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LANGUAGE SKILLS OVERVIEW SUMMARY

Language consists of four language skills: reading, listening, writing and speaking. Reading and listening are receptive skills. Writing and speaking are reproductive skills. The article examines each of the four language skills separately. Reading consists of several smaller skills such as: scanning, detailed reading, understanding context, predicting and others. Listening involves understanding spoken language. There are several subtypes of listening: listening for detailed understanding, listening for understanding specific information, and others. Which subtype is used depends on the purpose of the hearing.

Writing is also divided into skills, some related to accuracy, i.e. using the correct forms of language. Others relate to expressing our thoughts. The purpose of speaking is to successfully communicate meaning (what we mean). To achieve this, we resort to the help of language and body: gestures, facial expressions, etc.

Speaking, like other aspects of language, is a complex activity.

Key words: reading, writing, listening, speaking, vocabulary, receptive, productive

There are four major language skills: reading, listening, writing and speaking. Reading and listening are receptive skills, i. e. they involve responding to text, rather than producing it. Writing and speaking are productive skills, i. e. they involve producing language rather than receiving it.

Reading skill consists of such subskills as:

Reading for specific information (Scanning)	Reading for gist (Skimming)
Reading for detail	Inferring
Deducing meaning from context	Predicting
Understanding text structure	

If we read a text just to find a specific piece of information in it, we usually use subskill called reading for specific information or scanning. When we scan, we don't read the whole text. We glance over most of it until we find the information we are interested in, e. g. when we look for a number in a telephone directory.

Another reading subskill is reading for gist, or skimming. This is sometimes also called reading for global understanding. It involves glancing through a text to

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call a general idea of what it is about. For example, you skim when you look quickly through a book in a bookshop to decide if you want to buy it, or when you go quickly through a reference book to decide which part will help you write an essay, or glance at a newspaper article to see if it is worth reading in detail.

A third reading subskill is reading for detail. It involves getting the meaning out of every word and out of the links or relationships between words and between sentences. If you read a letter from someone you love who you have not heard from for a long time, you probably read like this.

Inferring is another skill readers sometimes use to get meaning from a text. When they read, they work out what the writer's opinion on a topic is or what his/her feeling is. To infer these things we notice what words, register, grammar or style the writer has used to refer to something [1].

Deducing meaning from context involves reading the words around an unknown word or thinking about the situation the unknown word is used in to try and work out its meaning. For example, you see a text in Portuguese which you know gives facts about Portugal. You see this sentence: Lisboa e a capital de Portugal. You can probably deduce the meaning of Lisboa. To do this, you use what you have been told about this text and you deduce from your knowledge of English that capital means 'capital' and Portugal means 'Portugal'! From your general knowledge you know that Lisbon is the capital of Portugal, so you work out that Lisboa means 'Lisbon'. And you are right! When we read, we don't always know the meaning of all words we meet. This skill helps us understand unknown words without making use of a dictionary or some other reference resource.

Predicting means using clues before we begin reading, to guess what a text may be about. We might, for example, look at a newspaper's headlines or photos, the title of a chapter or unit, the name of a writer or even the stamp an address on an envelope to make an informed guess about the general contents of the texts.

Understanding the text structure involves understanding how certain types of text generally develop. For example, if we read a problem solution essay, we expect that it will first discuss the problem, then suggest a solution, then draw a conclusion. If we read a letter of complaint in English, we generally, expect the first paragraph will say why the writer is writing, the second will give the details of the complaint and the third what the writer wants in answer to his complaint. Readers expect certain information to come in certain sequences. They use this knowledge to know where they are in the text and find their way through it. Understanding the meaning of conjunctions is an important part of this skill as they often signal how an argument will continue or is about to change.

Reading is a complex process. It involves understanding letters, words and sentences, understanding the connections between sentences, understanding the connections between sentences, understanding different text types, making sense of

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the text through our knowledge of the world and using the appropriate reading subskill.

The activities in a reading lesson often follow this pattern:

1. Introductory activities: activities focusing on the topic of the text, pre-teaching vocabulary and possibly asking learners to predict the content of the text.

2. Main activities: a series of comprehension activities developing different reading subskills, focusing initially on general then more detailed comprehension.

3. Post-task activities: activities asking learners to talk about how the topic of the text relates to their own lives or give their opinions on something in the text. These activities require learners to use some of language they have met in the text.

Listening involves understanding spoken language. There are several different listening subskills. Which subskill we use depends on our reason for listening. We might listen for gist/global understanding, specific information, detail or to infer attitude (listening to see what attitude a speaker is expressing). Other ways of listening are listening intensively and extensively. Our reason for listening influences the amount and kind of information we need to listen for. So, for example, when listening to a train announcement for specific information we might simply need to hear some times, but when listening to the details of some important news we might want to make sense of every word to find out what exactly happened and why. Listening involves doing many things besides understanding the grammar, vocabulary and functions of what we hear. It also involves dealing with the characteristics of spoken language; using the context and our knowledge of the world; understanding different speeds of speech and accents, making sense of connected speech and using appropriate listening subskills [2].

In the classroom, we can give learners the opportunity to listen to many sources of spoken language, e.g. the teacher, other learners, visitors, CDs, DVDs. This exposes learners to a range of accents, speeds of delivery, text types and listening skills.

When we listen to a recording, we can't see the speaker's body language or the context he/she is speaking in, and we can't ask the speaker to repeat or explain what they said. This makes listening to recordings more difficult than listening to live speakers. For this reason, it is a good idea to help students listen to recordings by e.g. pre-teaching key words, setting pre-listening tasks, focusing initially on gist listening to establish context, and playing the recording a second or even a third time.

The activities in a listening lesson often follow this pattern:

1. Introductory activities: an introduction to the topic of the text and activities focusing on key vocabulary in the text-to pre-teach important vocabulary, and to encourage learners to activate their knowledge of the world in relation to the topic.

2. Main activities: a series of listening activities developing different listening subskills and moving from general to more detailed listening.

Writing involves using writing subskills. Some of these are related to accuracy, i.e. using the correct forms of language. The others relate to communicating our ideas. The writing subskills related to accuracy are spelling correctly, forming letters correctly, joining letters together correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and correctly using paragraphs (a part of a longer piece of writing, which starts on a new line and usually focuses on one idea) [3].

The writing subskills related to communicating our ideas include using appropriate style and register, organizing ideas in helpful way, using the features typical of the text type we are writing, joining our words and sentences clearly and using appropriate functions to express our meaning, e.g. narrating (telling a story). complaining, requesting, thanking, summarizing (expressing main points or ideas in a few clear words), concluding. Writing process consists of several steps:

- 1) Working out what you want to say, i. e. getting or developing ideas
- 2) Working out the order in which you want to say it, i. e. planning/organizing ideas
- 3) Drafting/writing the first draft (the first version of a piece of writing, that may well be changed)
- 4) Editing (correcting and improving the content of the text)
- 5) Proofreading (checking for mistakes in accuracy and correcting)
- 6) Re-drafting (writing a second/final version of your piece of writing)

We can also guide or support learners in their writing through the of a process writing approach. With this approach the teacher gives learners the opportunity to work through the stages in the writing process. They move from planning their work, to drafting it, and then on to editing, re-drafting and proof reading. This approach allows learners to focus on different aspects of writing at different times. At the planning stage they focus on developing ideas and organizing them. At the drafting stage they focus on finding the language to express themselves, and at the editing, re-drafting and proofreading stages they focus on evaluating (looking at the strengths and weaknesses of) their ideas, the organization of their writing and the accuracy of their language.

Speaking involves using speech to communicate meanings to other people. It involves several subskills:

- 1) Making use of grammar, vocabulary and functions
- 2) Making use of register to speak appropriately
- 3) Using features of connected speech
- 4) Using body language
- 5) Producing different text types

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6) Oral fluency (speaking at a normal speed, with little hesitation, repetition or self-correction, and with smooth use of connected speech

7) Using interactive strategies (ways of keeping people interested and involved in what we are saying)

When we speak, we constantly have in mind the person we are speaking to and our wish to communicate our meaning successfully to them. We use interactive strategies to help us achieve this. These include using body language such as gestures, eye contact, facial expressions and movement to put message across more strongly and clearly, and functions such as clarifying our meaning (e.g. `I mean ...`, `What I'm trying to say is...`), asking for opinions (e.g. `What do you think?`), agreeing (e.g. `Yes, that's right`) to keep the interaction (communication) going and check that it is successful. Turn-taking is another interactive strategy we use. It involves using intonation, language or body language to show you want to join a conversation or end one, keep speaking or invite other participants to join in. We use it to make sure we get our message across. Paraphrasing can also be thought of as an interactive strategy. We paraphrase when we judge our communication cannot be or has not been understood. We use other words to say the same thing in order to get our message across. Speaking also involves making use of all features of connected speech to convey our message. We use intonation, word and sentence stress, accurate individual sound, linking and contractions to help convey our meaning. Fluency, accuracy and appropriacy also play a major part in successful oral communication [4].

Fluency helps ensure that our listener will keep on listening to us without getting bored or irritated by too many hesitations or too slow a pace of speaking. Accuracy of grammar, use of vocabulary and the production of sounds help keep our message clear, and appropriacy is another way of keeping our listeners involved. We use the right register to treat our listener with the appropriate degree of formality or informality in order not to upset them or make them feel uncomfortable. Finally, as with the other language skills speaking also involves being able to deal with different text types, e.g. taking part in conversations, discussions or telephone calls, giving presentations, telling stories. All these text types have different features. Buying sweets in a shop, for example, involves different speaking skills from telling your friends about the exciting thing that happened to you at the weekend or presenting the results of project work to classmates. They involve using different functions, different levels of formality, different amounts of speaking, different amounts of interaction, different structures and vocabulary.

Pair and group work increase the opportunity for communication in the classroom as more people speak than if just one learner is speaking to the teacher while the rest of the class listens. In bigger classes, and in classes that are not used to working in pairs and groups, the teacher may need to introduce these activities

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carefully to make sure learner see the point of them and make good use of them. In controlled practice activities, the teacher usually corrects learners' accuracy, as accuracy is the purpose of these activities. In fluency activities it is advisable not to correct learners immediately. In this way learners are given the opportunity to focus on communicating their message. The teacher can note down mistakes and work on them with the class after the activity. Because speaking is such a complex skill, learners in the classroom may need a lot of help in preparing for speaking, e.g. practice of necessary vocabulary, time, to organize their ideas and what they want to say, practice in pronouncing new words and expressions, practice in carrying out a task, before they speak freely. Or teachers may prefer to ask learners to carry out tasks and then focus on language problems afterwards. Some experts believe that focusing on language after rather than before a task makes learners more interested in learning about the language, as it helps them see the purpose of focusing on language. With the other language skills speaking is a complex activity.

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ОБЗОР ЯЗЫКОВЫХ УМЕНИЙ РЕЗЮМЕ

Язык состоит из четырёх языковых умений: чтение, слушание, письмо и говорение.

Чтение и слушание относятся к восприимчивым навыкам. Письмо и говорение являются воспроизводительными навыками. В статье каждый из четырёх языковых навыков рассматриваются в отдельности. Чтение состоит из нескольких меньших умений, таких как: сканирование, подробное чтение, понимание контекста, предсказание и другие. Слушание включает в себя понимание разговорной речи. Существуют несколько подвидов слушания: слушание для подробного понимания, слушание для понимания специфичной информации и другие. Использование какого из подвидов зависит от цели слушания.

Письмо также делится на умения, одни связанные с точностью, т.е. использование правильных форм языка. Другие относятся к выражению наших мыслей. Цель говорения-успешное сообщение значения (того, чего мы имеем в виду). Чтобы достичь этого мы прибегаем к помощи языка и тела: жесты, выражение лица и т.д.

Говорение, как и другие аспекты языка, сложный вид деятельности.

Ключевые слова: чтение, письмо, слушание, говорение, словарь, восприимчивый, производительный.

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DİL ASPEKTLƏRİNİN İCMALI XÜLASƏ

Dil dörd bacarıqdan ibarətdir:oxu, dinləmə, yazı və danışiq. Oxu və dinləmə qəbuledici bacarığa aiddir. Yazı və danışiq ötürücü bacarığa aiddir. Məqalədə dilin hər bir bacarığı haqqında ayrı danışılır. Oxu bacarığı özündə bir sıra xırda bacarıqları birləşdirir: ətraflı oxu bacarığı, səthi, oxu bacarığı (skan etmə, kontekstən mənanı anlama bacarığı və s.). Dinləmə şifahi nitqin anlaması deməkdir. Dinləmə bacarığı da bir neçə xırda dinləmə bacarıqlarından ibarətdir. Ətraflı anlama üçün dinləmə bacarığı, spesifik məlumatı dinləmə bacarığı və s. Hansı bacarığın işlədilməsi dinləmənin səbəbindən asılıdır.

Yazı bacarığı dəqiqlik-dilin düzgün formasının işlədilməsi ilə bağlı xırda bacarıqdan ibarətdir. Yazanın dıgər xırda bacarıqları fikrimizi necə ifadə etməyimizlə bağlıdır.

Danışığın məqsədi fikrin (mənanın) səmərəli ötürülməsidir. Buna nail olmaq üçün biz bədən dilindən istifadə edirik; üz ifadəsi, jestlər və s. Danışiq da dilin başqa bacarıqları kimi mürəkkəb fəaliyyətdir.

Açar sözlər: oxu, yazı, dinləmə, danışiq, lüğət, məhsuldar.

Rəyçi: Hüseynova Fəridə, filologiya elmlər namizədi, dosent.