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Interpersonal Skills in English Teaching

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ANNOTATION

English has become a worldwide language in social, political, and commercial situations. English is becoming the sole language for global citizens due to information technology. English is a key subject in Uzbekistan from grades 1-11, yet pupils still struggle to develop writing and speaking abilities. Schools and universities have long used communicative methods to teach reading, writing, listening, and speaking. Proper planning, execution, and monitoring may help kids master four language skills concurrently. This article discusses productive skill application issues and solutions.

KEYWORDS: interpersonal, medium, implementation, productive, planning, globalization.

Globalization has made English the language of communication in all circumstances. Thus, every nation needs proficient English. To meet local, national, and worldwide English skill expectations, learning English, other than the original language, is essential for communication. Uzbekistan uses English as a foreign language for academic, professional, and travel reasons. [1, 1994, p.10]. Thus, to meet growing local and international demand, all parties have made changes to the Uzbek educational system to improve English performance. English learning is gradual and challenging. This involves skill improvement. Commonly, these are productive or receptive. Reading and listening are receptive. They help students grasp texts, works, and papers. Speaking and writing abilities enable students to communicate through oral presentations, written studies, and reports. [2, 2000, p.21]. Thus, graduates must develop and learn these skills to compete in the labor market. Many foreign language instructors and students say that acquiring and teaching productive skills is the hardest. However, new methods, approaches, and techniques make teaching and learning productive skills easier for teachers and students. Thus, the main goal of this study is to identify modern and national methods of teaching productive skills. [3, 2008, p.32]. As CEFR requires English teachers to meet student needs, this study sought to answer some questions about implementing those techniques in Uzbekistan. Answering such questions should help us figure out how to use current methods in our nation. This research then seeks to discover and propose productive skill training solutions. The communicative method to learning English emphasizes listening, speaking, reading, and writing. Teaching English at whatever level—primary, secondary, intermediate, or tertiary—requires equal emphasis on the four language skills. Each is crucial. Communication, particularly communicative English, requires all skills. [5, 1994, p.50]. Since English is the global language, finding better ways to teach these skills is a priority. Uzbekistan requirements are rising. The President of Uzbekistan also prioritizes education. Uzbekistan also prioritizes secondary education. This level teaches English but doesn't emphasize speaking and writing. Though speaking and writing are the most common forms of communication,

primary, secondary, and higher education planners place less emphasis on them. Thus, students failed to use English in practice. [6, 2002, p.61]. This research examines secondary education in Uzbekistan's techniques to teaching speaking and writing. Because every English language teacher recognizes that speaking and writing are productive skills. They're vital because they let students practice real-life actions in class. These two abilities may be used to assess students' learning. Unless a student is studying English only for academic purposes, speaking must be taught. Speaking skills provide students a feeling of progress and confidence. Writing is essential to existence. Students may take notes, complete out forms, compose letters, reports, and tales. Many must complete lengthy health, education, and employment questionnaires. Writing well boosts confidence and shows linguistic proficiency.

Writing aids absorption. Writing reinforces what they've learned, and seeing new language in writing helps them. Writing helps students improve grammar, recycle vocabulary, and acquire English punctuation. Asking students to maintain diaries or submit home-written projects promotes autonomy. English class should assist pupils improve their listening, speaking, reading, and writing abilities, which were taught in elementary school. It should help pupils use these abilities in actual life. Despite being expected to participate in class, learners are unable to demonstrate their productive skill [8, 2000, p.85]. It also shows that teaching productive skills to students has drawbacks. British Council, American Council, CEFR, and others provide several approaches today. In addition, the educational paradigm for learning foreign languages in Uzbekistan has changed significantly in recent years, and we now have to focus more on practical skills than information. [10, 2019, p.4951] This research examines English writing and speaking issues and answers. As said, secondary students demonstrate reluctance to enhance their speaking and writing abilities in English classes. This research seeks to uncover effective ways to teach speaking and writing. This study's main questions are: a. How well are our secondary pupils being taught productive skills using current methods? b. Can those methods be improved? c. What obstacles and solutions exist for teaching productive skills in secondary school? This is a modest effort to teach secondary English speaking and writing abilities. These results will advance secondary English teaching and learning research in Uzbekistan. This study will also assist secondary-level Uzbek English language instructors and ELT practitioners reconsider their approaches and tactics for teaching these two crucial abilities. This work uses secondary data from relevant textbooks, empirical evidence, journals, and websites. Here, primary data were gathered and analyzed to assess how schools teach Listening and Speaking to young learners. This study used library research to understand the issue, its components, and productive skills literature. Student questionnaire. Questionnaire Teacher interview. Communicative Language Teaching (CLT) focuses on real-world conversation. CLT emphasizes communication above knowledge. Davis and Pearse say CLT helps target language communication [8, 2000, p.87]. Reading, writing, speaking, and listening determine communicative competence. To help students communicate in English, the curriculum must incorporate all four abilities and give them equal attention. Thus, learners will have the English language skills to communicate in "real English." [7, 2005, p.75]. "Real English" refers to English that can be utilized inside and outside the classroom, thus we should give activities for Uzbek students to learn and practice English within and outside the classroom. As P. Davis and E. Pearse state, listening, speaking, reading, and writing occur naturally together in learning events at all levels in schools, though traditionally they were taught separately. Students should be given ample opportunities to use English for a variety of purposes to improve their communicative skills. [8, 2000, p. 82] English curriculum goals include teaching pupils to utilize English for all purposes. Harmer says any talent requires another. Writing and speaking are impossible without reading and listening [9, 2013, p. 103]. To conclude, building interpersonal skills while teaching English helps students understand cross-cultural values in an English-speaking society. to compare local foreign interpersonal and

cross-cultural values with Uzbek ones. Interactive methods and informational technologies have given the resource the flexibility to be useful to students and academic staff and have allowed for an incremental growth in the range of teaching materials provided and used in the teaching process, making interpersonal skills development successful. The initiative has met its goals and received excellent feedback from students and faculty. The flexibility of design gives us confidence those interpersonal skills materials will continue to evolve and improve.

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