

PRODUCTIVE SKILLS IN THE ESL TEACHING AND LEARNING

Davlatova Mukhsina Yendir qizi¹

Student D.Sc. Professor¹,

Teshabayeva Dilfuza Muminovna²

Scientific advisor Foreign language in preschool and primary education Uzbekistan State World Languages University².

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Annotatsiya

The paper manages the area of productive skills while showing a second/foreign language. The message presents both productive skills like talking and composing. One of the objectives of the paper is to show what systems and exercises are more effective than the others and how a language type can impact the ultimate result. The noticed language is English as a second/foreign language.

Kalit so'zlar: Productive skills, classroom activities, heterogeneous class, typology of English language.

In this paper, a lot of consideration will be paid primarily to one classification of language abilities and those are productive skills. There are two gatherings of abilities that are known and concentrated on concerning instructive interaction addressed by educating and learning. The class of responsive abilities - likewise perceived as detached abilities - is shown by perusing and tuning in. In many instances of foreign language learning, they show up as the main abilities to be perceived and fathomed. Foreign language students generally start their approach to dominating another language by noticing, perusing, and gathering language experience. Latent language abilities don't compel understudies to effectively deliver anything.

They gain the information in an uninvolved way and later they begin delivering their discourses, exchanges, and numerous other "verbally expressed results" are made. A similar interaction is finished with composing which the same way as talking has a place with the class of useful language abilities, likewise portrayed as dynamic abilities. More energy is expected to 'deliver' any result of those sorts. The two kinds of language abilities make a fundamental piece of growing experience at any phase of its turn of events. At first, the paper will portray various methodologies on how both talking abilities are educated and it will introduce instances of more and less fruitful exercises while learning not just English as a second/foreign language but contracted ESL/EFL. As Littlewood makes sense a 'second' language includes social capabilities inside the local area where it is learned, though a 'foreign language' is advanced

essentially for contact outside one's local area. The actual article will focus more on the method involved with learning than instructing. [1]

Different elements impact the ultimate result and progress in getting a handle on an unfamiliar/second language. We will take a gander at likely clients of another language and attempt to answer why some of them are more effective than others. One of the last passages will manage the fundamental qualities of English as a foreign language. It will underline the creators' involvement in showing this language of a little country to a heterogeneous gathering of understudies. At the point when one begins learning a foreign language, he doubtlessly and subliminally is presented to the two classes of language expertise. As referenced previously, productive skills - likewise called dynamic abilities - mean the transmission of data that a language client produces in either spoken or composed structure. Productive skills wouldn't exist without the help of open ones. Detached information - like tuning in and perusing - represents a springboard to the dynamic execution of punctuation structures, latent jargon records, and heard and rehashed hints of a foreign language. This hypothetical foundation applies to any concentrated language. This ought to likewise demonstrate that the two sorts of abilities are indistinguishable and one can't exist without the other.

While learning a foreign language, responsive abilities ordinarily start things out and ought to be trailed by useful use of useful ones. If a growing experience needs one of them, the ultimate result won't be finished. As most dynamic clients of any foreign language know, talking and composing are in a proportional relationship. Without a doubt, linguistic designs, words and their legitimate use, and a specific degree of precision should be regarded. These are executed in the two sorts of dynamic abilities. As Riggensbach and Lazaraton bring up, as opposed to executing exercises that concentrate consideration rigorously to exactness, a lot of language teachers center around advancing open skill in language understudies by applying "open exercises". The study hall climate and air most certainly make an important piece of fruitful instructing and learning. These are profoundly esteemed by the students. Inventive educators, who would rather not let their students get exhausted, work with a wide extent of talking and composing exercises. For the showing reason, an example plan, as well as a term prospectus, should be made ahead of time.

¹ Littlewood, W. (1991). *Foreign and Second Language Learning* (8th ed.) (p. 2, p. 64) Cambridge: Cambridge University Press.

More experienced language educators remember that understudies' reactions to needs examination structures bring significant snippets of data for setting up the center of the language course plan. The substance of such an arrangement ought to incorporate a few general exercises, yet there likewise ought to be a bunch of tailor-made practices that suit the particular gathering of students and where specific goals are set. This part of chosen exercises will be managed later in the paper. As Olshtain and Cohen state, "if we wish to dominate another language we want to turn out to be more informatively skilled". Their perception demonstrates the possibility that language exactness is essential yet not the most indispensable component of talking exercises. To sort out the illustration a great many different exercises ought to be engaged with the example plan. Instances of talking exercises that are recorded in the "talking menu" are coordinated from least to most troublesome ones. As referenced over, a few syntactic designs and jargon are consolidated to suit the substance to be less homogeneous gathering members and guiding them toward the equivalent or comparable result. [2]

The showing experience and long haul perception present to us a long register of exercises and practices to rehearse productive skills. Talking ends up being one of the fundamental objectives while learning English or some other language as a foreign language. There are most loved exercises that are viewed as appropriate in any event, for students novices. To give some examples and demonstrate that talking and composing in a common relationship we can begin with composing or specifying a rundown of words connected with a specific subject, or potentially composing and synchronous utilizing regular expressions in the short eye-to-eye discussion trades, pretend phone discussions and picture games in the ESL/EFL classrooms.

Conclusion. In this paper, we have shown that productive skills don't exist freely from responsive abilities. Aloof abilities address a fundamental piece of language abilities and essentials of certain classes of productive skills. The two kinds of dynamic abilities, for example, talking and composing share a few kinds of exercises and some have a place just with one of them. These days, in the age of the Web there are more imaginative and enthusiastic ways of rehearsing dynamic abilities. Be that as it may, some of them are acknowledged exclusively by foreign language clients and not by their language teachers. Unfamiliar

² Olshtain, E., & Cohen, A. D. (1991). Teaching Speech Act Behavior to Nonnative Speakers. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (pp. 154-165). Los Angeles: University of California.

understudies in our courses guarantee that English as a foreign language is challenging to dominate in the space of formal person, place, or thing and modifier endings, and concerning action words what is happening is significantly more perplexing with changes in prefixes and postfixes, as well. In any case, when a student beats a specific phase of more slow advancement, energy and contribution in additional examinations are considerably greater. Much of the time, an unfamiliar student is profoundly energetic by the encompassing social and normal language climate, and surely by his educator.

Foydalanilgan adabiyotlar:

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