BUILDING INTEGRATED RECEPTIVE SPEECH SKILLS IN ENGLISH

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Abstract: This article is about receptive (demonstrative) skills. This provides the student with evidence of his progress, and he can notice his improvement after a certain period of time. This helps them understand vocabulary and structure and complements other language skills. Therefore, if the teacher is open to accepting new pedagogical innovations, he can ensure the goal-oriented introduction of innovative ideas into the educational process.

Key words: demonstrative skills, psychological basis, regular reading, speech mechanism, orthographic rules.

Анотация: Ушбу мақола намойиш этувчи кўникмалар ҳақида. Бу ўқувчига унинг ютуқлари ҳақида далилларни тақдим этади ва у ўзининг яхшиланишини маълум вақт ўтганидан сўнг сезиши мумкин. Бу уларнинг сўз бойлиги ва тузилишини тушунишга ёрдам беради ва бошқа тил кўникмаларини тўлдиради. Демак, агар ўқитувчи янги педагогик янгиликларни қабул қилишга очиқ бўлса, у инновацион ғояларни таълим жараёнига мақсадга йўналтирилган ҳолда жорий этишни таъминлай олади.

Калит сўзлар: намойиш этувчи кўникмалар, психологик асос, мунтазам ўқиш, нутқий механизм, орфографик қоидалар.

INTRODUCTION

English became the primary language of international communication as a result of global political and economic progress, social integration, and globalization. This has drawn special attention to English language instruction in our nation. For Uzbekistan's future development and its place in the global community, the English language is a crucial tool. This necessitates the implementation of pertinent changes and lays new, more stringent expectations on the quality of education.

The effectiveness of the innovative approach was determined through a comparative analysis of the innovative approach with traditional teaching in education. The formation of the speech mechanism, the theory of speech activity, the psychological features of learning the language as a means of communication formed the psychological basis of this study. Observation of the educational process, effective use of reading strategies and conversation with students helped to identify, analyze and develop ways to overcome psychological difficulties in the process of formation of reading skills (not knowing orthographic rules, fear of making mistakes, lack of motivation). [6, 7]

LITERATURE ANALYSIS AND METHODOLOGY

Reading is an important tool in learning language material. Teaching reading texts is important as one of the ways to enrich students' vocabulary. Reading aloud is an important step in teaching pronunciation and listening comprehension. In addition, reading is considered an important tool in the formation of speaking skills. Carrying out question-and-answer exercises, telling a story, and talking about a variety of texts play an important role in the formation of these skills. the student collects material for speaking through reading. Prepares them to speak in a foreign language.

Teachers must improve their reading abilities in their own language before attempting to teach children a foreign language.

Regular reading practice at home and at school is actually what develops reading skills. The absence of linguistic proficiency is another issue with studying. This issue comes up frequently. The teacher does not anticipate that students who are unable to learn a foreign language will be able to study in it. The teacher should practice the prerequisites to become proficient in reading before reading.

Students will also need to have at least a basic knowledge of grammar and vocabulary in place. Studying a foreign language takes more time than studying in your native language. Readers cannot immediately understand the context of the text. Teachers need to be patient with this, because there is a big difference between students learning in their mother tongue and in a foreign language.

A quiet environment is the best environment for studying. The benefits of reading are three-fold: [2, 5]

• The reader shares the world created by the author;

• The student compares his experience with the events in the text;

• The reader explains the meaning of the text.

Reading is a more effective process than we think. Students develop their own way of thinking and apply spontaneous reactions. Teachers can provide very effective teaching by choosing and using the right text.

DISCUSSION

Discussion is another important way to engage the reader. During the discussion, students share their experiences, knowledge, and opinions with the class. These methods are a very effective method for the lesson, and not correcting grammatical errors during the discussion is an important aspect of this method. Culture is an important part of education today. Therefore, we must be careful when choosing a text. A teacher creates an uncomfortable situation for several students by choosing the wrong literature. Students should know the basis (motive) of reading so that they can study with them. Many students refer to the phenomenon of television in this phenomenon. Because in this phenomenon there is a continuity of time, in which scenes and events are often changed. Reading

Literary texts require students to concentrate and work hard. An important motivation (reason) for students is that the text should be closely related to the students. To motivate students, teachers should be able to select a few quotes from literary texts and use them in the lesson. The knowledge of the students also affects the choosing of the text. Students who can effectively use their knowledge in a foreign language lesson can also help teachers have productive discussions. For instance, if the pupils are unfamiliar with the subject of colonialism, it is not advised to utilize a work on the subject. It makes sense to apply the knowledge of the issue of sports in the lesson if the instructor addresses the subject of sports history.

The examples given below were very useful and informative for students during the experiment to form receptive speech. Let's consider the TPRS (teaching proficiency through reading and storytelling) method for forming receptive speech.

TPRS (teaching proficiency through reading and storytelling) - or the methodology of teaching through reading and storytelling was created by the Spanish teacher Blaine Rey in the late 1980s. This (TPRS) is based on the idea that the brain needs a large amount of comprehensible repeated information (CI- language acquisiton) to acquire a new language, not just to learn it, but to acquire the language as a whole. This teaching method focuses on the use of interactive books and oral stories that contain the most frequently used words and phrases in the foreign languages being studied, helping students to get to know the new language easily and quickly. [6, 9]

When first creating TPRS, Ray built on the scientific work of Dr. Steven Krashen and Dr. James Asher. Ray combined Dr. Asher's Total Physical Response teaching method with Dr. Steven Krashen's CI-language acquisition strategy to create TPRS. With TPRS, teachers promote language skills among students through children's novels, engaging stories, and interactive materials that are contextual, repetitive, and understandable or when explained simply, the teacher uses children's stories in the course of the lesson, which are understandable and interesting, as we mentioned above.

The teacher begins telling the story at an important, noteworthy point and asks the class many questions:

a) ensuring that the class understands the language;

b) adding personal, interesting and understandable details to the story.

Students will read mostly stories created in class, but also stories created by other classes, stories written by individual students, advertisements and articles from magazines and newspapers, children's books, and short novels written for TPRS classes.

In short, TPRS consists of telling, listening to, and conducting short and simple question-and-answer sessions on a variety of stories that include natural phrases, commonly used words, and idioms. Let's dwell on the following rules for the TPRS method.

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First rule: First we have Mini story lessons and this is the most important part of the lessons. Mini story lessons have very simple and short question-and-answer sessions on one topic. What is required of us now is to simply hear it over and over at first, using the book, of course. Later, after hearing and understanding the questions, if necessary, stop the audio at the beginning, answer the question, and then continue the process in this direction. Here I would like to recommend how to memorize new words. After listening to mini story lessons several times, words that are unfamiliar to us will naturally appear there, and how will we memorize them?! [1, 3]

Read the mini story from the beginning, underline the unfamiliar words, and then copy the underlined words with the entire phrase to our notebook and try to write the translation of the unfamiliar word in English as much as possible, if we are just starting, write down the simple translation in Uzbek. It is even better if we can write the definition of that word in English. The next step is to make a sentence using the learned unfamiliar word. This is an example of learning new words in context and is much more effective than memorizing words individually.   According to the research of scientists, 80% of individually memorized words are removed from memory over time. That is why we memorize new words in the context as I mentioned above, and in this way the "Mini story" lessons will help us.

The second rule: Many language learners have a misconception that grammar is "the foundation of language learning", but it is not. The main goal of learning a language should be communication. Ignoring it slows down the language learning process.

The third rule: Listening. How do young children learn language? Do they memorize countless grammar rules at night? Alternatively, how those who went abroad for several years to work or study learn. For example, we all often observe that many of our compatriots come to Russia for various purposes, mainly to work and, in addition, to learn the Russian language. In both cases, the main reason is listening. Now there is one rule in English when it comes to listening, "Happy listening" that is, listening in a narrow circle does not mean listening to a lot of information on different topics, but listening to more information on one topic, of course, paying attention to repetition. Many linguists and language teachers around the world recommend that the first step in learning a language is listening, and I agree 100% from my own experience in learning English.

The fourth rule: Repetition means repetition or deep learning. Repetition is one of the keys to learning a foreign language. According to our system, listen to each weekly lesson for at least 3 hours during the week. If you cannot study it all in one week, you can listen for more time. In this case, the limit is not important, the main thing is full and deep learning. You can listen to each weekly lesson for 10 days, 15 days or 1 month if you want, but at least 7 days. [10, 12]

CONCLUSION

Therefore, if the age, interest and the approach to the students are chosen correctly in teaching a foreign language, the teacher can achieve the goal he has set for himself. For this, the right choice of the approach or the method used in the lesson is the main basis for the quality of the lesson.

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The educational process, its quality and importance, the methods and tools that help to increase the student's knowledge, the skills and qualifications of the teacher, new pedagogical technology and information technology are one of the main features of modern education, and high efficiency is achieved through their implementation. In order to effectively use such methods, first of all, the teacher should know his subject thoroughly, be well aware of advanced modern teaching methods, and be able to discover ways to use them effectively. Only then will the quality of teaching and students' mastery of science be high.

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