

METHODS OF DEVELOPING SKILLS AND ABILITIES IN LEARNING A FOREIGN LANGUAGE

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Abstract

In the article, reading and listening skills can be formed not in separate language cues, but in related written and oral speech patterns - written or sound topics, and the process of learning foreign languages will be further improved. Experience has shown that the choice of texts and their nature have a great influence on the nature of reading or listening comprehension skills. Events that develop reading, writing and listening skills and abilities are analyzed.

Key words: Synthesis of vocabulary, understanding, language signals, speaking, reading, writing, listening, skills, abilities, complex, phenomenon, analysis of communication, processes.

At the same time that the current process of learning foreign languages has been further improved, the content of foreign language teaching is to develop students' speaking and reading, writing and listening comprehension skills. Determining the nature of language material, regardless of the topic on which oral speech and reading are formed, as well as the development of skills and abilities, is a complex phenomenon. To achieve this goal, we turn to the analysis of communication processes. Communication in any language with the participation of language signs has a specific purpose of receiving, conveying and conveying information, so many models and words can be divided into specific groups according to their content, according to the topic under consideration [1]. Of course, it is not easy for everyone to get information on all topics in their native language. The amount of topics a person can communicate depends on his or her life experience, education, academic degree, title, and so on. Accordingly, these communication topics cannot be ignored when teaching to communicate in a foreign language. Given the fact that a whole range of signs are involved only in communication on a particular topic, as well as the limited time allocated for learning a foreign language, it becomes clear that in teaching this subject it is necessary to clearly define the scope of topics. From what has been said, it is clear that the content of teaching should include oral and reading topics. Reading and listening comprehension skills can be formed not in isolated language cues, but in linked written and oral speech patterns - in written or audio subjects. Experience has shown that the choice of texts and their nature have a great influence on the nature of reading or listening comprehension skills. All of this forces both written and audio texts to be viewed as an integral part of the teaching content. At the same time, it should be noted that the authors of all manuals on the methodology, based on this feature of foreign language teaching, include texts in the content of teaching [2]. Another component of foreign language teaching content is specific language concepts that are not available in national languages. It is known that different language systems are different, they have grammatical and lexical phenomena specific to each language. For example, there is no grammatical phenomenon in Russian called the article specific to Western European languages, which is studied in all schools, and no grammatical concept that reflects it. In the process of studying this phenomenon, its application in speech, students form a clear idea about the article. In the process of learning the language material, students form a clear idea of the article. In the process of learning language material, a number of concepts specific to the language being studied are formed in the student. When determining the content of teaching, of course, we must also take into account the concepts that are formed in students. Once we have identified the components of the training content, we will need to select that content [3]. It is interesting

to note that throughout the history of the methodology, the choice of teaching content has been addressed not in general terms, but in relation to certain parts of the content, primarily the dictionary, because in this part of the teaching content there are especially many language signs. In the late nineteenth and twentieth centuries, with the rapid development of linguistics, the problem of choosing the content of foreign language teaching became especially acute. In the twentieth century, there have been attempts to select grammatical material and texts. It is during this period that some general issues in the choice of teaching content, including the choice of “passive” and “active” language material, begin to be addressed. Thus, the problem of choosing the content of teaching is first solved in relation to some parts of the content, and then begins to be studied in general terms. According to the Resolution of the President of the Republic of Uzbekistan “On measures to further improve the system of learning foreign languages” PP 18-75, the division of passive and active material into different levels of language materials, which should be studied from the 1st grade of secondary schools, related to the characteristics of individual activities. A communicator who expresses his or her opinion in writing or orally is free to choose language cues. The situation is different when receiving information from an oral or written opinion. In this case, the communicator is in the footsteps of his companion in the process of communication, as if the companion is forcibly accepting a language signal to the person listening or reading. Because we communicate with so many people, we need to know the sum of the language cues along with providing information in order to understand the idea. This feature of language communication is observed not only in a foreign language, but also in the native language. For example, AA Bulakhovsky shows that in Russian (native) language there is a “passive” lexicon that we understand, but we almost do not use it in our speech [4]. Active vocabulary is necessary to express one's opinion, while passive vocabulary is necessary to know the opinion of others, and it is especially important for a foreign language that the sum of the differences in language materials is much more limited; this difference is also more apparent for foreign language signs than for native speakers. Recently, in the methodology of teaching foreign languages, units-models that are much larger than words have been selected for the development of oral speech. Models consist of a synthesis of lexical, phonetic, and grammatical indicators involved in the communication process. There are many advantages to selecting them and organizing the whole reading process accordingly, as this process allows to teach vocabulary, grammar, phonetics not individually as before, but organically on the basis of the requirements of the present time. In the current methodology, the skills and competencies selected on a scientific basis that students need to know in order to achieve practical goals at each stage of teaching are not

sufficient. More large-scale research is needed in this direction.

Conclusion Summarizing the above points, the following can be noted: The content of foreign language teaching is a whole combination of lexical, grammatical and phonetic materials; speaking, reading, writing and listening skills; it covers topics related to the four skills, as well as specific language concepts that are not in the native language and are present in each foreign language. It is important to ensure that the choice of different components of the training content is the same. The period demands the need to further improve the selection of lexical material and texts, skills and abilities, as well as the further development of modules. When determining the content of teaching, it is necessary to take into account the sufficiency of the chosen purpose of teaching, the ability of students to know it in certain specific conditions, in order to achieve the set goals.

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