THE CLASSIFICATION OF ENGLISH LANGUAGE SKILLS AND DEVELOPMENT OF RECEPTIVE SKILLS.

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Abstract: This article provides information on the classification of English language skills and receptive skills which are the subject of much discussion in the field of English language skills and receptive skills development today.

Key words: receptive skills, listening, reading, predictive skills, skimming, scanning, extensive reading, intensive reading, instrumental, sub-skills

INGLIZ TILI KO'NIKMALARINING TASNIFLANISHI VA QABUL QILISH QOBILYATLARINI RIVOJLANTIRISH.

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Namangan davlat chet tillari inistituti talabasi

Annotatsiya: Ushbu maqolada bugungi kunda ingliz tili ko'nikmalarining tasniflanishi va qabul qilish qobilyatlarining rivojlantirish sohasida keng muhokamalarga sabab bo'lgan ingliz tili ko'nikmalarini tasniflanishi va qabul qilish qobilyatlari haqida ma'lumot berib o'tilgan.

Kalit so'zlar:qabul qilish qobilyatlari, o'qish, eshitish, bashorat qilish qobilyatlari, ajratib olish, tezda ko'rib chiqish, keng qamrovli o'qish, intensive o'qish, instrumental, quyi ko'nikmalar

КЛАССИФИКАЦИЯ НАВЫКОВ ВЛАДЕНИЯ АНГЛИЙСКИМ ЯЗЫКОМ И РАЗВИТИЕ РЕЦЕТИВНЫХ НАВИКОВ.

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Аннотация: В этой статье представлена информация о классификации

навыков владения английским языком и рецептивних навиков, которая стала предметом многочисленных дискуссий в области развития навыков английского языка.

Ключевые слова: рецептивние навыки, прослушивание, чтение, прогнозирующие навыки, скимминг, сканирование, интенсивное чтение, икстенсивное чтение, инструментальная, поднавыки

INTRODUCTION

English is a language belonging to the Germanic group of the Indo-European family. English one of the most widely spoken languages in the world. Today, knowledge of foreign languages that is, knowledge of English, is becoming one of the integral parts of the education system.

In our current society, English and several languages are becoming an important component of professional education. People have been learning these languages first at school, college, lyceum then at institute, educational centres, or independently from books that help to learn a foreign language and from the internet.

Specialists in various fields are also increasingly learning foreign languages, due to the high rate of cooperation with foreign partners.

Not everyone had the opportunity to attend the courses that led to the emergence of independent English language learning. Later, many authors tried to independently create effective methods of learning English.

MATERIALS AND METHODS

The process of language teaching can be divided into two major stage. They are: the input stage and the output stage. Receptive skills, in which people extract meaning from the source they read or hear, belong to the input stage. Based on the input received they will speak or write their thoughts. This phase will belong to the called output stage of language learning. Language skills can be classified according to the medium as well. Listening, speaking and interpreting belong to the oral skills while

reading, writing and translating can be categorized as written skills. While listening, speaking, reading and writing are simplex skills interpreting and translating presuppose several sub-skills so they are usually defined as complex skills. [1]

What is receptive skills? Receptive skills divided into two groups. They are reading and listening. There are several similarities between teaching them so the general description to be given here applies both to listening and reading. Though reading and listening are receptive skills it does not mean that the reader or the listener is only a passive participant of communication, as both skills involve active participation. Reading and listening are sources of both finely and roughly-tuned input. [2]

Sub-skills of receptive skills.

According to Harmer the process we go through when reading a short story or listening to a poem are likely to be different from those we use when we are looking for some data in a manual or we want to know how to operate a machine. While reading a text we use the following sub-skills.

- identifying the topic-readers and listeners are able to identify the topic of a text very fast with the help of their techniques of how to get into the idea of what is being talked/written about. This identifying ability makes it possible for them to process the text more effectively.

- predictive skills-having identified the topic both readers and listeners guess what is being written or talked about. They try to predict what is coming. Their subsequent reading or listening helps them to confirm their expectations of what they have predicted.

-skimming - this term means to get a quick idea of the gist of a text while running your eyes over it. It is very useful for the teachers to ask their students to have a quick look at the text before plunging into it for detail to get some specific pieces of information.

- scanning - this term means reading or listening for specific information. In contrast to reading and listening for gist we often read or listen to a text because we need specific

detail. For example, we want to read about the weather or we want be extract some facts from the news. [3]

- extensive reading - means reading and listening for pleasure. We use this type of reading and listening while reading an interesting model or a short story or an article taken from a popular paper.

- intensive reading - means reading and listening for detailed information. Sometimes we read and listen to a text in order to understand everything we are reading in detail. We use this technique when we want to understand instructions or directions or when we are preparing for an exam.

- interpreting texts - this sub-skill is used by readers and listeners if they want to understand the meaning of words beyond the literal meanings. Successful interpretation of this kind depends on shared schemata between the speaker and the listener and the writer or the reader. The question "Can you tell me the time?" is not to be answered in the following way: "Yes, I can." but the reply must refer to a time expression such as "İt's nine o'clock."

- inferring opinion and attitude - a good reader and listener will be known from various clues he receives, whether the writer or speaker approves of the topic he is discussing, or whether his opinion of the person he is describing is favorable or not. It is based on the recognition of linguistic styles. [4]

As it has already been mentioned, we can distinguish instrumental and pleasurable reading and listening. In instrumental reading the usefulness of texts is very significant so we can say that the texts must meet the requirements of communicative language teaching according to which the texts must be experiential which means they should contain very useful practicable words and expressions for everyday life. Authentic texts must be used so that the learners should not have any difficulty decoding brochures, manuals, instructions in the target country. To meet the demands of pleasurable reading and listening we have to choose stories, article, novels and others

which age-relevant and which deal with the problems of the target group of learners. [5] The category of interest includes reading and listening for enjoyment pleasure and intellectual situation. People read and listen to language because they have a purpose for doing so. The purpose may be to discover how to operate a hot-drinks machine or to have a pleasurable reading. The purpose be to find out what has been happening in the world. [6]

CONCLUSION

Everyone want English language for communication and to struggle with the world. Effective communication will be more important. Today, English is taught in schools as a subject rather than an ordinary language. Basically, the learners want to improve their reading and listening skills. If the learner develops his listening and reading skills through certain practice, he is sure to get a confidence to speak in any situation. Reading makes students to improve their knowledge. The efficient reading increase and improves the concentration as well as the level of comprehension. The cognitive process makes the learners more confident about their learning process. This article provides was to develop receptive skills. Reading and listening skills can be developed through these methods.

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