

DEVELOPMENT OF LISTENING SKILLS THROUGH DIALOGUES

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Abstract: This article is devoted to the analysis of the deep interdependence of speech perception skills and the quality of dialogic utterances produced in response, substantiating the thesis that effective dialogue is impossible without a highly developed ability to decode and analyze the incoming acoustic signal.

Keywords: listening, utterance, dialogue, analysis, speaking, communication.

In modern language didactics, dialogic speech is traditionally considered one of the most complex forms of speech activity, requiring the learner to exercise maximum concentration and mobilize all linguistic resources. However, in pedagogical practice, the focus is often shifted exclusively to the productive aspect — teaching speaking, while the receptive component — listening — is perceived as auxiliary.

Dialogue by its nature is an interactive process, where each participant alternately takes on the roles of listener and speaker. The quality of the response directly depends on the quality of processing incoming information. From a cognitive point of view, the process of constructing a dialogue begins not at the moment of uttering words, but at the moment of perceiving the words of the interlocutor. If the learner does not possess skills in segmenting the speech flow, identifying key words, and recognizing grammatical constructions by ear, their response will inevitably be fragmented, inappropriate, or overly simplified. Listening within the structure of dialogue performs a function inseparable from speaking itself. It is precisely through listening that the learner interprets current speech patterns, intonational patterns, and lexical collocations, which are then used when producing their own utterances. Thus, the development of listening skills is a primary condition for forming a high-quality utterance.

In the process of natural dialogue, the listener does not wait for the partner to finish the phrase in order to start planning their response. The brain, relying on a developed listening skill, begins to predict the end of the interlocutor's statement based on context and linguistic guesswork. A high level of listening skills allows the learner to reduce cognitive load. When the process of decoding someone else's speech is automated, resources of working memory are freed for more complex synthesis of one's own utterance. As a result,

pauses are reduced, speech becomes more fluent, and utterances are more substantive and grammatically accurate. Conversely, a deficit in listening skills forces the student to spend all mental effort on understanding the meaning of what is heard, which leads to pauses when trying to respond.

The connection between listening and the quality of responses also manifests at the level of phonetics and prosody: intonation, stress, and tempo. Dialogue is a process of mutual adjustment between interlocutors. Effective listening allows a learner to grasp the emotional tone, the register of communication, and the partner's intonational accents. The ability to perceive speech by ear leads to automatic imitation or an appropriate reaction in the response. For example, recognizing a question or sarcastic intonation by ear dictates the choice of appropriate vocabulary and grammatical structure in the reply. Without developed phonemic hearing and the skill to perceive intonational patterns, a learner's responses may be grammatically correct but pragmatically inappropriate, which disrupts the natural flow of dialogue and leads to communicative failures.

The quality of a dialogic remark is evaluated not only by the correctness of its forms but also by its pragmatic adequacy—the ability to advance communication. This requires the listener to understand not only what was said but also why. Deep listening involves reading hidden meanings, indirect speech acts, and cultural codes. If listening skills are poorly developed, the learner often responds only to individual words, missing the overall meaning of the statement. This leads to simple repetition or monosyllabic answers that do not contribute to the development of the conversation. Well-developed listening allows for producing remarks that contain clarifications, counterarguments, or the development of the interlocutor's thought, which is the essence of high-quality dialogic interaction.

“Despite the fact that teaching foreign languages is quite common, teachers, psychologists, methodologists still pay great attention to methods of education of a multilingual personality”. [1]

Acknowledging the interdependence of listening and speaking requires a change in teaching approaches. An effective methodology should include audio-linguistic pair exercises, where one student's task is to transform the heard information into a response of a certain type, tasks for developing empathetic listening aimed at recognizing emotions and intentions of the interlocutor by voice, the use of authentic video materials where the focus is on non-verbal signals and their connection with the subsequent lines of the characters. «Students experience certain difficulties when communicating on certain topics, therefore the usage of communicative competences can motivate learners and boom the effectiveness of English class». [2]

In conclusion, it can be affirmatively stated that the quality of dialogic speech is a derivative of the depth and accuracy of auditory perception. Listening is not a passive process; it is an active cognitive activity that lays the groundwork for speech production. Developing listening skills provides the learner with the necessary lexical and grammatical inventory, reduces cognitive load, allows the use of prediction mechanisms, and ensures pragmatic accuracy of expressions. Thus, in foreign language learning, the development of these two skills should occur synchronously and interrelatedly, as only their symbiosis allows achieving genuine communicative competence.

USED LITERATURE

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