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**TEACHING ENGLISH PRODUCTIVE SKILLS THROUGH CONTEXT
APPROACH**

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Annotation: The basic skills of English learning are listening, reading, speaking, and writing. Our concern as language teachers is not to inform our students about the language, but to develop their ability to use language. Based on the statement above, we can get a point that students should be taught how to use and apply knowledge. The context approach is considered to be used in teaching English, especially in teaching productive skills.

Key words: knowledge, approach, activity, students, content, foreign languages, method.

Writing is one of the four language skills: reading, writing, speaking and listening. Writing and speaking are considered to be productive skills that means, they involve producing language rather than receiving it.

Writing has served different functions in society. It is typically used for the transmission for cultural knowledge, keeping records of historical facts or scientific developments, codifying laws etc.

While writing, we have to distinguish between accuracy and fluency. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, using correct pronunciation, using correct layouts and choosing the right vocabulary. We also have to use grammar correctly, joining sentences correctly and using paragraphs correctly.

Controlled writing is sensible to distinguish between writing exercises in which the final product is linguistically determined by the teacher and exercises in which the final content is determined. Thus, by controlled writing G. Broughton understands e. g. exercises in which a paragraph with blank is to be filled in which picture prompts or memory of a model presented by the teacher, leads to reproducing more or less exactly the same final product as each other.

By free writing we understand a writing in which the title is provided and everything is done by the students. ¹

Another aspect that English teachers should be aware of is functional style or register. Therefore, the teachers must select the conventions and style which are most likely to be useful to the students, if they want to be successful. But the great deal of sensitivity which students need in using language develops unconsciously from spinoff from reading.

In teaching writing skill teacher is an essential factor. Before giving a task to students, the teacher should check whether the task is appropriate for the needs of the students, the task is within the level of the students, the task is just above their level, so they will be really challenged or whether the task is enjoyable.

When learning second language sometimes it is more useful to use writing as preparation for some other activities. Writing sentences gives the students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower level, find difficult and awkward.

Writing is frequently used with activities that focus on something else such as language practice, acting out or speaking. Activity writing is used with activities in which students are asked to write their dialogue before they act it out. It is helpful for students to plan and write the dialogue before they act it out.

¹ Matkarimova G. Pronunciation training is based on methodological principles. International scientific journal. Economy and society. № 6(73) -s.: 2020.

Other types are questionnaire-type activities. Groups of students design a questionnaire and then they circulate around the class asking their colleagues the questions they have prepared.

They write down the answers and later students report what they have found out. The aim of activity writing is to use writing to help students to perform other activity but students need to be able to write to do these activities, but the activities do not teach students to write.

In writing for writing students are able to study written texts to become better writers. Writing for writing includes activities such as writing stories or poems, journals or creating dramatic scenarios.²

When helping students to improve their writing or to become better writers, the teacher plays a very important role. He or she brings the language to the class, supports students when they are stuck or evaluates them. Among the teacher's tasks J. Harmer includes:

1. Demonstrating. When students are involved in writing activities they need to be aware of writing conventions and genre constraints. The task of the teacher is to draw these features to their attention.

2. Motivating and provoking. Sometimes students are stuck while writing and do not know how to start or continue. Then, the teacher's task is to help, stimulate or encourage students and persuade them that writing can be an enjoyable activity. When students do not know what to do, it is good to prepare suggestions for them, rather than having students to think for a long time.

There are several ways how to get students going. One of them is to give students several words they need for starting writing the activity. From time to time, the teacher can give the students several words they need for starting writing the activity as a good way of getting them going.

² Matkarimova G. The use of the phonetic exercises to develop of speech skills in English lessons. International scientific journal. Economy and society. № 6(73) -s.: 2020.

3. Supporting. Supporting is one of the most important teacher's tasks. Students need a lot of help and reassurance and therefore teachers need to be very supportive when students are writing in the class and be prepared to help students to overcome problems.

The main aim of teaching speaking skills is to communicate efficiently. Learners of a foreign language should be able to make themselves understood while speaking the language. The goal is to avoid misunderstanding in the message due to faulty vocabulary, grammar and pronunciation.

To help learners develop communicative efficiency, the teachers can use activities based on language input, language output and communicative output.

Content-oriented input deals with information, it also includes description of learning strategies and example of their use. Form-oriented input deals with ways of using the language: guidance from the teacher or source of grammar, vocabulary, pronunciation, and then discourse competence (language used in specific context), sociolinguistic competence (turn taking, pause, length) and strategic competence.

Form-focused Speaking goes deeply into details of pronunciation, grammar and vocabulary. This stage is suitable for beginners. An effective way how to start teaching foreign languages is to base speaking on some simple, useful phrases and sentences e. g. greetings, simple questions and answers or personal descriptions which are easy to remember.

As we can see there are various activities that can be used for teaching speaking skill. More or less the authors follow the same pattern: to start with drills in lower levels, so the students become familiar with useful phrases or expressions, to such activities that challenge the learners to express themselves and to produce as much language as possible.

There are teachers that constantly correct mistakes made during speaking activities, either during pronunciation exercises or during discussion. But it is important for the teachers to realize when the right time to correct is.

Many teachers, when talking about role-plays or discussion, prefer to watch or observe, listen and take notes. After the role-play the teacher asks students about their opinions and then the teacher presents his or her feedback.

Generally speaking, the principle of watching, listening and taking notes is considered to be the most appropriate.

In conclusion, Contextual teaching and learning is a concept that helps the teachers and students relate the meaning through prior and new knowledge to get new understanding. It has five components comprising constructivism, inquiry, questioning, learning community, modelling, reflection and authentic assessment and based on three basic principles as principles of interdependence, the principles of differentiation, and the principles of self-regulation.

List of references:

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