

THE PRINCIPLES OF TEACHING RECEPTIVE SKILLS

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Abstract

This article discusses the principles of teaching receptive skills in foreign language teaching. According to it, it includes information about reading and listening comprehension skills and their basic techniques and examples of them.

Keywords: receptive skills, skimming, scanning, intensive, extensive.

Аннотация

В данной статье рассматриваются принципы обучения рецептивным навыкам при обучении иностранному языку. Согласно ему, он включает информацию о навыках понимания чтения и аудирования, их основных методах и их примерах.

Ключевые слова: рецептивные навыки, беглый просмотр, сканирование, интенсивный, экстенсивный.

Abstrakt

Ushbu maqola chet tillarini o'qitishda qabul qiluvchi ko'nikmalarni o'rgatish prinsiplari xususida so'z yuritadi. Unga ko'ra, o'qish va tinglab tushunish ko'nikmalari va ularning asosiy texnikalari va ularga namunalar haqida ma'lumotlarni o'z ichiga oladi. Tahlil natijasiga ko'ra, bu ko'nikmalarni rivojlantiruvchi mashqlar misol tariqasida keltirilgan.

Kalit so'zlar: reseptiv ko'nikmalar, keng qamrovli, intensiv

INTRODUCTION

Receptive skills are receiving information through listening or reading. Listening and reading skills are understood as receptive skills. In this case, language learners do not produce language, but only receive information. Listening and Reading skills are called also passive skills and these skills are taught first in order to comprehend language. In addition, receptive skill includes non-verbal communication. These include body language, gestures, tone of voice and facial expressions.

DISCUSSION AND RESULTS

Sometimes is crucial for students to practice and improve their receptive skills because it can be challenging for teachers to properly assess how well their students are able to comprehend whether they are reading or listening. A solid understanding of receptive vocabulary and language—which is frequently more advanced than language that learners can actually produce—is essential for developing receptive skills. It is typical for language learners to understand more language than they

are able to use. Some students find listening to be much more challenging to learn than reading since they can read at their own pace and are not as concerned with accents, pronunciations, or rapid-fire speakers. One of the most crucial, difficult skills for learners to acquire is listening. Since speaking is frequently students' primary goal, listening is one of the most crucial, difficult skills for them to develop. However, it is necessary. When teachers provide reading exercises to students, they frequently concentrate mostly on reading practice. Reading is an ability, and teachers need to enhance their subskills in order to support students' reading proficiency. Reading subskills include skimming and scanning, reading extensively, reading intensely, forming predictions, and comprehension. But scanning and skimming are by far the two most significant ones. In the EFL classroom, teachers frequently teach and practice these strategies to help students read more effectively.

Teachers usually suggest students to skim a passage in order get an outline of its topic, idea, and material before concentrating on the text's more complicated elements in more detail.

Skimming is a quick reading and look through a given material, not reading every word. The purpose of this sub-skill is to understand the general or main meaning of the text. During skimming, the student focuses on heading and title of text help to create a general idea about the reading material. The student mainly reads the first (topic) sentences of the paragraphs.

Scanning is searching for specific facts or figures by quickly reading the reading material. Scanning is the opposite of the skimming sub-skill, student looks for specific information, names of people, numbers, etc. A student should know the text structure well in order to easily find the information he is looking for through scanning. The learner's time is saved. This is the effect of this sub-skill.

Enhancing listening abilities involves a variety of subskills, but in this session, we'll concentrate on extensive and intensive listening. The duration of the activity is the most significant difference between these two subskills.

While extensive listening occurs over longer periods of time, intensive listening typically only lasts a few minutes. The aim of the listening task is another distinction that needs to be noted. When engaged in intensive listening, students typically pay close attention to specific details. On the other hand, the goal of extensive listening is to get the general idea without understanding in the details.

Intensive and extensive listening are important subskills in improving listening. Intensive listening is a short-term listening activity. Its duration lasts several minutes. The purpose of listening is to listen for specific details. For intensive listening, we can take gap fill activities as an example. Because the intensive listening is focused on specific information, the learner must listen and understand every detail through listening, and it is an activity designed to find words that have been omitted. Gap fill activity checks vocabulary, grammar or pronunciation by listening.

Extensive listening is long-lasting listening. The main purpose of this list of sub-skills is to understand general meaning. It is not required to understand every word while listening. An example of extensive listening is listening podcasts. The language proficiency of the student is also important for extensive listening. By listening to a podcast, language learners understand the general meaning, not necessarily translating each word. Language learners first improve their listening skills through intensive listening. After increasing their level, they practice extensive listening.

Advice on how to improve reading and listening skills.

1. Encourage students to read for pleasure in addition to academic purposes.
2. To determine the meaning of a language you are unfamiliar with, read a passage in its whole rather than word for word and look for contextual cues.
3. Keep an eye out for key phrases like nouns, verbs, adjectives, and adverbs because they include information.
4. Before reading or listening, make predictions. This brings into reality previous understanding on this topic. Additionally, because the student isn't immediately faced with what they don't know, this increases confidence.
5. Keep listening out keywords.
6. Practice skimming the text for the main ideas before getting into the details. This will help you read the text more easily.
7. Constantly practice, constantly practice!

In conclusion, receptive skills play an important role in learning foreign languages. Teachers can use a variety of techniques to teach these skills in a fun and engaging way. By providing learners with opportunities to use receptive skills, teachers can help them develop the skills they need to communicate effectively in a second language.

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