

Basic principles of teaching speaking and writing

Bekmurova Gulnigor Shavkat qizi

3rd year student at the National University of Uzbekistan

named after Mirzo Ulugbek, Tashkent, Uzbekistan

Abstract: According to this article, for getting students involve in learning teachers have to give attention to the young learners. Teachers play the superior role in learning a language. For learning any language motivation and encouragement of teachers are needed. Providing effective feedback is also important to improve students' performance and communicative competence. When teachers provide positive feedback, learners' self-esteem automatically goes up. So, to improve productive skills, teachers should take care of the learners' need. By this, teachers can effectively teach productive skills in a friendly manner which is very important for the learners. Without learning productive skills accurately learners will not be able to complete their language learning process effectively.

Key words: speaking, speaking activities, modeling the language, The National Writing Project

Receptive skills comprise silent reading and following the media. Productive skills consist of oral presentations, written studies and reports. In addition, they also consist of social values (i.e. making judgments of what has been submitted in writing or of fluency in speaking and delivering oral presentations).

Productive skills, speaking and writing, are defined by Jaramillo and Medina as an important form of expression used to persuade or convince other people as well as to share ideas and feelings.¹

¹ Richards, J.C. (1976). The Role of Vocabulary Teaching. TESOL Quarterly, 10 (1), 77-89.

Many students seem reluctant in the classroom in speaking. According to Harmer, students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Frequently, too, there is a worry about speaking badly and therefore losing face in front of their classmates. Students are reluctant and this can be for various reasons for instance, students may have lack of confidence; they can have lack of interests in the topic, classroom environment may interrupt in their fluency; students can have fear of making mistakes and they can have previous learning experiences.²

Using group work and pair work can encourage student's interactions. According to Ur, teacher can do to help solve some problems of speaking activities like

- Using group work
- Base the activity on easy language
- Make a careful choice of topic and task to stimulate interest
- Give some instruction or training in discussion skills
- Keep students speaking the target language

Using all these processes can make students interaction properly however; the best way to make students speaking in the target language is using the language and modeling the language as own.

It is important to give students speaking tasks which will give students use any language freely. A teacher needs to decide before the lesson what he/she will want to do and why? Teacher should try to predict what the students will bring to the activity and any problems they might have. According to Harmer, if students are given the real life task in the classroom then it will be a way for students to „get the feel“ of what communicating in the foreign language really feels like. A teacher needs to set up the activity so that students know the aims of the activity. Giving clear instruction is also part of it. When the activity is going on teacher

² Gaffield-Vile, N. (1998). Creative Writing in the ELT Classroom. *Modern English Journal*, 7(3), 10-15.

should monitor the activity and provide help with encouragement. Harmer also added that good speaking activities can be highly motivating and if all the students are participating fully- and if the teacher set up the activity properly and can give them sympathetic feedback –they will get tremendous satisfaction from it (p. 88). Finally teacher needs to give proper feedback like how well the class communicated, focus on how well they did and how fluent it was. According to Harmer, speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study.

Writing plays several roles in the classroom. It helps further cement new concepts by allowing students to describe these items in their own words. It encourages logical thinking by forcing students to organize their thoughts. It also helps them learn how to tell a story, communicate ideas and record important moments. The National Writing Project is one of the longest running development programs in the U.S. It offers a variety of workshops designed to help teachers incorporate writing skills in the classroom. Keep in mind that long form essays are just a single facet of developing writing skills. In the future, students will spend much more time writing brief replies to emails or jotting down to-do lists. Be sure to incorporate those types of tasks in the classroom, so they have experience with both essays and more day-to-day writing skills.

Engaged reading leads to engaged learning, but students are not prepared to dive into the written word and immediately extract all of the valuable content. They need instructional guidance on how to read critically, understand the material and implement what they have learned. As instructors, you can provide the necessary framework using concepts such as previewing text, reading with a purpose, predicting and making connections and the use of graphic organizers. In addition to quick reading assignments in class, students need to develop reading stamina. They should be prepared to spend considerable time reading a book, long

articles or studies. Give them the practice they need by developing a classroom library. Offering well-written texts that are not necessarily related to the class subject can encourage students to read for fun and information. For example, a biology classroom might have texts dealing with animals, but it might also have a few that relate to plants or minerals. While these are not directly related, they do have a place in the scientific nature of the class, and allow students to find information in their areas of interest.

In writing classes teachers need to motivate learners very carefully. Writing can be taught in a natural process of learning. Teacher can motivate learners in many ways for instance, teachers can introduce real writing task in class, they can plan specific time for activities and ask students to show each other writing and their feedback.

Teachers are the main encouraging factor for learning a language. In the teaching of writing most teachers play the role of motivator, resource and feedback provider. According to Harmer , one of the principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them the usefulness of the activity and encouraging them to make much effort as possible.³

One of the best reading strategies that you can choose for your students is the ability for students to have a choice in what they read. This is the most effective strategy to get your students to *want* to read. When you give students a voice and a choice, then they will choose something that is of interest to them. This makes it more likely that they will be motivated and engaged to read the book until the end. Start by asking questions to find out what the students interests and hobbies are. Then, you can direct them to the section of books that you think they will be more suited for.

³ Ghanaea, M., Pisheh, H.R.Z., and Ghanaea, M.H. (2011). The Relationship between Learners' Motivation (Integrative and Instrumental) and English Proficiency among Iranian EFL Learners. World Academy of Science, Engineering and Technology, 458-464.

There are a number of different approaches to the practice of writing skills both in and outside the classroom. We need to choose between them, deciding whether we want students to focus more on the process of writing than its product. Classroom can be the best place to practice writing. In classroom learners can get space and time to operate their own preferred individual strategies. According to Mcdonough and Shaw, the classroom can be structured in such a way as to provide positive intervention and support in the development of writing skills. Mcdonough and Shaw, also pointed out that the classroom can provide an environment for writing at each of the three main stages of

1. Gathering ideas (pre-writing and planning)
2. Working on drafts, and
3. Preparing the final version .

Scrivener discussed planning classroom writing works. The teacher can help the students to choose the topic; choose a genre; select ideas; discuss ideas with others to get new perspectives; select, sequence and organize ideas, find grammar and lexis suitable for text and gradually to write the final version . As he said that, “Writing involves different kind of mental process” so, learners (writers) need more time to think, to reflect, to prepare, and to rehearse and to find alternatives and better solutions in classroom activities .⁴

List of used literature

1. Richards, J.C. (1976). The Role of Vocabulary Teaching. TESOL Quarterly, 10 (1), 77-89.
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⁴ Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching & testing. Applied Linguistics, 1, 1-47.

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