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OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 11 Volume: 91

Published: 10.11.2020 <http://T-Science.org>

QR – Issue



QR – Article



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SIGNIFICASE AND ROLE OF TEACHING LISTENING AND SPEAKING SKILLS IN ENGLISH

Abstract: In this article it was discussed some issues in learning English through listening and then speaking skills. Types of learning skills and their division as receptive and productive were also mentioned with examples. How these two types are important in teaching process and how to teach learners with them effectively. The author shared some ideas from own experience and tries to justify them with examples.

Key words: language learning, learning environment, approach, way of learning, real life environment, significance and role, to have some success, types of skills.

Language: English

Citation: Abdullayeva, N. A., & Shoxidova, M. K. (2020). Significase and role of teaching listening and speaking skills in English. *ISJ Theoretical & Applied Science*, 11 (91), 105-107.

Soi: <http://s-o-i.org/1.1/TAS-11-91-23> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.11.91.23>

Scopus ASCC: 1208.

Introduction

The majority of people are considered as monolingual because they speak and understand only one language, but we are now working and studying in a global world where most of us can speak two, three or even four languages fluently. Especially most of our students are fond of learning languages and they manage to acquire them very well. In this article we want to share different ways in which researchers have observed and described what goes on in second language classroom. Before we do this, let us take a moment to reflect on differences classroom settings for language learning and other where people learn a new language without instruction.

Most people would agree that learning a second language in a non-instructional setting is different from learning in the classroom. Many believe that learning “on the street” is more effective. This belief may be based on the fact that most successful learners have had exposure to the language outside the classroom. What is special about this “natural” language learning? Can we create the same environment in the classroom? Is there some essential

contribution that only instruction and not natural exposure can provide? Which skills will be improved successfully in these two learning environments?

Main body.

In previous decades Russian language was very common in our life and each one from two people knew it perfectly. If you ask them how they learned this language, they will probably shrug their shoulders and then say just picked them up by communicative with others. Ask a little more about this process of picking up a language and you will find two common features. One of them for example a person was exposed to the language by people who were using it as they went about their daily lives. And other ones at the same point were required to do something which necessitated understanding and responding to meaningful messages in this language. Someone might have shouted at them to get out the way, they may have been asked to pay for a bus fare. They may have had to ask the price of food in the market. And though the person who was in such situation may not have understood every word that was said to him or

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her, but the content made the meaning perfectly clear. All these mentioned can be example for natural setting or we can call it as learning languages with the help of real life situations.

Second feature is learning languages with instructional environments. It is based on structures and the language is taught to a group of second or foreign language learners. The focus is on the language itself, rather than on the message carried by the language. The teacher's goal is to see to it that students learn the vocabulary and grammatical rules of the target language. Some students in structure-based classes may have opportunities to continue learning the target language outside the classroom; for others the classroom is only contact with that language. In these two language learning environments learners can learn English but their learning skills develop differently. In natural learning environment mostly listening and then speaking skills develop wider than the second one. Let us support our ideas. Not only Russian language but also in learning English and German languages those two features are very important. Imagine that you are working in a more formal environment, either in a classroom or giving lessons at someone's work place, but this does not mean that you should ignore the features that go into successful informal language learning. This same concept of listening in the early stages of language learning is very important. In this case we give this scientific experiment in order to confirm our meanings.

As we have learned, learners' brain is allowed to assimilate, store and process aural information. Think yourself that you are in a board country. If you do not know the language which is being spoken all around you, you probably cannot even tell where one word ends and another begins. But after a week or so, while still not understanding most of what is being said, you will have probably started to recognize units of sounds as individual words. So your brain had been registering, sorting and classifying thousands of impressions without your realizing it. And as language learner you begin to speak some word and sentences in this natural environment. This shows that your listening and speaking skills are developing.

When teaching English provide your students with similar opportunities absorb the sounds of English and to accumulate understanding talk a lot your class in English. So during the lesson even it is the structure based instructional environment we should keep our English if we want to develop our students listening and speaking skills.

According to the ancient Greek historian Herodotus, in the 7th century BC the king of Egypt, Psamtik I, decided to conduct a scientific experiment. Using his absolute power over his subjects, he took two newborn babies and handed them to a shepherd with instructions that they were to be brought up in total isolation. Most importantly, no-one was to speak in the babies' presence. Psamtik wanted to find out what language the children would speak if left to themselves. He thought that the language they produced would be the oldest in the world- the original language of the human race. After two years the shepherd heard that the two children repeatedly pronounce the word "becos". This was identified as meaning bread in the language of the Phrygians, people then living in central Turkey. From this experiment Psamtik deduced that the Phrygians language must be the first ever spoken. Nobody now believes Psamtik's conclusion – a few commentators suggest that the infants were imitating the sounds of the shepherd's sheep, but no-one since has had any better success in discovering what man's very first spoken language was like. From this example we can find out that language acquisition is the process of communicating two or more people with each other even they do not understand themselves.

Conclusion.

As we discussed above language environment plays an important role in the process of language learning. Especially listening and speaking deal with each other however listening is the type of receptive skills, and speaking is one of the productive skills. So if a learner wants to gain the language skills perfectly, it is better to try to learn it with the help of two ways, as we mentioned them instructional and non-instructional settings.

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