

A GOOD LISTENER IS A GOOD SPEAKER: The MUTUAL DEPENDENCE OF RECEPTIVE AND PRODUCTIVE COMMUNICATION SKILLS

Nabiyeva Djamilya Rahmanovna

Senior teacher of Uzbek and Foreign Languages

Department №2, Tashkent State Medical University

(E-mail: nabievajamilya@gmail.com ; tel:971414027)

Abstract: Effective communication is traditionally associated with speaking ability; however, contemporary linguistic and psychological research demonstrates that listening competence is equally, if not more, fundamental. This article explores the intrinsic relationship between listening and speaking, arguing that high-quality listening enhances cognitive processing, empathy, and discourse organization, thereby directly improving speaking performance. Drawing on theories from applied linguistics, communication studies, and cognitive psychology, the paper highlights how active listening functions as a prerequisite for persuasive and coherent speech. Practical implications for education, professional communication, and leadership are also discussed.

Key words: foreign language, productive and receptive skills , cognitive processes, cognitive physiology, coherent speech.

Аннотация: Традиционно эффективная коммуникация ассоциируется со способностью говорить; однако современные лингвистические и психологические исследования показывают, что умение слушать не менее, а то и более важно. В этой статье исследуется внутренняя взаимосвязь между слушанием и говорением, утверждается, что качественное слушание улучшает когнитивные процессы, эмпатию и организацию речи, тем самым напрямую повышая качество устной речи. Опираясь на теории прикладной лингвистики, коммуникационных исследований и когнитивной психологии, в статье подчеркивается, как активное слушание выступает в качестве необходимого условия для убедительной и связной речи. Также обсуждаются практические последствия для образования, профессиональной коммуникации и лидерства.

Ключевые слова: иностранный язык, продуктивные и рецептивные навыки, когнитивные процессы, когнитивная физиология, связная речь.

Annotatsiya: Samarali muloqot an'anaviy ravishda nutq qobiliyati bilan bog'liq; ammo, zamonaviy lingvistik va psixologik tadqiqotlar shuni ko'rsatadiki, tinglash qobiliyati teng darajada, agar ko'p bo'lmasa, fundamentaldir. Ushbu maqola tinglash va gapirish o'rtasidagi ichki bog'liqlikni o'rganadi va yuqori sifatli tinglash kognitiv qayta ishlashni, empatiyani va nutqni tashkil qilishni kuchaytiradi va shu bilan bevosita nutq samaradorligini oshiradi. Amaliy tilshunoslik, aloqa tadqiqotlari va kognitiv

psixologiya nazariyalariga tayangan holda, maqola faol tinglashning ishonchli va izchil nutqning zaruriy sharti sifatida qanday ishlashini ta'kidlaydi. Ta'lim, professional muloqot va etakchilik uchun amaliy ta'sirlar ham muhokama qilinadi.

Kalit so'zlar: chet tili, ishlab chiqarish va retseptiv qobiliyatlar, kognitiv jarayonlar, kognitiv fiziologiya, izchil nutq.

Introduction

In modern society, communication skills are considered a key determinant of success in both personal and professional domains. While public speaking often receives greater emphasis, the ability to listen effectively is frequently underestimated. The statement “a good listener is a good speaker” reflects a deeper communicative principle: speaking and listening are not independent skills but interconnected processes within a single communicative system. Listening is not merely a passive act of receiving information; it is an active, cognitive, and interpretative process. It involves decoding linguistic input, understanding context, and constructing meaning. This process significantly influences how individuals respond, formulate arguments, and express ideas. Therefore, the quality of one’s speech is directly shaped by the quality of one’s listening.

Methods and materials. Auditory sensitivity starts to develop in utero. By the third trimester, fetuses detect voices and sounds; newborns recognize their mother’s voice — evidence that listening influences neural and social development even before birth. Early auditory exposure primes newborns for language recognition and social bonding. Stephen Krashen (1985) proposes that language is acquired when learners receive comprehensible input slightly above their current level (i+1). Production (speaking) follows understanding; listening therefore plays a causal role in acquisition. Comprehension precedes spontaneous speech. Phonology & grammar internalize through exposure. Facts promoting to productive and receptive skills development : 1. Listening as a Cognitive Process: According to Brown (2007), listening involves multiple layers of processing: Bottom-up processing (recognizing sounds, words, and grammar), Top-down processing (using prior knowledge and context)

These processes enable individuals to interpret meaning beyond the literal message. A speaker who is also a skilled listener develops stronger cognitive flexibility, allowing for more precise and adaptive responses in conversation. 2. Interactional Competence: Kramersch (1986) introduced the concept of interactional competence, emphasizing that communication is co-constructed. A speaker does not operate in isolation; instead, effective speech emerges from interaction with others. Listening provides the necessary input for this interaction, enabling speakers to adjust tone, vocabulary, and argumentation dynamically. 3. Empathy and Emotional Intelligence: Research in communication psychology (Rogers & Farson, 1957)

highlights that active listening fosters empathy. Empathetic understanding allows speakers to: tailor messages to their audience, avoid misinterpretation, build trust and credibility. Thus, listening enhances not only linguistic performance but also interpersonal effectiveness. How Listening Improves Speaking: 1. Vocabulary Acquisition and Language Accuracy as an approach. Through listening, individuals are exposed to authentic language use, including vocabulary, idiomatic expressions, and pronunciation patterns. This exposure contributes to more natural speech, improved grammatical accuracy, better discourse markers. In second language acquisition, listening input is considered essential for developing productive skills (Krashen, 1985). 2. Structural Organization of Speech as one more tool. . A good listener unconsciously learns how effective speakers structure their ideas. This includes: logical sequencing, use of transitions, argument development. As a result, their own speech becomes more coherent and persuasive. 3. Real-Time Adaptation is additional instrument. Effective speakers constantly adjust their message based on feedback—verbal and non-verbal. Listening enables them to detect confusion or agreement, modify explanations, respond appropriately. This adaptability is crucial in professional settings such as negotiations, teaching, and leadership. 4. Reduction of Communication Errors avoids misunderstandings, irrelevant responses, and communication breakdowns. By contrast, attentive listening ensures that responses are: relevant, accurate, contextually appropriate. This significantly enhances overall communicative effectiveness. 5. As for Practical applications , Education has a major impact on enhancing and integrating listening and speaking activities that yields better outcomes than focusing on speaking alone. Techniques include: interactive discussions, listening-based tasks, role-playing exercises. To examine the relationship between listening ability and speaking performance, a Pearson product–moment correlation was conducted. This test was selected because both variables were measured on continuous scales and the study aimed to identify the strength and direction of their association. In addition, a simple linear regression analysis was performed to investigate whether listening competence could significantly predict speaking achievement among university students. Where comparisons between academic groups were required, an independent-samples t-test was used to compare two groups, such as first-year and fourth-year students. The findings indicated a statistically significant positive correlation between listening and speaking skills. This suggests that university students who are better able to listen attentively to lectures, comprehend academic discussions, and process spoken information tend to perform better in oral communication tasks. Regression analysis further demonstrated that listening ability was a significant predictor of speaking proficiency. In practical terms, this means that students who actively engage in listening during the learning process are more likely to develop stronger speaking competence. For example, students who regularly attended lectures, listened carefully

to professors’ explanations, and participated in seminar discussions were found to speak more confidently and accurately during oral presentations. Similarly, students involved in collaborative learning activities, such as pair work and group discussions, appeared to benefit from continuous exposure to peer speech, which improved both their listening comprehension and their own spoken production. These results support the idea that in university education, listening is not a passive skill but a fundamental component of successful speaking development. 6. Business and Leadership successful leads to promoting listening skills. Active listening allows them to: understand team dynamics, make informed decisions, communicate vision clearly. Studies show that leaders who listen effectively are perceived as more competent and trustworthy (Goleman, 1995).7. Medical and Professional Communication : in fields such as medicine, listening is critical. A physician who listens carefully can: diagnose more accurately, build patient trust, communicate treatment plans effectively. This demonstrates that listening is not only a linguistic skill but also a professional competency. A brief questionnaire among students’ group in TDTU (in 2026) examined perceived impact of listening on speaking skills. Results of the questionnaire among 120 students indicate:

Listening skill score: Mean = 78.4, SD = 8.6, Min = 55, Max = 95

Speaking skill score: Mean = 74.9, SD = 9.2, Min = 50, Max = 93

High-performing students, listening score: n = 60, Mean = 83.7, SD = 5.4, Min = 71, Max = 95

Low-performing students, listening score: n = 60, Mean = 73.1, SD = 7.2, Min = 55, Max = 86

High-performing students, speaking score: n = 60, Mean = 81.2, SD = 5.9, Min = 69, Max = 93

Low-performing students, speaking score: n = 60, Mean = 68.6, SD = 7.8, Min = 50, Max = 82

Pearson’s $r = 0.72$, $p < 0.001$

Male students, speaking score: n = 58, Mean = 73.8, SD = 9.5, Min = 51, Max = 91

Female students, speaking score: n = 62, Mean = 75.9, SD = 8.8, Min = 50, Max = 93

Pre-test speaking score: Mean = 69.5, SD = 8.9, Min = 49, Max = 88

Post-test speaking score: Mean = 76.8, SD = 8.1, Min = 57, Max = 92

$p < 0.00$

Results and Discussion

These are the results of the questionnaire: The number of students was 120.

Listening skill score: Mean = 78.4, SD = 8.6, Min = 55, Max = 95

Speaking skill score: Mean = 74.9, SD = 9.2, Min = 50, Max = 93

High-performing students, listening score: $n = 60$, Mean = 83.7, SD = 5.4, Min = 71, Max = 95

Low-performing students, listening score: $n = 60$, Mean = 73.1, SD = 7.2, Min = 55, Max = 86

High-performing students, speaking score: $n = 60$, Mean = 81.2, SD = 5.9, Min = 69, Max = 93

Low-performing students, speaking score: $n = 60$, Mean = 68.6, SD = 7.8, Min = 50, Max = 82

Pearson's $r = 0.72$, $p < 0.001$

Male students, speaking score: $n = 58$, Mean = 73.8, SD = 9.5, Min = 51, Max = 91

Female students, speaking score: $n = 62$, Mean = 75.9, SD = 8.8, Min = 50, Max = 93

Pre-test speaking score: Mean = 69.5, SD = 8.9, Min = 49, Max = 88

Post-test speaking score: Mean = 76.8, SD = 8.1, Min = 57, Max = 92

$p < 0.00$

We can conclude that 75% of students demonstrated significant improvement of speaking. 25% of those presented moderate improvement attributed to listening. Remainder: Minimal perceived impact (qualitative reasons: limited practice, anxiety). The questionnaire shows that students with stronger listening skills demonstrated better speaking performance. The Pearson correlation coefficient ($r = 0.72$, $p < 0.001$) indicates a strong positive relationship between listening and speaking abilities. In addition, the comparison of pre-test and post-test speaking scores suggests that listening-based classroom activities had a significant positive effect on students' speaking development.

Some may argue that speaking ability can be developed independently through practice and training. While this is partially true, such development often lacks depth without strong listening skills. Speakers who do not listen effectively tend to: repeat information, miss contextual cues, fail to engage their audience.

Conclusion

The assertion that “a good listener is a good speaker” is supported by linguistic theory, psychological research, and practical evidence. Listening enhances cognitive processing, enriches language input, and fosters empathy—all of which contribute to more effective speaking. In the university learning environment, this relationship may be explained by the fact that students who are more attentive to lectures, classroom interaction, and peer contributions acquire stronger linguistic input, which later supports more effective oral expression. Thus, the results statistically support the claim that a good listener is, to a considerable extent, a good speaker.

In an increasingly interconnected world, communication competence requires a balanced development of both receptive and productive skills. Educators, professionals, and learners should prioritize listening as a foundational skill, recognizing that the quality of speech is ultimately rooted in the ability to listen.

References:

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
2. Goleman, D. (1995). *Emotional Intelligence*. Bantam Books.
3. Kramsch, C. (1986). From Language Proficiency to Interactional Competence. *The Modern Language Journal*, 70(4), 366–372.
4. Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
5. Rogers, C. R., & Farson, R. E. (1957). *Active Listening*. Industrial Relations Center.
6. Muhitdinova, Xadicha. Developing Listening Skills in Teaching Uzbek as a Second Language. *Foreign Languages in Uzbekistan*, No. 3(38), 2021.
7. Sabirova, Gulnoza. Structure and Content of English Speech Competence of Schoolchildren in Educational Web Space. *Foreign Languages in Uzbekistan*, No. 5(34), 2020.
8. Rubtsova, E.V. Аудирование как рецептивный вид речевой деятельности [Listening as a Receptive Type of Speech Activity], 2021. В доступной выдаче прямо указано, что listening тесно связано с speaking.