IN TEACHING ENGLISH, ROLE OF INTERPERSONAL SKILLS

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In the world of globalization, English has increasingly become the medium in every domain of communication, both in local and global contexts. As a result, the demand for using English effectively is necessary in every country. Teaching and learning English, except for the native language, is thus crucial for communicative purposes to cope with the growing local, national and international demands for English skills. In Uzbekistan, English is considered as a foreign language, and is used for the purposes of academic advancement, career advancement, and traveling abroad. To cope with the growing local and international demand, a number of efforts from all parties involved have been made to the Uzbek educational system to help boost the learners' English performance [1, 1994, p.10].

The process of learning English is slow and progressive and it could be interpreted as a series of challenges to face. This process consists of the development of certain skills. According to the common framework, these are divided into productive and receptive. Receptive skills comprise reading and listening. They are important because they allow learners to understand contents, textbooks, works or documents. Productive skills are consist of speaking and writing and they are significant because they permit learners to perform in communicative aspects such as oral presentations, written studies and reports among others. Therefore, these skills need to be developed and learnt properly [2, 2000, p.21].

According to the experiences of many teachers as well as learners of foreign languages, most difficulties are found in the process of learning and teaching productive skills. On the other hand different methods, approaches and techniques are invented to make the teaching and learning process of productive skills easier both for teachers and learners. Thus the main purpose of this study is to identify the techniques of teaching productive skills as practiced in the modern world as well as in our country. This study sought to answer few questions related to the implementation of those techniques in our country [3, 2008, p.32].

Hopefully, answering those questions will help us to find a way to utilize modern and contemporary techniques in our country in an effective manner. Subsequently, the purpose of this study is to identify and suggest probable solution to effective teaching of productive skills [4, 1998, p.40].

In communicative approach there are four basic skills of learning foreign language like English i.e. listening, speaking, reading and writing. When it comes to talking about using English at any level of education whether it is primary, secondary, intermediate or at the tertiary level, it requires teaching the four skills of the language giving equal importance on each of these skills. Each of these is important. In communication and especially in communicative English each skill demands equal importance. Ever growing needs for using English around the world is the consequence of the role of English as the world's international language have given priority to finding more effective ways to teach these crucial language skills [5, 1994, p.50].

In Uzbekistan Secondary education is one of the most important sectors in education. English is taught at this level but appropriate emphasis is not given on learner's speaking and writing skills. Though speaking and writing are the two common means of communication, education planners of primary, secondary and higher secondary levels give less emphasis on these skills. As a result, students could not apply English in their practical life successfully. This present study explores approaches to the teaching of speaking and writing skills in secondary education system [6, 2002, p.61].

Speaking and writing skills are called productive skills. They are crucial as they give students the opportunity to practice real-life activities in the classroom. These two skills can be used as a 'barometer' to check how much the learners have learned [7, 2005, p.73].

Teaching speaking is vital unless someone is learning English purely for academic reasons and does not intend to communicate in English, which is quite rare. Good command on speaking skills develops a real sense of progress among learners and boosts their confidence [8, 2000, p.84].

Teaching writing is important because written communication is a basic life skill. Students may need to take notes, fill in forms, and write letters, reports, stories etc. Many need to fill in detailed questionnaires relating to health, education and employment. Sufficient ability of writing skill gives one the confidence and marks his expertise on a particular language [9, 2013, p.91].

Another reason learners need to write is for assimilation. Writing is an effective way of reinforcing what they have already been studying, and they benefit greatly from seeing new or unfamiliar language in written form. Writing is a good way to practice grammar structures; it helps learners to recycling and look up new vocabulary and to learn English punctuation rules. It encourages learners' autonomy when they are asked to keep journals or turn in regular writing assignments that they carry out at home [9, 2013, p.92].

The study of English in class should help to extend students control of the basic language skills, i.e. listening, speaking, reading and writing the elements of which have already been taught at the primary stage. It should aim at equipping the Integration into the world and connection of sciences | students to use these skills in real life situations outside the classroom. Surprisingly it is found that learners are not able to show their performance in respect of productive skill as they are expected to be. It indicates that obviously there are some flaws regarding the techniques of teaching those productive skills to the learners [8, 2000, p.85].

This study is intended to find out the challenges and possible solutions on implementing techniques of speaking and writing skills in English. As it is mentioned earlier,

at the secondary level, reluctance is shown for the improvement of speaking and writing skills on English courses; present study attempts to find out effective implementation of appropriate techniques for teaching speaking and writing [8, 2000, p.86].

The central research questions of this study are:

a. How far modern and contemporary techniques of teaching productive skills are being implemented in our country in respect of secondary level students?

b. Is there any scope to implement those techniques more effectively?

c. What all are challenges and probable way out for implementing appropriate techniques of teaching productive skills in secondary level?

This endeavor is a modest attempt in the field of teaching strategies in developing the speaking and writing skills in English at secondary level. These research findings will contribute to the areas of research concerning teaching and learning in English in respect of speaking and writing skills at the secondary level education in Uzbekistan. At the same time this research will help the English language teachers and the ELT practitioners working with secondary level Uzbek learners to rethink about their methods and techniques of teaching these two essential skills of English language [9, 2013, p.93].

To prepare this paper; relevant text books, empirical evidences, journals and websites have been used as secondary data. Primary data were also collected and analyzed here to examine the practical scenario of teaching Listening and Speaking to the young learners in the schools [9, 2013, p.94].

The research methods employed for this study are:

a. Library research to have a clear idea about the topic and its components, to collect relevant data and existing literature on productive skills.

b. Students' questionnaire survey.

c. Questionnaire Teachers' interview.

Communicative Language Teaching (CLT) is a method which is based on the target of language teaching and learning for effective and real life communication. Rather than to acquire and exhibit knowledge, the emphasis of CLT is on enhancing the ability to communicate. According to Diane the aim of CLT is to facilitate to communicate in target language [8, 2000, p.87].

Communicative Competence is measured on the four basic skills of language- reading, writing, speaking and listening. As developing the ability of the learners to really communicate in English is the main goal of syllabus, it is essential to integrate all four skills ensuring equal amount of concentration in each of them.

Thus, the learners will have the level of linguistic competence in English that will enable them to communicate effectively in "real English". Here the expression "real English" is used to refer to English which can be used both inside and outside the classroom [7, 2005, p.75].

Each skill of language should be given equal importance and extensive opportunities to use English for a variety of purposes are to be given to the students for improvement of their communicative skill, as Peregoy and Boyle state, listening, speaking, reading and writing occur naturally together in learning events in at all great levels in schools, though traditionally they were taught separately [7, 2005, p.76].

According to English curriculum requirements, the objective of English is to develop students' ability to use English in an all-purpose way. Harmer suggests, any of the skills cannot be performed without another. It is impossible to speak in a conversation if someone does not listen as well, and people hardly can write without reading [8, 2000, p.88].

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