

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHII (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

International Scientific Journal Theoretical & Applied Science

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

Year: 2020 Issue: 04 Volume: 84

Published: 30.04.2020 <http://T-Science.org>

QR – Issue



QR – Article



Shahnoza Abdulkhafizovna Yusupova

Samarkand State Institute of Foreign Languages
Head of the department of English teaching methods

WAYS TO DEVELOP THE USE OF TRIOS IN TEACHING ENGLISH IN THE EDUCATIONAL PROCESS (ON THE EXAMPLE OF READING, WRITING AND LISTENING)

Abstract: It is well known that English is one of the most widely spoken languages in almost all countries in the world. The ever-increasing demand for fluency in English throughout the world in the fields of business, economics, and education has led linguists and philologists, as well as teachers, to prioritize finding more effective ways to teach language skills such as reading, listening, and writing. In this article, we consider the importance of these aspects in learning and teaching process of English or any other foreign language, presents approaches to teaching these aspects which can be used in the process of learning a foreign language, introduces various strategies for learning, and describes common ways to teach students.

Key words: methods and strategies, listening, reading, writing, concept of new pedagogical technologies.

Language: English

Citation: Yusupova, S. A. (2020). Ways to develop the use of trios in teaching English in the educational process (on the example of reading, writing and listening). *ISJ Theoretical & Applied Science*, 04 (84), 652-654.

Soi: <http://s-o-i.org/1.1/TAS-04-84-110> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.04.84.110>

Scopus ASCC: 3304.

Introduction

The concept of modernization of Uzbek education defines the modern lesson as a multifunctional unit of the educational process, where all pedagogical influences are concentrated and implemented. Communication between teachers and students is aimed not only at activating cognitive capabilities, but also at a systematic, purposeful study of the personal manifestations of each student. Modern education must meet the needs of modern society. The main requirement imposed by the conditions of modern life to the level of foreign language proficiency is that a person can communicate in a foreign language, solving their life and professional tasks with it.

Language scientists believe that mastering such communication skills as reading, listening, and writing requires extensive, versatile knowledge of the world and the topic, as well as perfect knowledge of the language. According to linguists-teachers, these aspects require extensive background or, as they are called, basic knowledge, as well as certain skills to understand the language. Effective use of these aspects is the basis for successful acquisition of

foreign language skills. First of all, these skills are the foundation in all aspects of language learning.

Reading. As in listening, there are ascending and descending approaches to reading. In a bottom-up approach, the reader collects letters to form words, sentences and paragraphs in order to capture meaning. Thus, the reading activity is based on the structure of the text that is read by students who are learning the language. According to Carrell, text processing from the bottom up structures the meaning of the text from the smallest units of the language to the largest, and then changes the existing basic knowledge of the student and his forecasts for the text based on the information found in the text [1]. According to Miller, the bottom-up approach, or as it is also called, bottom-up processing, helps students become fast and good readers, but on the other hand, without effective knowledge of a second language, this processing will not be successful [1].

A reading strategy is a plan or way to do something; a specific procedure used to perform a skill. For example, students have difficulty completing a short reading task, such as a newspaper article. This difficulty is due to the lack of ability to

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	PIHHI (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.716	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

focus and concentrate on the written words. Because of this, many students need guidance and strategies to help them focus on reading and do more than just read words on paper. The skills of a strategic reader in the content area can be divided into seven areas, namely:

1. Prediction - based on observations and / or personal experience.
2. Visualization - the formation of mental images of scenes, characters and events
3. Linking - linking two or more things together or seeing a link when reading a text.
4. Question - asking or considering.
5. Clarification - to make it clear or to become clear and free from confusion.
6. Summation - concisely define the essence of the text.
7. Evaluation - form an opinion about what has been read [1].

To develop reading skills in English, linguists suggest the following strategy to the teacher: teach students to focus on the text itself, rather than on the sentences in it; to understand most of what you read, you must learn to understand the structure of such long units, such as a paragraph or the entire text, to do this, students need to start with a global understanding of the text and move towards a detailed understanding, rather than the other way around, and also need to use authentic text whenever possible. Authentic text does not make learning more difficult. The difficulty depends on the activity that is required from the students, not on the text itself.

Writing. Teaching writing in a foreign language is an important task of a modern linguistic higher educational establishments. As a universal anchor of knowledge, writing helps to memorize lexical and grammatical material and, consequently, to teach listening, speaking and reading. Analyzing the state of teaching writing in higher education, we can say that, in contrast to other types of speech activity, it is given much less attention by both Methodists and teachers, which indicates that writing is underestimated as an effective means of learning. Before we proceed to the analysis of methods and principles of teaching writing, we should consider writing as a methodological category.

According to the candidate of pedagogical sciences, L.K.Mazunova [2, 67], writing should be considered as a methodological category. She argues that the problem associated with teaching writing in a native or foreign language cannot be solved without answering the "eternal" questions of the methodology - what is writing, whether written speech exists independently of oral speech, whether written speech can claim a greater role than an auxiliary means of language acquisition, etc.

The method of systematic teaching of writing as one of two inseparably linked complementary activities-reading and writing-has not yet been developed. L.K.Mazunova tries to understand the

phenomenon of writing as an object of purposeful and systematic training, and also clarifies the above questions, removes ambiguity in the interpretation of the terms "writing", "written speech", "written communication", "written communication", "written text", "binary text", etc. [2, 88].

Solving issues related to teaching to write in any language is associated with some problems. The first set of problems is related to the length of the process of mastering the written form of speech, on the one hand, and the insufficient amount of educational time allocated by the university program to overcome this problem, on the other hand; the latter is explained by the tradition of considering writing as an auxiliary means of mastering a foreign language. The second set of problems can be traced in the insufficient study of writing as a didactic methodic object in connection with: 1) ignoring it as a target type of speech activity, 2) underestimating the rich potential of writing for speech and intellectual development of a person; 3) the complexity of the interdisciplinary interpretation of writing as a multicomponent and multi-level process.

The arguments of linguists and psychologists regarding the phenomenon of writing are largely contradictory. It is known that all the linguistics of the XIX century dealt exclusively with written speech, while not considering it necessary and important research as a language code. Baudouin de Courtenay, who is not without reason considered the founder of the theory of writing, first draws attention to 2 types of speech activity-pronounced auditory and written-visual [3, 256].

Thus, appealing to the history of self-affirmation of written speech as a real, but for a long time not recognized phenomenon that affects the development of speech, on the one hand, and complicates human thinking, on the other hand, we can talk about the need to rehabilitate writing and return it to its rightful place among such types of speech activities as speaking, listening and reading.

Listening. In research on the methodology of teaching foreign languages, the following system of exercises is considered, aimed at the formation of auditory skills, as well as at improving the mental mechanisms that serve it, since the process of understanding depends not only on linguistic and extralinguistic (situational) factors, but also on the degree of development of some mental formations [4].

Such exercises are aimed at developing skills that are associated with the action of operative memory, probable prediction, and equivalent substitutions. The system of exercises for learning listening can be divided into preparatory and speech exercises.

The object of the preparatory exercises are problems related to the recognition of certain language phenomena and speech signals. Speech exercises are aimed at improving semantic perception and

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
PIHHI (Russia) = 0.126
ESJI (KZ) = 8.716
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

achieving a certain level of understanding. The analysis of the methods of formation of auditory skills defined in the research allows us to determine those that would correspond to the specifics of listening as a type of speech activity and the peculiarities of its formation when learning a foreign language in higher educational institutions. In our opinion, the most appropriate methods for applying to a higher educational institution are the following methods:

- communicative;
- training (exercise method)
- informational and receptive;
- control and verification.

Control and verification methods are used both to develop the ability to understand the content of listening, and to control the level of formation of auditory skills.

Traditionally, work on audio materials is divided into three stages, so there are three groups of exercises: pre-text exercises, exercises that are performed during listening, and post-text exercises. At this stage preparatory tasks are recommended:

- guessing, predicting the topic of future listening by title, new words, diagrams, illustrations;

- summary of the main topic, introduction to the problem of the text, message of information about the upcoming listening, message of the listening task;

The next stage is characterized by tasks of the following nature:

- listen to the text and fill missing words in sentences;
- listen to the text and say which of the proposed phrases were used in it without any changes;
- listen to the text and say what definitions for the following words were found in it;
- complete the following sentences;
- listen to the text and say that it was talking about something;
- listen to the text and find the Uzbek / foreign equivalent of words in the parallel column.
- fill in the tables.

To conclude, the success of the student depends to a greater extent on how systematically, competently and regularly the teacher works to teach students to master the strategies of listening, reading and writing with the use of multimedia and new pedagogical technologies. Such methods of teaching each aspect separately are widely used in the Samarkand State Institute of Foreign Languages for teaching future linguists, philologists, as well as teachers of English.

References:

1. Birkner, V. (n.d.). *Reading Comprehension in Teaching English as a Foreign Language* [Internet]. Retrieved from <https://www.monografias.com/trabajos68/readingscomprehension-teaching-english/readings-comprehension-teaching-english2.shtml>
2. Mazunova, L.K. (2004). Pismo kak metodicheskaya kategoriya: *Inostrannye yazyki v shkole*, № 6.
3. F. de Sossyur. (1977). *Trudy po yazykoznaniyu / Pod red. A.A. Holodovicha*, Moscow: Progress.
4. Eluhina, N.V. (1996). Obuchenie slushaniyu inoyazychnoy rechi. *Inostranniye yazyki v shkole*, №5.
5. Olshevskaya, M.V. (2010). *Deyatelnostni podhod v kommunikativno-orientirovannom obucheni inostrannomu yazyku*. Minsk.
6. Calkins, L.M. (1986). *The Art of Teaching Writing*. Portsmouth, NH: Heinemann.
7. Shiel, G. (2002). Reforming Reading Instruction in Ireland and England. *The Reading Teacher*, 55 (4).
8. Mandel, B.J. (1980). *Three Language Arts Curriculum Models*. Urbana, IL: National Council of Teachers of English.
9. Altun, S., & Büyükduman, I. (2007). *Teacher and student beliefs on constructivist instructional design: A case study*. Educational Sciences: Theory & Practice.
10. Boekaerts, M., & Minnaert, A. (2006). *Affective and motivational outcomes of working in collaborative groups*. Educational Psychology.