# DEVELOPMENT OF WRITING, READING, SPEAKING AND LISTENING COMPREHENSION SKILLS IN TEACHING A FOREIGN LANGUAGE

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**Annotation:** Language is an integral part of the communication process, and knowledge of foreign languages makes it possible to diversify this process and learn something new from people of other nationalities, learn the culture of foreign-speaking countries and simply allows self-development.

**Key words:** Writing, reading, speaking and listening, foreign language, teaching, skills, development.

Grammar plays a huge role in the study and teaching of a foreign language, since it is an integral component in the formation of foreign language communicative competence, which cannot be formed without certain linguistic grammatical knowledge and skills. Without grammar, it is impossible to compose and pronounce the correct statement, clearly and correctly translate a text from a foreign language or create your own text.

The four basic language skills, listening, reading, speaking, and writing, are integral to teaching languages. For successful and effective education and training in foreign language courses, it is necessary to develop and strengthen these four basic language skills in accordance with the level and needs of learning. The problem is not to determine the position of the four basic skills in teaching foreign languages or to doubt its definition, but the problem is to show how students approach and master these four basic skills. When students hear and understand foreign language lessons correctly, they become more successful and prepared if they can speak correctly and effectively. Especially in the framework of today's modern science, the issue of effective study of foreign languages and more easily mastering the wealth of a new vocabulary, although researched by many scientists, has always been an urgent issue. At the time of today's world globalization, it is natural for this issue to be approached by the demand of the times.

The approximate basic educational program of basic general education imposes the following requirements on the level of graduate training in the field of grammar in a foreign language. Students should operate in the process of oral and written communication with basic syntactic structures and structures in accordance with the communicative task, use modal verbs and their equivalents in speech, use forms of real and passive voice in speech, use a wide range of conjunctions and prepositions. In this regard, schoolchildren are developing foreign-language

communicative competence, namely, the ability and willingness to carry out interpersonal and intercultural communication with native speakers. To ensure successful communication in a foreign language, it is necessary to constantly improve grammatical skills. In order to make a foreign language lesson more interesting and exciting, to ensure that the cognitive interest of students, their creative mental activity develops, there is a need to apply modern methods of improving grammatical skills in the classroom. One of the newest such methods is the use of information and communication technologies (ICT).

In increasing student-youth interest in the lesson, resources in ICT and the Internet network can be a factor that increases the effect of education and, including, motivation for language learning. The opportunity for the teacher to create his personal e-learning resources through information and Communication Technologies is important in the development of this field. It should be noted that if a student is fluent in his native language, has the qualification to follow language laws, his existing linguistic experience can also lay the groundwork for his mastery of another foreign language. It also helps the language to master grammatical concepts and terms faster. Thus, it is easy to master another foreign language by studying the factors of inter-linguistic similarity and differentiation.

Despite the active introduction of ICT into the educational process of modern educational organizations, some researchers identify disadvantages of using ICT.

• not all schools have a sufficient level of computer equipment, and there are also no electronic versions of some educational and methodological complexes;

• preparation for classes using ICT, selection of educational material and creation of appropriate resources can take a long time, and also require the availability of ICT competence of the teacher;

• there is a danger of suppressing interpersonal communication when the ICT lesson is overloaded and other forms of educational activity are neglected;

• aggravation of social inequality in the organization of homework with the use of ICT (if there is no possibility of preparing a student for a lesson in a classroom at school);

• the risk of obtaining false information from the Internet.

In addition, the researchers note that the constant use of Internet resources places high demands on the maturity of higher mental functions and increases the risk of deformation of the cognitive sphere. On the one hand, the use of ICT in the educational process prepares students for life in conditions of accelerating scientific and technological progress. However, despite the fact that computer training has many advantages, computerization should not be abused.

The implementation of innovative and new pedagogical technologies in foreign language education - the orientation of the individual at the request of society, the organization of education on the basis of these requirements, and the formation of the individual as a comprehensively mature frame on the basis of educational principles, methods and affiliation, creates favorable conditions for the full manifestation and development of his abilities and capabilities. Another distinctive feature of pedagogical innovative technologies is in the priority of the teacher's activities, the fact that in the educational process the student or student

is the main figure. Knowledge in the educational process, the correct formation of lexical, grammatical, pronunciation concepts, the correct composition of the system of knowledge in the minds of students, the skill of self - control are components of innovative pedagogical technologies. Currently, the most effective in the educational process, teachers-educators are guaranteed teaching methods of achieving the goals pursued, and educational methods not only form the skills of independent thinking, free decision-making in students, but also solve them problems, and such teaching methods are the most advanced feature of pedagogical technology. The goals of teaching a foreign language are determined based on the demand, social order, circumstances, policy of society. The goals of teaching a foreign language depend on the development and development of society. Before starting to teach a foreign language in higher education institutions, it is imperative that all coaches teaching a foreign language, of course, clarify it in advance and introduce new methods of teaching it to students.

The use of linguistic powers to form scientific texts and sentence structures implies:

• the presence of a certain level of knowledge on the topic under development, which is especially the use of scientific literature;

• development of individual as well as collective activities by syntactic and lexical conventions among participants;

• adequate use of language has the ability to understand, decide and act on the criticism received, in addition to the correct way of writing, being able to differentiate opinions, facts, hypotheses and theories;

• the ability to overcome the consequences of what is said in writing, because it produces knowledge, such ideas become epistemic factors in the scientific discipline, which can be a new contribution or a further development from the previous ones.

The degree of application of each competency in scientific production and communication varies depending on the scientific discipline. Including, professors and researchers must at least demonstrate a high level of linguistic competence regarding the identification, explanation, proof and justification of the subjects being studied within their academic discipline. In contrast, information professionals must have several knowledge related to the scientific disciplines they collaborate with, and they must also be able to adapt to work with other disciplines. The relationship between linguistic competence and scientific production and communication means:

(1) the identification of contextual elements of what is intended to be conveyed;

(2) the planning of scientific production processes;

(3) the correct use of scientific language;

(4) application of semantic norms to provide texts clearly and adequately. Phonology, lexicon, and syntax, the object of linguistic characterization, make up only a fraction of the elements contained in the code used for communication. Of a sentence (sentences, phrases, words, etc.) meaning does not depend entirely on Form. In other words, the context of the situation in which the speech is spoken is much more important. These competencies are very related to other personal abilities, such as reading, because whoever does not study cannot write correctly.

These powers, on the other hand, are necessary to produce the collective interaction and knowledge of people from different groups of professionals or the general public. In order to develop the skills of speaking a foreign language, we must first of all pay attention to pronunciation. If we cannot pronounce words in a foreign language correctly, our speech may become incomprehensible to others. And so that this does not happen, we will have to examine and study one by one the correct pronunciation of our words and phrases in all foreign languages that are present in our vocabulary.

Communicative competence really includes linguistic competence, as well as the form of facts that are part of socio-linguistic pragmatic competence (rules and conventions for the use of language objects in context and other factors, such as relationships, etc.

Another concept useful in understanding communicative competence is the phatic - unit concept. One of the purposes of the phatic-unit program is not to be silent, as it can mean hostility or shame when it is not necessary.

An effective system for the use of media in the development of speech competencies in English is to teach the use of a foreign language as a means of communication, communication. This goal cannot be achieved without teaching the types of speech activity, since only through the types of speech activity is information given and obtained to the other. From several observations, it turns out that the types of speech activity in foreign language lessons are studied separately during classes. This is due to the lack of time to cover all types of speech competence into one lesson. The castle, sometimes the lack of tactics for working on types of speech activity, even in teachers, is the reason for the individual assimilation of speech competence of students during various classes and classes. The most effective way to overcome these shortcomings is to enrich the competencies of teaching language to students using multimedia tools.

In conclusion, it should be said that the teaching of the modern language is aimed at the formation of a more civilized personality, which has the skills of self-analysis and systematization of new knowledge-traction. Innovative methods are an integral part of the modernization of the entire system. With confidence, teachers can familiarize themselves with the most advanced approaches and subsequently combine them and achieve significant growth in the educational system using their work. Sufficient attention should be paid to the formation of speech skills and the development of social flexibility in lesson trainings aimed at teaching a foreign language conducted in the educational process. In addition, the success of each lesson in education largely depends on the correct Organization of training. The lesson should be based on the creative cooperation of the teacher and student. Only then will students be able to think freely independently and their interest in Language Learning be formed.

Currently, the issue of teaching the grammatical side of speech with the help of modern ICT is relevant. The use of ICT in the educational process is one of the ways to motivate the process of acquiring knowledge. ICTs contribute to the formation of a creative personality not only of the student, but also of the teacher, since these technologies help to fulfill the basic needs of a person – communication, education, self-realization. For students, learning with the use of ICT

provides an opportunity for reflection and participation in the creation of lesson elements, which helps to increase the level of interest of students in the discipline. ICT also significantly expands the possibilities to adapt the educational process to the individual characteristics of students as much as possible. Each student gets the opportunity to work at his own pace, choosing for himself the most appropriate volume and speed of assimilation of the material.

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