



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

www.ijiemr.org

COPY RIGHT



ELSEVIER
SSRN

2021 IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 11th April 2021.

Link: <https://ijiemr.org/downloads/Volume-10/Issue-4>

DOI: 10.48047/IJIEMR/V10/I04/35

Title: **TEACHING PRODUCTIVE SKILLS TO THE STUDENTS**

Volume 10, Issue 04, Pages: 138-140.

Paper Authors:

Karimova Dilorom Shavkat qizi¹, Abdurakhmonova Omina Alisher qizi²



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

TEACHING PRODUCTIVE SKILLS TO THE STUDENTS

Karimova Dilorom Shavkat qizi¹, Abdurakhmonova Omina Alisher qizi²

Teacher of the teacher Faculty of Foreign Languages, Andijan State University¹

History Faculty 104-group student, Andijan State University²

Abstract: As a global medium of communication the importance of English has increased a lot in the present social, political and commercial contexts. With the advancements of Information technology in various spheres of society, English has become the only language for the world citizen. The students are still lagging behind to achieve comprehensive productive skills, that is writing and speaking skills. For a long time, communicative method is followed at schools and colleges that aims at developing four skills reading, writing, listening and speaking. Proper planning, implementation and monitoring can make it possible to achieve students' language proficiency in four skills simultaneously. This article focuses on the challenges and possible solutions on the way of effective application of productive skills.

Keywords: improving students' speaking skills, listening, comprehension, problem solving, generalization of language and information technology.

Introduction

In the world of globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, the demand for using English effectively is necessary in every country. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to cope with the growing local, national and international demands for English skills. In Uzbekistan, English is considered as a foreign language, and is used for the purposes of academic advancement, career advancement, and traveling abroad. To cope with the growing local and international demand, a number of efforts from all parties involved have been made to the Uzbekistan educational system to help boost the learners' English performance. The process of learning English is slow and progressive and it could be interpreted as a series of challenges to face. This process consists of the development of certain skills. According to the common framework, these are divided into productive and receptive. Receptive skills comprise reading and listening. They are important because they allow learners to understand contents, textbooks, works or documents. Productive skills are consisting of speaking and writing and they are significant because they permit learners to perform in

communicative aspects such as oral presentations, written studies and reports among others.

According to the experiences of many teachers as well as learners of foreign languages, most difficulties are found in the process of learning and teaching productive skills. On the other hand, different methods, approaches and techniques are invented to make the teaching and learning process of productive skills easier both for teachers and learners. Thus the main purpose of this study is to identify the techniques of teaching productive skills as practiced in the modern world as well as in our country. This study sought to answer few questions related to the implementation of those techniques in our country.

In Uzbekistan Secondary education is one of the most important sectors in education. English is taught at this level but appropriate emphasis is not given on learner's speaking and writing skills. Though speaking and writing are the two common means of communication, education planners of primary, secondary and higher secondary levels give less emphasis on these skills. As a result, students could not apply English in their practical life successfully. This present study explores approaches to the teaching of speaking and writing skills in Secondary education system.

Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom. These two skills can be used as a “barometer” to check how much the learners have learned. Teaching speaking is vital unless someone is learning English purely for academic reasons and does not intend to communicate in English, which is quite rare. Good command on speaking skills develops a real sense of progress among learners and boosts their confidence. Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports, stories etc. Many need to fill in detailed questionnaires relating to health, education and employment. Sufficient ability of writing skill gives one the confidence and marks his expertise on a particular language.

Another reason learner need to write is for assimilation. Writing is an effective way of reinforcing what they have already been studying, and they benefit greatly from seeing new or unfamiliar language in written form. Writing is a good way to practice grammar structures; it helps learners to recycling and look up new vocabulary and to learn English punctuation rules. It encourages learners’ autonomy when they are asked to keep journals or turn in regular writing assignments that they carry out at home.

The study of English in classic-x should help to extend students control of the basic language skills, i.e. listening, speaking, reading and writing the elements of which have already been taught at the primary stage. It should aim at equipping the students to use these skills in real life situations outside the classroom. Surprisingly it is found that learners are not able to show their performance in respect of productive skill as they are expected to be. It indicates that obviously there are some flaws regarding the techniques of teaching those productive skills to the learners. Since after SSC, many students would go up for further study which would involve extensive use of English. So speaking and writing skills development should progressively be given

greater attention at secondary level of education. This study is intended to find out the challenges and possible solutions on implementing techniques of speaking and writing skills in English at SSC level. As it is mentioned earlier, at the Secondary level, reluctance is shown for the improvement of speaking and writing skills on English courses; present study attempts to find out effective implementation of appropriate techniques for teaching speaking and writing at SSC level.

To prepare this paper; relevant text books, empirical evidences, journals and websites have been used as secondary data. Primary data were also collected and analyzed here to examine the practical scenario of teaching Listening and Speaking to the young learners in the schools.

The article methods employed for this study are:

- a. Library research to have a clear idea about the topic and its components, to collect relevant data and existing literature on productive skills.
- b. Students’ questionnaire survey.
- c. Questionnaire Teachers’ interview.

The goal of teaching speaking skill is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output. Language Input: It gives learners the material they need to begin producing language themselves which comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. Language input may be content oriented or form oriented. Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples

of their use. Whereas, Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence). In the presentation part of a lesson, an instructor combines content-oriented and form-oriented inputs.

The amount of input depends on students listening proficiency and on the situation. Learners at lower levels, where the level of communication is not high, should be given an explanation in mother language rather than in the target language to avoid misunderstanding. However, listening proficiency and situation are not the only factors that influence the input. Harmer adds: "we must also look at the conditions under which language learning takes place and who the students are." Harmer also says that some methodologies demands on time, conditions and resources.

Structured Output: It deals with correct form. The aim is to make learners comfortable when producing language recently introduced sometimes with previously learned items. Structured output tasks are frequently used as the connection between the presentation stage and the practice stage. **Communicative Output:** It focuses on the learner's purpose to complete a task. To complete it the learners, use the language they have recently learned as well as items of language they have already known. In communicative output activities, the criterion of success is whether the learner gets the message across.

Finally, in a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety, it is more

motivating, and it is also more likely to result in effective language learning.

Literature:

1. J.M.Allen Valuing practice over theory: How beginning teachers reorient their practice in the transition from the university to the workplace. *Teaching and Teacher Education*. 2009. №25(5). 647-54.

2. Harmer. An analysis of non-native English speaking graduate teaching assistants' online journal entries, *Language and Education*, Barkhuizen G.&Feryok A. Pre-service teachers' perceptions of a short-term international experience programmer. *Asia-Pacific Journal of Teacher Education*. 1991. №34(1). 38-156.

3. P.B.Bodycott, V.Crew. *Language and cultural immersion: Perspectives on short-term study and residence abroad*. Hong Kong: Hong Kong Institute of Education Publications. 2001.