

O ‘ZBEKISTON RESPUBLIKASI

XALQ TA’LIMI VAZIRLIGI

**SAMARQAND VILOYATI PEDAGOGLARNI YANGI
METODIKALARGA O’RGATISH MILLIY MARKAZI**

“TILLARNI O ‘QITISH METODIKASI” KAFEDRASI

RUZIYEVA N.Z

**“HOW TO LEARN ALL
FOUR SKILLS ”**

Samarqand 2022

How to learn all four skills, Samarkand -2022, 35 pages

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ANNOTATION

Nowadays the movements can be seen in education system. The responsibility of teachers is increasing in order to introduce the foreign language at a high level to the learners of our Republic. The bright proof of it is the decree “About the culture of reading and recitation as well as popularization” by our President Shavkat Miromonovich Mirziyoyev in 2017 on the 12th of January. This problem of course, was not discussed accidentally. Today the process of teaching the foreign language should be organized with strict plans. We, teachers should solve these kinds of defects and to help the learners of our Republic to widen their world outlook.

Hozirgi kunda ta’lim sohasida jiddiy harakatlarni ko’rishimiz mumkin. Yurtimizda o’qituvchilarga chet tilini yuqori darajada yetkazish uchun ma’suliyat kuchayib bormoqda. Buning yorqin isboti Presidentimiz Shavkat Miromonovich Mirziyoyevning 2017 yil 12 yanvardagi “O’qish madaniyati va ommalashturish haqida” gi qaroridir. Bu muammo tasodif asosida muhokama qilinmagan. Bugunda chet tili o’qitish jarayoni qat’iy rejalar bilan tashkil etilishi kerak. Biz, o’qituvchilar bu turdagi kamchiliklarni yechimini topishimiz va Respublikamizda o’rganuvchilarining dunyoqarashini kengaytirishga yordam berishimiz kerak.

INTRODUCTION

Skills integration generally refers to linking two or more of the traditional four skills of language learning: reading, writing, listening, and speaking. This article describes two kinds of skills integration--traditional and "real life"--and presents arguments for skills integration. Sample exercises are included

When we communicate, we often use more than a single language skill. On the telephone, for instance, we listen and speak--maybe we also write down a message and read over what we have written.

Integrated approach helps to build new knowledge and skills on to what students already know and can do. So, if students are able to read a short story, this skill will help them to write their own story.

Also, integrating the skills allows you to build in more variety into the lesson because the range of activities will be wider. Instead of just having listening, the students can have speaking, reading and writing practice. This can raise their motivation to learn English.

Above all, integrating the skills means that you are working at the level of realistic communication, which provides all-round development of communicative competence in English.

This work is proofing the theory in practice with interesting activities and games. Effective ways of introducing new vocabulary to young learners are shown. These kinds of activities are useful for expanding teachers' experience on teaching English.

Definition of language skills

The **four skills of language** (also known as the **four skills of language learning**) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

These skills are **Listening, Speaking, Reading, and Writing**. In the context of first-language acquisition, the four skills are most often acquired in the order of

listening first, then speaking, then possibly reading and writing. For this reason, these capabilities are often called **LSRW skills**.

Listening is the first language skill we acquire in our native language. It is what is known as a receptive skill, or a passive skill, as it requires us to use our ears and our brains to comprehend language as it is being spoken to us. It is the first of two natural language skills, which are required by all natural spoken languages.

Speaking is the second language skill we acquire in our native language. It is what is known as a productive skill, or an active skill, as it requires us to use our vocal tract and our brains to correctly produce language through sound. It is the second of two natural language skills.

Reading is the third language skill we may acquire in our native language. As with listening, it is a receptive, or passive skill, as it requires us to use our eyes and our brains to comprehend the written equivalent of spoken language. It is one of the two artificial language skills, as not all natural spoken languages have a writing system.

Writing is the fourth language skill we may acquire in our native language. As with speaking, it is a productive, or active skill, as it requires us to use our hands and our brains to produce the written symbols that represent our spoken language. Along with reading, it is one of the two artificial language skills, as not all natural spoken languages have a writing system.



NUTQ KO'NIKMASI



Types of language skills



When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills". The four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing. In

the context of first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing.

English Language has 4 main skills and each skill has other sub-skills and skill activities. The main skills are all basic and very important. They are called the Macro skills. Macro skills refer to the primary, key, main, and largest skill set relative to a particular context. It is commonly referred to in English language. The four macro skills are reading, listening, writing, and speaking. You have to perfect them in order to use your English language properly. Listening and speaking are brain input skills but reading and writing are brain output skills. Of course, there other skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication.

When Learn All Four Skills?



You should learn all four skills if you want to have full access to the language as native speakers do:

Knowing how to listen will help you:

Comprehend natives when they speak.

Watch and understand movies, television, and online video.

Listen to the radio and podcasts.

Knowing how to speak will help you.

Engage natives in conversation.

Address audiences.

Knowing how to read will help you:

Read newspapers, books, and magazines,

Interpret in-country signs, alerts, and notices.

Knowing how to write will help you:

Compose personal emails, letters, and text messages,

Write articles, essays, books, or other long-form texts

Listening

You should understand the main ideas of most speech in a standard dialect.

You should demonstrate an emerging awareness of culturally implied meanings beyond the surface meanings of the text. For further information about the ACTFL Guidelines, please consult their site.

Speaking

You should be understood without difficulty by natives, and converse in a clear and participatory fashion.

You should be able to initiate, sustain, and bring closure to a wide variety of communicative tasks. You should be able to narrate and describe concrete and abstract topics using sustained, connected discourse.

Reading

You should easily follow the essential points of written text.

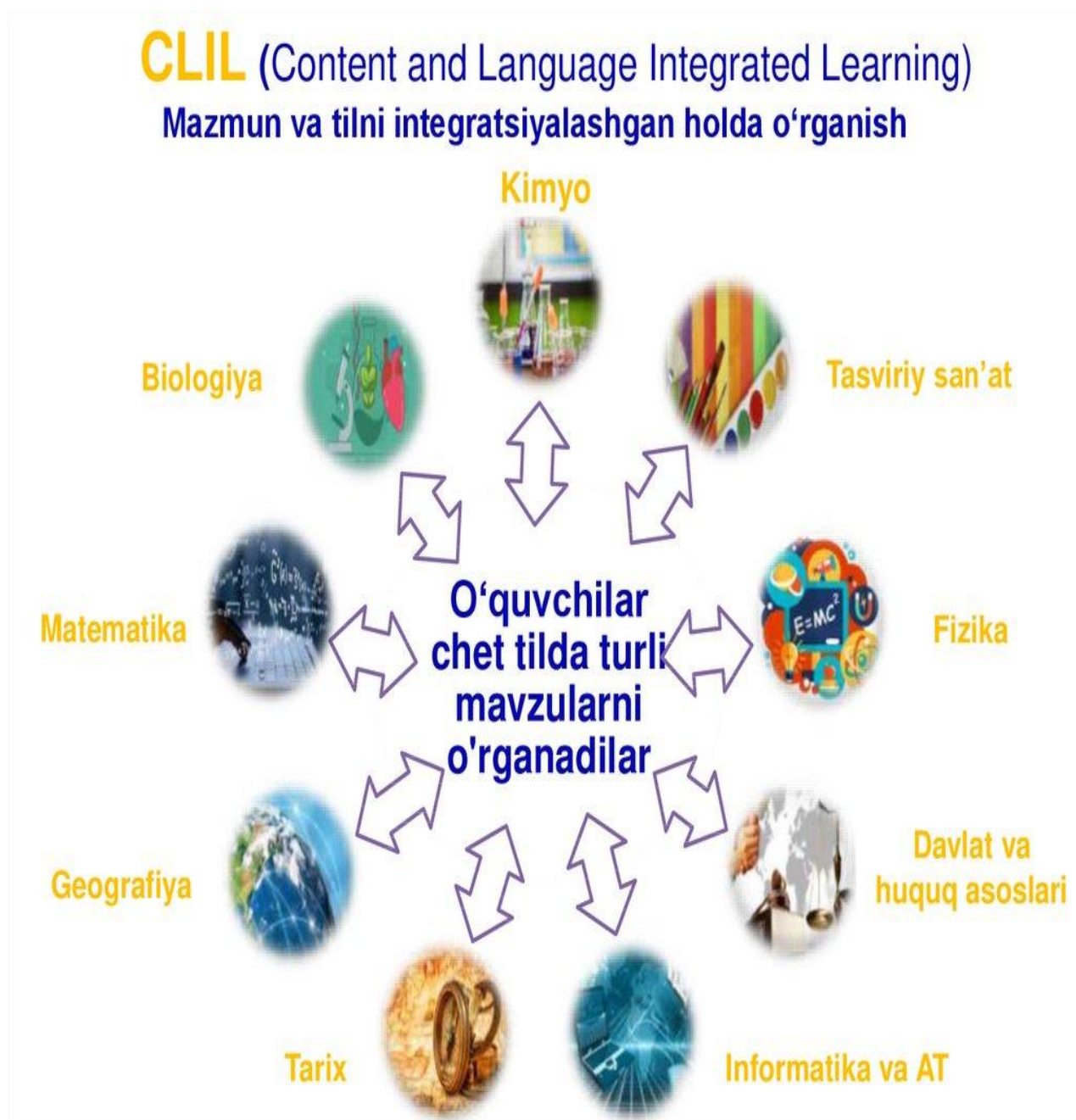
You should be able to understand parts of texts which are conceptually abstract and linguistically complex.

Writing

You should be able to address a variety of topics with significant precision and detail. You should be able to write competently about topics relating to particular interests and write clearly about special fields of competence.

You should be able to organize writings with a sense of theoretical structure.

Also, integrating the skills allows you to build in more variety into the lesson because the range of activities will be wider. Instead of just having listening, the students can have speaking, reading and writing practice. This can raise their motivation to learn English.



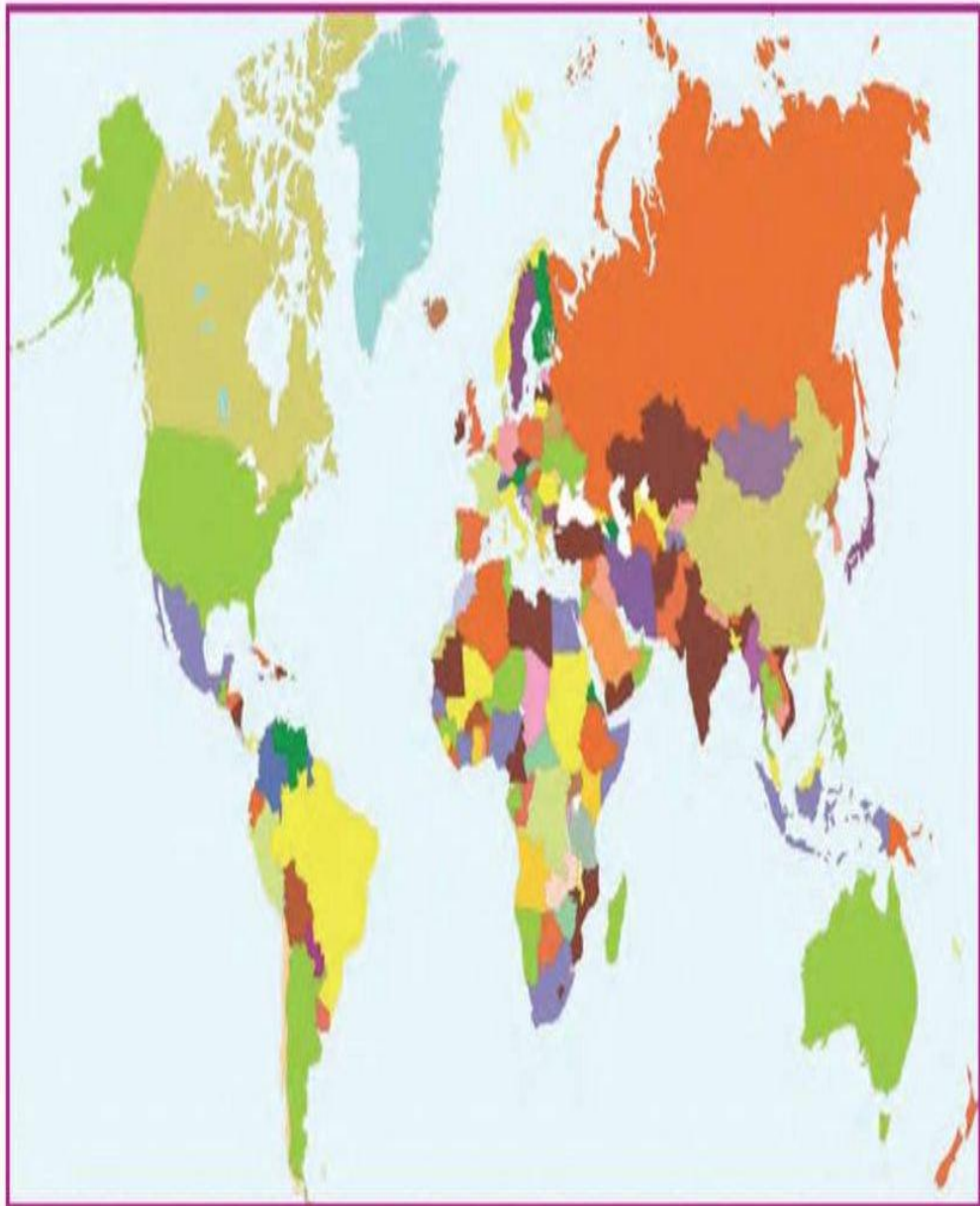
Above all, integrating the skills means that you are working at the level of realistic communication, which provides all-round development of communicative competence in English.

INGLIZ TILI DARSLIGIDAGI O'ZGARISHLAR

Unit	Titles	Page	Units	Titles	Page
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	2 How do I get to ... ?	7		2 What is the capital city?	7
	3 Language Centre	8		3 Water is life.	8
	4 Cambridge	9		4 Life in big cities	9
	5 Apple Day	10		5 Life in villages	10
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	1 National costumes	38		1 What do my clothes say about me?	38
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LESSON 1 We are not alone!

1a Work in groups of 4/5. Where is Uzbekistan? Think of all the countries or continents in the world that you know. Write them.



LESSON 2 Which continent is the largest?

1 Work in pairs. Answer the questions.

- 1 Which is the world's largest continent and which is the smallest?
- 2 Which is the continent with the largest population?
- 3 Which is the continent with the largest number of countries?



LESSON 3 Uzbekistan is divided into ...

1a Work in pairs. Ask and answer.

1b Read and check your answers.

The United States of America (the USA) are divided into 50 states. The 49th state is Alaska. It is in the north-west of North America. It is the largest state of the United States. It is not bordered with other states. The 50th state is Hawaii. This state is located in the central Pacific Ocean. It consists of a group of islands.

1c Work in pairs. Ask and answer.

- 1 Is Alaska the 50th state of the USA?
- 2 Where is Alaska located?
- 3 Where is Hawaii located?
- 4 Where is Scotland located?

1 How many parts are the USA divided into?

2 How many parts is the UK divided into?

The United Kingdom of Great Britain and Northern Ireland is located on the British Isles. The British Isles are separated from Europe by the North Sea and the English Channel. The British Isles are washed by the Atlantic Ocean and the Irish Sea in the West. The territory of Great Britain is divided into four parts: England, Scotland, Wales and Northern Ireland. Geographical position of Great Britain is very good because the country lies on the crossways of the sea routes from Europe to other parts of the world.

- 5 What oceans and seas are the British Isles washed by?
- 6 Why is geographical position of Great Britain good?

Ochiq dars namunalari

Lesson 1.

Grade 6/ 6-sinf

The Theme: Unusual houses. Noodatiy uylar

Listen and sing.

2 Play “We are washing dishes!”

3a Look, read and match.

- 1 Stone House, Portugal
- 2 Flying Boat, Japan
- 3 The Shoe House, the USA
- 4 The Dog House, New Zealand
- 5 The Auto House, Austria
- 6 The Strawberry House, Japan
- 7 The Boeing 727 House, Costa Rica







Chain Drill.

e.g. A: The Strawberry House.

B: It's from Japan. The Dog House.

C: It's from ...

Homework : Repeat all excerses.

Lesson 2.

Grade: 3rd-form

Date.

Done by: Fatullayev D.

Theme: The old man and his sons

I .Aims of the lesson:

1. **Educational aims:** to learn a moral of a story: Never fight, be always friends”
to learn about fairy tales
to introduce the new words from this lesson
2. **Developing aims:** to enable pupils to make a story
to enable pupils to practice the new words.
to improve listening and speaking skills.
3. **Pedagogical aims:** to enable the pupils to work in groups and in pairs.
4. **Moral training:** to teach pupils love to Motherland and respect their native land

II. Types of the lesson: oral , role play

III. The method of the lesson: interactive, mixed

IV. The aids of the lesson: computer, the DVD of the book, tape recorder,
Costumes, posters

Procedure of the lesson: 45 minute

1. **Organization moment (5 minute)**
2. **Main part (35 minute)**
 - A. **New words (5 minute)**
 - B. **New theme (10 minute)**
 - C. **Doing activities: chain drill, role play (20 minute)**
3. **Concluding (5 minute)**

The plan of the lesson:

- 1. Greeting**
 - 2. Dialogue with duty**
 - 3. To check homework**
 - 4. New words**
 - 5. New theme “ The old man and his sons”**
 - 6. Activities**
 - 7. Concluding (homework)**
- I. Organization moment**

Greeting: T: good morning dear pupils

P: Good morning to you , good morning to you

Good morning dear teacher, good morning to you!

Dialogue with duty: T: Who is on duty today?

P: I am on duty today.

T: What date is it today?

P: today is the ... of...

T: What day is it today?

P: Today is...

T: Who is absent today?

P: ...is/are absent today.

All are present today.

To check homework: T: What was homework for today?

P: Our homework was for today....

Homework

Activity 1. Look , read and put \surd or \times .

1) Ted has got a dog. His dog is black. _____ \times _____

2) His dog likes grass. _____ \times _____

3) His dog likes jumping. ___ \surd _____

4) His dog is brown. _____√_____

5) His dog is big. _____×_____

6) His dog is small. _____√_____

Activity 2. Look and write.

The boy has got a dog, a cat and a donkey.

His dog is yellow. His dog is small.

His cat is black. His cat likes jumping

His donkey is grey. His donkey is

New words:

Stick – tayoq

Son- o'gil

Fight- urishmoq,

Break- sindirmoq

Hero- qahramon

Cartoon-multifilm

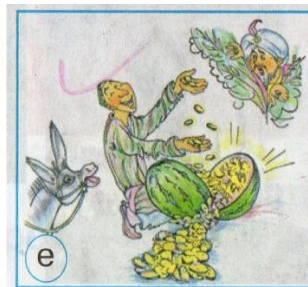
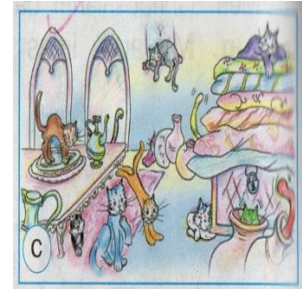
Lesson 3.

Grade 5

New theme: The old man and his son.

Activity 1. Listen and say.

to warm up.



1. What cartoons do you know?
2. What is your favourite cartoon?
3. Who's the hero of the cartoon?

Dive the pupils into two teams. One of the pupils from the first team says the name of the cartoon and the pupil the second team says the main hero of this cartoon. Then they change roles.

Team 1

Team 2

“Tom and Jerry”

Tom-cat, Jerry-mouse

Dog, mouse, goose

“Mickey Mouse”

“Little Mook”

Cats

Cow, bees, mouse, donkey

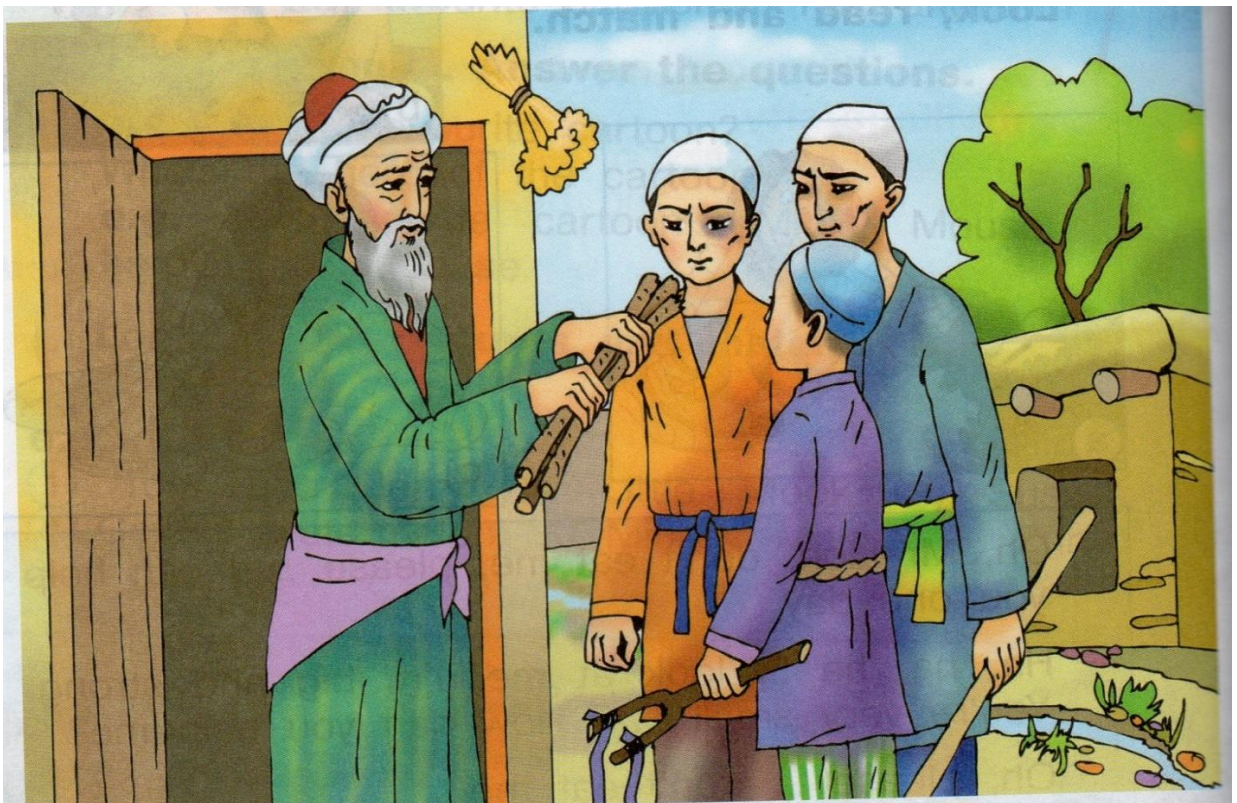
Susambil

wolf, rooster

“Zumrad and Kimmat “
Kimmat

Old woman , old man Zumrad and

Activity 3a. look at the picture and guess the story.



T: What can you see in the picture?

PP: “ The old man, the boys”

T: Are the boys good?

PP: No

T: Yes they often fight.

Do you know the story about the old man and his sons?

Activity 3 b . Watch and check. (video player)

The old man and his sons

Activity 4. Complete the sentences .

1. **The old man** has three sons.
2. The old man has **three** sticks.
3. His sons always **fight**.
4. The old man asks his sons **to break** three sticks.
5. His sons **cannot** break three sticks.

Activity 5 a. Work in groups and make a story.

An old man has three sons. His three sons always fight. They are not good. They don't listen to their father and mother. They do what they want.

Their father's not happy. He says to his three sons, " Sons, your mother and I are old. We love you. We want you to be good. Here are three sticks.. I'm going to give you one stick. I want you to break the stick."

The sons have sticks. The first son breaks the stick. The second son breaks the stick. The third son breaks the stick. It is easy to break one stick. The old man gives three sticks to the first son. He says, " Break the three sticks. " The old man gives the three sticks to the second son , and the third son.

The sons can't break three sticks.

The old man says, " Son's, it is easy to break one stick and it is easy to break you one by one. It's not easy to break three sticks and it's not to break my three sons. We want you to stay together and be strong. Never forget, be always friends!"

Activity 5 b. work in groups. Role play.

To improve the pupils' speaking skills.

Conclusion.

1. How many sons has the old man got?
2. Are they good with each others?
3. What said the old man to his sons?
4. Did the sons understand their mistakes?

Homework . Work book on page 74. Write their own story.

Evaluation: You are active today .

Ending part: Lesson is over. See you next lesson! Good bye.

Lesson 4.

1-sinf uchun “She’s got a sheep” mavzusida tayyorlagan 1 soatlik

OCHIQ DARS

ISHLANMASI



Date: _____

Theme: Unit 9 Domestic animals.

Lesson 2 She’s got a sheep

Objectives

Educational:

- to learn how to say animals and colours;
- to learn how to say what one has got;
- to learn the use of the conjunction “and”

Developing:

- to enable pupils to speak about colours and animals;
- to enable pupils to understand and perform commands;
- to enable pupils to say what one has got

Socio-cultural:- to raise awareness of the domestic animals, the ways of saying their colours.

Linguistic competence: By the end of the lesson, pupils will be able to:

- speak about animals and colours;
- say what the third person singular has got;
- use the conjunction “and”; - perform commands.

The demand of the state educational standard: get the level A1

Type of the lesson: visual

Method: interactive teaching method

Required equipment: Textbook, the DVD of the book;

flashcards describing sheep, cow, chick, duck, rabbit, horse, goat rooster;

flashcards describing commands

1.The Organizational part:

a) greeting :-Good morning

-Good morning

b)to create an English atmosphere.

c) to check up the homework.

2.The description of the new lesson:

Activity 1 Look, listen and repeat.

Objective: to introduce the song about sheep

Ask the class what is sung about in the song and translate it. Then work on the pronunciation of the song line by line and sing it together with the class.

Tapescript:

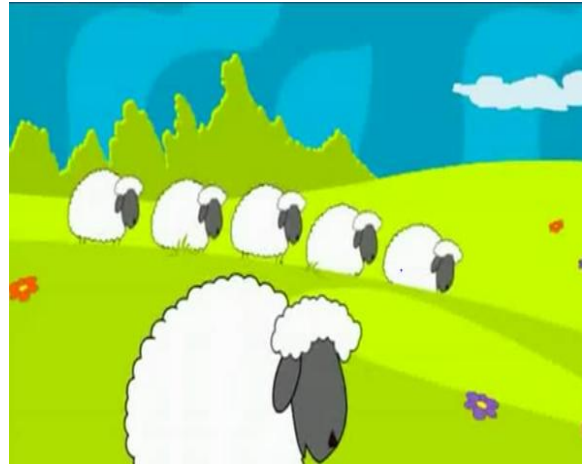
Baa-baa

Black sheep

Have you any wool?

Yes, sir. Yes, sir.

Three bags full.



Activity 2 Play “Look and Guess”.

Objectives: to recycle the learnt vocabulary; to introduce new words Ask

the pupils to look at the picture. Explain that all the animals on the farm are hiding. Ask the pupils to help you find and name them. Together with you, the children find a cow, horse, goat, sheep, chick and rooster.



This is a cow.

This is a horse.

This is a goat.

This is a sheep.

This is a chick.

This is a rooster.

And now it turns out that the picture contains two more animals which the pupils have not learned yet. They are a rabbit and a duck. The picture shows its legs.

Have the pupils learn these new words, too. Hang on the blackboard the flashcards with a rabbit and a duck, and practise their pronunciation in chorus and individually.

Activity 3 Look, listen and draw.

Objective: to introduce the new structure “s/he has got X”

Ask the pupils to find out whose animals are those on the right hand page of the book (2 pictures: a girl with a box and a boy with a box). The pupils need to listen to you and guess what are in the girl’s and the boy’s boxes.



This is a girl. She's got a rabbit



This is a boy. He's got a duck.



Now say that it is necessary to colour the animals. For this they need to listen to you and understand.

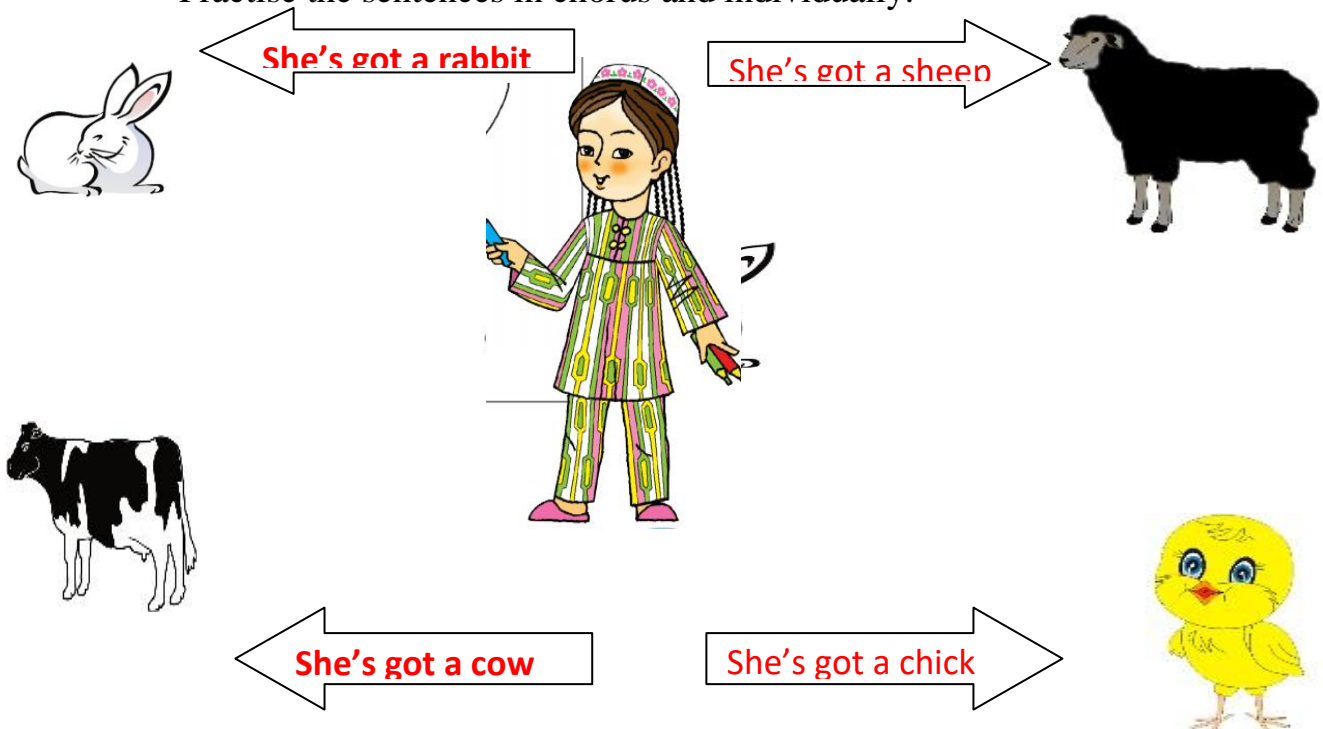
This is a girl. She's got a rabbit. It's brown.

This is a boy. He's got a duck. It's blue.

Activity 4 Look and say. Objective: to consolidate the new structure "s/he has got X"

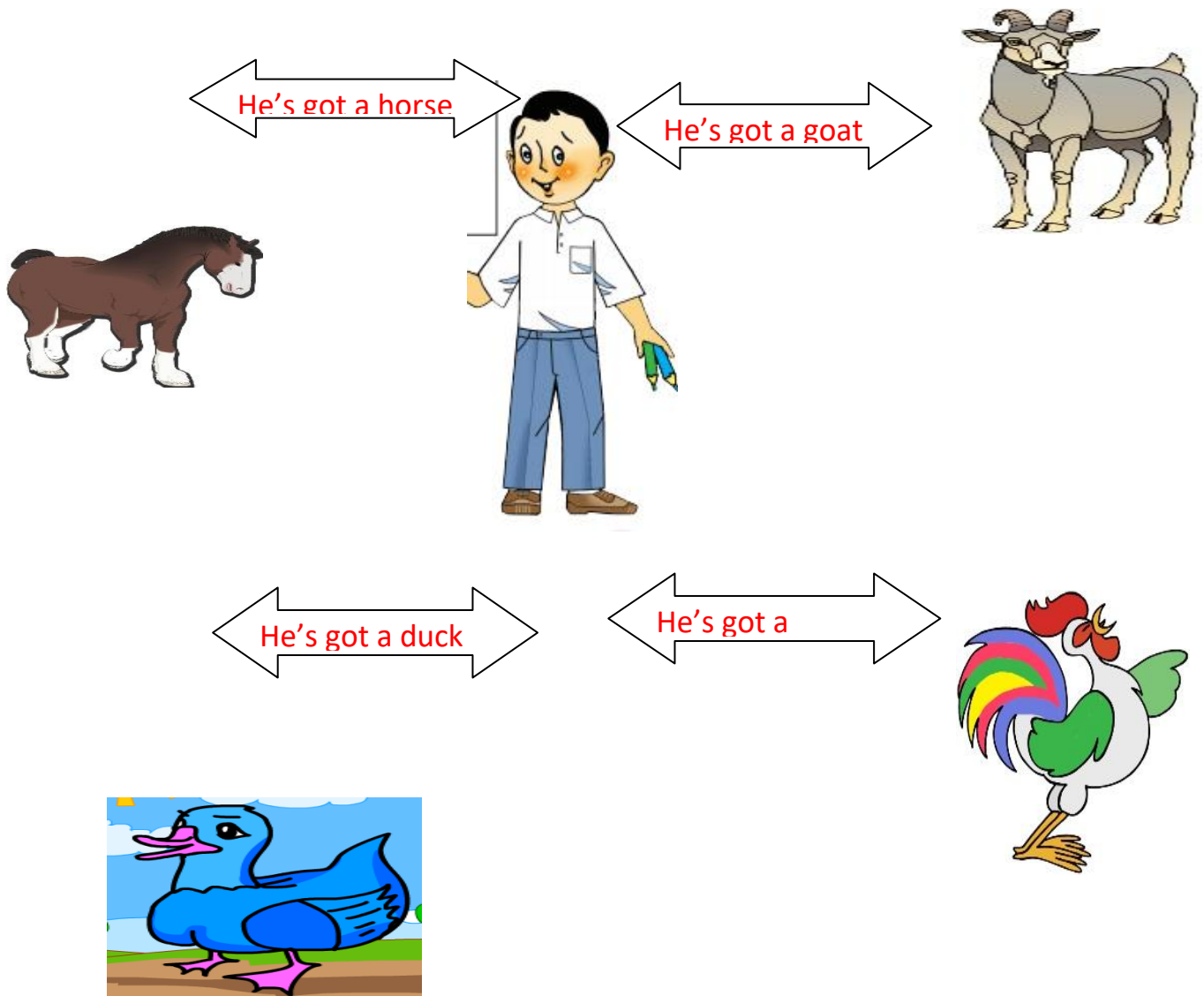
Ask the pupils to return to the picture of Lesson 1, where the girl and the boy are drawn with animals. Offer the pupils to say what animals the girl has got. Here point out that every sentence should begin with "She's got" and practise the phrase in chorus. Then ask the pupils what animal to begin with. Hang the pictures of the animals (sheep, cow, chick and rabbit) on the blackboard.

Practise the sentences in chorus and individually:



Then, the boy's picture. Ask the pupils who wants to say what animal he has got. Makes it clear that we should talk about the boy as "he", not "she".

Hang the flashcards with the animals on the blackboard. Have the children practise the sentences.



Optional Activity 5 Play “She’s Got a Rabbit”.

Objective: to consolidate the new structure “s/he has got X” and colours

Divide the class into two teams. Shuffle the flashcards with animals and put them on your table face down. Explain that one pupil from each team comes up to.

CONCLUSION

Integrating the four language skills enhances the focus on realistic communication, which is essential in developing students' competence in English.

Two ways of integrating skills: *simple integration*, whereby a receptive language skill serves as a model for a productive language skill, and *complex integration*, which is a combination of activities involving different skills, linked thematically.

Integrated language learning can be more motivating, because the students are using the language for a real purpose, instead of, say, just practising the grammar.

Integration requires skillful teaching, but it can bring worthwhile results. When we mention basic communication skills, most people first think of speaking. There are a huge range of skills and abilities that fall under this basic category. They range from having a large vocabulary to using voice tone effectively to using descriptions and story to enhance your expressions.

For convenience, we can also categorize the non-verbal, non-written expressions as forms of speaking. Some might even include the ability to express oneself through music or dance in this category. Overall, this category includes anything that has to do with you expressing yourself in ways other than through written words or imagery.

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