibility of responsive and useful as a result of a polarizing view on semantic dominance, which appeared to rule ELT talk during the 1970s and 1980s in which one significant trait of ELT banter was restricting propensities. It was only after the mid-1990s that correspondence was re-imagined more as a cycle and less as an item.

From that point forward, sees on language schooling have moved into additional adaptability and congruity than differentiation and resistance, with additional adaptable thoughts like diverse guidance, certifiable incorporated abilities, and post-strategy instructional method. Albeit the mentality about language, and abilities has moved from item situated to handling arranged thinking, listening kept on being viewed as an independent responsive build, maybe out of helpful marking as opposed to instructive involvement. Ostensibly, there is a need to reevaluate this categorization. To hold the responsive and useful polarity is to clutch a moderate pattern that opposes the environmental view on language today where

limits in information about correspondence have been redesigned past compartmentalization. Practically, the two audience members' verbal and social support in correspondence that explore discussion. Strategically, such division just saves language showing in advantageous parts for simple reference. Abilities, for example, talking and composing are arranged as useful because of their capability in making yield apparent.

It is trusted that expressed result establishes the groundwork for tuning in, though composed yield serves open perusing. Along these lines, the useful result serves as intelligible information. As such, for a bunch of abilities to be recognized as useful, it ought to most importantly be noticeable. The inquiry that ought to enter our thoughts, then, at that point, is: can listening be apparent? When we talk, how do we have any idea that the conversationalist is tuning in? We realize that through their motions, for example, gesturing and glaring, through their eye-to-eye connection which shows they are with us in the discussion, through little sounds they make to affirm and support or object and consider, and through their stance which means interest or eagerness. If we concur that these signs are significant as a feature of correspondence, listening contains noticeable data. Permeability is one quality of tuning in, hence, ought to make this capability a bunch of useful miniature abilities. One unmistakable component of productive skills is the implant of rich informative circumstances. Much of the time, for language use to be well contextualized in a significant setting, a helpful instructive methodology can be Venture Based Learning (PBL).

This custom permits students to make and execute plans as well as reflect and assess their learning through errands reflecting true correspondence. As for Stoller, such learning

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includes a few errands, remembering to choose a topic of the venture, pondering abilities, gathering data, setting goals, breaking down the undertaking, introducing the result, and reflecting upon it. One illustration of such a movement would be students acquainting the places where they grew up with their cohorts. To play out this errand, they need to gather data on rarities, workmanship, history, and spots of interest in their old neighborhood to assemble content for the show. The instructor and friends then, at that point, give input and urge the moderator to consider approaches to working on satisfaction and strategies for conveyance. Along these lines, the action has a credible and cooperative nature. In this mind-boggling process, talking isn't the main significant part, however, it is the contribution of tuning in, thinking, perception, and reflection that forms the entire experience of creation.[<sup>4</sup>]

As such, both talking and listening abilities share a similarly significant obligation in getting yield going. Along these lines, giving acknowledgment to talking alone as a productive skill while lessening paying attention to responsive abilities distorts the equivalent gauging of abilities as well as neglects to do equity to students' intertwined endeavors. Meanwhile, the educator and companions during the show listen not exclusively to look for seeing yet additionally to enthusiastically handle information for building input. Before they can explain their remarks, such a result exists in an undetectable structure as it is continually worked by tuning in, to the degree that it is impossible to isolate perception from criticism creation. Tuning in, for this situation, is more complicated than a simple course of getting

data. All things being equal, an exceptionally proactive activity constantly takes care of the result of each piece of information, so the second the show closes, such undetectable result is immediately conveyed as criticism. Assuming one accepts that listening is exclusively restricted to data gathering and inactive appreciation, how might one make sense of where such development of remarks comes from?

For what reason ought yield development be viewed as an open interaction? In certain moments, listening can serve cognizance alone; at the same time, as a rule, it can extend unbelievably and towards imperceptible talking. To expect that a wide range of listening is of an open kind is cheapen such useful elements in real correspondence. In both talking and composing abilities, the contribution of criticism assumes a gigantic part in the reflection cycle. The mix of criticism and reflection offers full circumstances for students to investigate their benefits and inadequacies as well as to trade thoughts and ideas. This is a cycle that raises language skills to a significant level. Besides, input from the two understudies and instructors can likewise develop a decisive reasoning office. For criticism to accomplish explicit substance and superior grades, the listening system must be considerably more mindful and thorough than just learning. The effect of explicit, thoroughly examined criticism can't be more stressed in language learning and execution.

For criticism to be of exceptionally learnable quality expects that understudies have previously had areas of strength for, language abilities, and ideally a preferred control over that of the moderator, so they can see past the

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<sup>4</sup> M. Canale and M. Swain, "Theoretical bases of communicative approaches to second language

teaching and testing," *Appl. Linguist.*, vol. 1, no. 1, pp. 1–47, 1980. doi: 10.1093/applin/1.1.1

capacity of the moderator. Overall, the capacity to cooperate with and survey correspondence conditions is just about as important as the capacity to create language. It is through such dynamic commitment, for this situation, basic tuning in, that would augment understudies' useful learning in both precision and fittingness of language use inside open settings. While listening is well contextualized, it would extend past an uninvolved job and into additional mind-boggling elements. Such elements embrace expanded limits like coordinated abilities, improved centers around happiness, simulative circumstances, etc. Through such a plan listening can assume a more inserted part outside the simple ability to grasp. A few instances of undertakings that would permit students to be more dynamic in the combination of talking and listening incorporate narrating associated with learning contents, critical thinking communications, student-focused conversation, and language in a simulative circumstance, among others.

These would make seriously learning inspiration and associate listening intimately with yield planning. To make the potential of the above parts, we might want to propose the utilization of a show which exemplifies a few highlights of useful learning. The pertinent talk has credited a scope of benefits to the utilization of showing in open language practice. They incorporate a rich setting, a feeling of cognizance, cooperative and open work, a charming learning climate, as well as direction to both interaction and result. Furthermore, acting expects students to interface with scripts, co-build discussions, and use non-verbal communication as well as

draw in with both verbal and non-verbal items. All the more critically, acting advances students' undivided attention abilities since it envelops mental, is full of feeling, and conduct processes in open settings. For example, students would peruse their lines in advance and pay attention to their companions' lines during acting. They focus on how sound can be utilized to impart sentiments. Conduct, for example, motions and looks can flag feelings both beneficially and responsively.[<sup>5</sup>]

These are dependent upon numerous practice encounters and criticism, making the educational experience very wealthy in satisfied and loaded up with seriously reused language practice. Moreover, distortion as an intrinsic component in the show likewise assumes a part in the combination of verbal and non-verbal language as well as the familiarity with deliberate talking and tuning in. Through this improved work on listening abilities, the acting quality can be taken to a higher level where it positions equivalent to talking in its correspondence. Influence. For instance, a reaction to discourse can be made both verbally and non-verbally by which, generally speaking, the tuning in of a person without noting can create implications and incite responses. Indeed, even a sound, a respite, or a look can be loaded down with expected informative impacts. Our proposed action spins around the narrative of Alice in Wonderland, an exemplary English novel that has been adjusted into films, plays, and musicals. The plot is brimming with exciting bends in the road, alongside crashes areas of strength for of. We propose utilizing the BBC Learning English rendition which takes care of EFL students' language learning. This material

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<sup>5</sup> L. F. Bachman and A. S. Palmer, Language testing in practice: Designing and developing useful language tests, vol. 1. New York and

London: Oxford University Press, 1996. Available at: Google Books.

contains general records with comparing accounts, the two of which will be utilized during the errand. Criticism is coordinated into three stages. The initial step expects understudies to talk about what worked out in a good way and what could be worked on inside their gathering.[<sup>6</sup>]

Self-evaluation is a significant technique in intelligent learning. The subsequent step requests that each gathering give remarks to different gatherings. In the third step, the educator imparts criticism to everybody. Generally, input ought to be both helpful and positive where applicable; and ought to be happy or comical instead of assuming the kind of analysis. The intelligence cycle ought to be overseen in a manner to draw out a positive, empowering influence on understudies' mentalities towards realizing, which incorporates, for instance, peers supplementing each other's great exhibition. In any event, when there arises a feeling of contest or desire among peers, criticism ought to be seen considering sound shared learning. This experience, other than understudies' shared learning, would likewise illuminate the educator in ensuing showing choices, particularly after a point-by-point record of understudies' assets and shortcomings is reported.

This could incorporate language use, the consciousness of social jobs, mindful tuning in, suitable reactions, elocution difficulties, collaboration, and imaginative spontaneous creation, among others. While a growth opportunity is rich, it influences to give huge measures of data that can enlighten advancing requirements and instructive reactions to such necessities. Furthermore, how the educator

handles such occasions, if positive and adaptable as opposed to negative and mechanical, could assist understudies with creating uplifting outlooks toward their language learning. After the above movement, understudies could invite to another opportunity to perform. This time, they ought to be permitted to appreciate more artistic liberty in developing their plot. At the point when this occurs, the educator could wish to step back and welcome one class part to act in the job of a chief, that is to say, the manager of the whole presentation. To reinforce bunch cohesiveness, each group can concoct a name for themselves, for example, the sparkling star, the determiner, the secret group, etc.

The meaning of this naming is to feel they have a place with a brilliant gathering with an unmistakable reason. Before the presentation date, the entire class ought to examine a plot together in one illustration and each group ought to meet independently voluntarily for planning. The instructor can assume the part of a guide who gives remarks when understudies need assistance, like jargon decisions, thought development, the progression of the play, etc. This conference can occur during an example, after the illustration, or utilizing email correspondence. The plot can be unique as made by understudies or it tends to be adjusted from a notable source.

## CONCLUSION

To reevaluate the ordinary conceptualization of tuning in as a build-outside efficiency, the article has investigated a scope of highlights that manifest a useful position toward listening abilities. Such highlights remember mindful tuning in with yield for the mind, non-

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<sup>6</sup> D. Bao, "The place of silence in second language acquisition," *English Lang. Teach. Res. J.*, vol. 1,

no. 1, pp. 26–42, Aug. 2019, doi: 10.33474/eltar-j.v1i1.4771.



verbal communication implanted in listening assignments, and contextualized language use where the limit between talking and listening is not generally obvious. We have contended that when such highlights are applied to study hall exercises, they give conditions that make listening both all the while responsive and useful. We have handpicked and prescribed procedural utilization of show to separate tuning into vital parts that would uncover layers of tuning in and carry an open effect on the outer layer of classroom learning.

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