



TEACHING PRODUCTIVE LANGUAGE SKILLS TO PRESCHOOLERS

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Tayanch so'zlar: samarali til ko'nikmalari, nutq, yozish, topshiriqlar, nutq va yozishni o'rgatish.

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Introduction. In recent years, foreign language teaching has become very popular in preschool educational organizations, and the number of such kindergartens is increasing day by day. At this point, we should mention that the inclusion of a foreign language in the curriculum of preschool educational organizations is widely introduced in Uzbekistan, and today foreign languages are taught in all preschool educational institutions in our country.

Teaching a foreign language requires a teacher not only to have general knowledge of the second language, but also to understand the general physiological, psychological, and pedagogical laws of child development, as well as to know the general abilities of the child, especially the ability to harmonize speech in the native language.

Adults try to help children express their feelings in speech. At this age, it is useful to encourage girls to be more independent and achieve results, and boys to be emotionally responsible. In the process of teaching a foreign language, it is not necessary to correct the mistakes made by the student, because this can have a bad effect on the child's mental state, and this situation will be corrected in the future during the language learning process. The main aspect that should be paid attention to in language teaching is the process of teaching



the correct pronunciation of words. At the same time, it is possible to encourage the pronunciation of grammatical events that are difficult for the child.

When teaching a foreign language to children of preschool age, it is necessary to take into account the characteristics of behavior, motivation, ideas about the world and cognitive activity characteristic of young children. However, as a subject of learning a foreign language, it is envisaged to organize classes that correspond to the specific tasks of presenting this material. What should we teach when teaching a foreign language: words, sounds, sentences, texts; listen and understand, communicate; poems, songs, games, etc.

The ability of a learner to write and communicate effectively in a foreign language makes up their productive language skills. Accurately producing linguistic structures, whether in written or oral form, appears to be far more challenging than just understanding a language. When producing language, learners need to be cognizant of the message they are expressing, the vocabulary and style they are employing, and finally, the proper grammatical construction. These are the main causes of the inhibition that so many advanced students still experience while speaking in front of professors or other native speakers. They are incredibly sluggish to progress because they are self-conscious of all the things they can say or write wrong. It is the responsibility of educators to ensure that pupils practise writing and speaking as much as possible in order to avoid this needless obstacle. It gets easier for them to express themselves openly and fearlessly the more they practise.

As for the teaching of productive skills, there is a basic methodology for teaching both writing and speaking (Harmer, 275). Since the students' task is to produce sentences in foreign language, which includes premeditating both the content and grammatical structures, they may hesitate to express themselves. That is why teachers need to mentally prepare them for speaking/writing by introducing the topic of discussion. The basic steps for teaching productive skills are proposed by Harmer:

- Leading-in (which means introducing students to the topic of the text, activating their background knowledge, and asking them to predict what the text is going to be about),
- Setting the task (at this point students are already familiar with the topic of, the teacher explains exactly what they need to do and demonstrates an activity, if necessary, e.g. A role-play)
- Monitoring the task (the teacher is actively involved, walking around the class, helping or directing the assignment)



- Directing feedback (the teacher responds to the outcome of the task, helps students realize what they did right and what they need to improve)
- Repeating the process (the meaning of repetition is to ensure the student's learning progress; the same or similar exercise may follow the previous one).

Methodology. Writing.

Ur points out that the purpose of writing is “to express ideas, the conveying of a message to the reader” (A Course in Language Teaching, 70). Besides expressing ideas, a writer should also pay attention to his style and form of writing, especially to correct vocabulary, grammar, spelling and punctuation (Ur, 70). Many authors point out the substantial difference between the spoken and the written language. Not only is the written language more complex and has more methodically arranged sentences, but it also lacks immediate response or correction from the recipient. A similar conclusion can be found in Richards, who maintains that the “written language needs to be explicit because the audience for written text may be unknown to the writer, particularly with writing intended for publishing” (The Language Teaching Matrix, 100).

To fully master good writing is difficult even to some native speakers, not to mention to the language learners. It is a skill required for both personal and professional life. In academic framework, writing presents perfect evidence of the level of language learning progress, and is useful both to the teacher and the students (Richards, The Language Teaching Matrix, 100).

The teaching of writing is an extremely demanding task for teachers. Ur split the teaching of writing into several activities that need to be completed:

- Classifying writing activities and giving instructions
- Choosing the criteria for the evaluation of textbook writing activities
- (Supervising the process of composition)
- Giving feedback on writing (A Course in Language Teaching, 70-75)

We will now go into further detail about the actions that Ur recommended. It is crucial for the teacher to ascertain whether the pupils write for purposes of means, ends, or both before they start teaching. It is best to use both forms of writing so that students can focus on both the form (vocabulary, grammar, paragraph structure) and the substance (writing message) at the same time. The instructor's next responsibility is to select from a variety of writing assignments from the textbook. The following queries ought to comprise their criterion: Is the task motivating and engaging enough to the students?

- Is the work appropriate in terms of difficulty (not too easy or too hard)?
- Will pupils gain from this type of writing activity?



- Will extra instructions be provided for this type of activity?
- Is this part of my teaching style?

After these criteria have been met, the teacher chooses a task. Some of the frequently given tasks include instances like these:

- a) Write a report on the book you have read
- b) Write an instruction sheet explaining how to come to a certain place in a city
- c) Write a letter applying to a certain job
- d) Write a letter to a friend
- e) Write a newspaper article reporting on some recent event
- f) Give a description of your ideal holiday, etc. (Ur, 71)

While students work on the assignment, the teacher can monitor their progress, assisting them with paragraph form and organisation, providing ideas, and promoting discussion in class. After the students have completed their essay/report/paper, the teacher should provide feedback on their performance. The teacher should first select what to grade, whether it is the content of the work or the language used. If the pupils are complete beginners, their assignments may contain grammatical errors. Teachers should correct students for the benefit of learning, but they should not focus primarily on correcting grammatical errors. Students should provide feedback on the content and style of their work so that students understand that grammar is not the only thing that matters. One of two interesting questions worth considering are whether to ask students to rewrite their corrected papers, and should teachers allow students to correct each other papers. There are certainly pros and cons to each of methods (concerning time consumption and learning improvement), and teachers could individually whether to employ them or not (Ur, 74).

As with speaking, the teacher's role is to encourage pupils to practise writing on a regular basis in order to enhance their skills. Practicing multiple styles (formal, casual, semiformal) and formats of writing (reports, essays, seminar papers, presentations, letters, etc.) Allows students to write more cohesive and reader-based (Richards, 103).

Speaking

The ability to speak a foreign language is classified into two broad categories: spoken interaction and spoken production. The former refers to a student's ability to interact with other interlocutors, including native speakers and fellow learners. It comprises the ability to listen, comprehend, and interpret messages utilising background information, as well as provide meaningful and grammatically correct responses or messages. It is frequently spontaneous and



necessitates fast thinking and the ability to adjust to the flow of discussion. Spoken production, on the other hand, is limited to a single speaker. It typically refers to delivering a presentation in front of a group of people, a classroom lecture, or any other type of public speech. It could be spontaneous, but it is more often premeditated and organized. According to Nunan, a dialogue has both the “transactural function” which is primarily concerned with “the transfer of information”, and the “interactional function” which aims at “the maintenance of social relationships” (Designing Tasks for the Communicative Classrooms, 27).

The teaching of speaking. When authors talk about teaching of speaking, they first make a distinction between oral and written text. While written language consists of “well-formed sentences which are structured in highly structured paragraphs”, spoken language consists of “short, often fragmentary utterances, in a range of pronunciations” (Nunan, Designing Tasks for the Communicative Classrooms, 26). Spoken language also involves many interjections, overlapping with the other speaker, non-specific terms and repetitions, conversation fillers, and so on. With the complexity of spoken language in mind, Nunan suggests the following questions that instructors must consider:

What is the appropriate form of spoken language to teach?

- What is the appropriate pronunciation to teach?
- How important the pronunciation really is?
- Should spoken language be taught like written language only with few conversational phrases thrown in?
- Is it appropriate to teach the same structure to the learners of different levels of language progress, etc. (Nunan, 27).

Conclusion. To be considered advanced language learners, pupils must have a strong command of all four basic language skills: reading, writing, listening, and speaking. None of these should be overlooked, and each should be practiced and used in an interactive manner. It is the responsibility of the teacher to produce textbooks, listening tape scripts, assignment sheets, and other materials in order to pique learners’ interest and motivation to read and listen in the foreign language on a regular basis, as well as to encourage them to freely express themselves through speaking and writing.

When applying these language skills to children of preschool age, much attention is not paid to the development of their writing skills. The reason is that children are not required to speak in writing during this period. They are required to know the basic rules of writing, letter system and elements of writing. These requirements are taken from the pre-school education programs



and are compiled taking into account the social, pedagogical and psychological situation of children. Emphasis is placed on developing speaking in children as a productive speech activity. In this case, speaking activity is considered as being productively active in a foreign language from children of preschool age.

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РЕЗЮМЕ

To'rtta asosiy til ko'nikmalari: o'qish, yozish, gapirish va tinglash tilni bilish uchun zarurdir. Nutq va yozish samarali til ko'nikmalari hisoblanadi, chunki ular talabalardan chiqishni talab qiladi, lekin o'qish va tinglash retseptiv til ko'nikmalari hisoblanadi, chunki ular talabalardan kirishni talab qiladi.

РЕЗЮМЕ

Четыре фундаментальных языковых навыка: чтение, письмо, говорение и аудирование необходимы для языковой компетентности. Устная речь и письмо считаются продуктивными языковыми навыками, поскольку они требуют от учащихся получения результатов, однако чтение и аудирование считаются рецептивными языковыми навыками, поскольку они предполагают, что учащиеся получают вводимые данные.

SUMMARY

The four fundamental language skills of reading, writing, speaking, and listening is essential for language competency. Speaking and writing are considered productive language skills since they require students to produce an output, however reading and listening are considered receptive language skills since they involve the learners receiving an input.