

teachers of English for academic goals and teachers who teach courses on developing writing skills, namely the development of integrated courses that can be shared or taught in close collaboration.

Difficulties in learning to write:

- the process of learning written speech is constantly complicated by discrepancies between the sound and graphic way of expressing thought
- a written statement must be specific and complete in order to fulfill its communicative function
- there is no way to expressively into tone your speech
- a written work requires special grammatical and syntactic design

In addition, students face the following difficulties:

- limited vocabulary
- Fear of spelling and grammatical errors
- interference of the native language at the level of a word, phrase, sentence and text
- limited skills of self-organization, planning
- lack of ideas or ways to express them, lack of motivation

Written speech allows you to save linguistic knowledge, serves as a reliable tool for thinking, stimulates speaking, listening and reading in a foreign language. Writing and written speech in the methodology of teaching English act as a means of teaching, as well as the goal of teaching the language. Writing is the technical component of written language. Written speech is a productive type of speech activity, which is expressed in the coding of a certain content with graphic signs.

Having studied the data of psychologists on the assimilation of material in various ways, which are given below, one can once again be convinced of the important role of teaching writing and writing skills. It is important to note that for a more productive learning of writing and writing, as well as for learning any other aspect of the language, motivation is required, which must be constantly developed. Students are very often reluctant to write, this is due to the difficulties they face, as well as the lack of motivation. It is necessary to interest students, to emphasize the importance of mastering written speech. This is hard and painstaking work, which, with the right organization, gives consistently positive results.

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INTEGRATED METHODS OF TEACHING LISTENING AND SPEAKING

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Due to the lack of time English teachers have per week for their subject, the best way to practice listening and speaking is integrating them. According to Bueno, Madrid and McLaren: "Listening is important for speaking because it establishes the good basis for successful communicative exchanges" (2006:344).

There are several activities that integrate listening-comprehension with speaking:

- Integrated skills work (jigsaw-listening, for example)
- Using video, Using the language laboratory, Using computers and CD-ROMs
- During games, Using pop songs (probably the most popular listening activity with secondary students), Listening as homework

These activities integrate speaking because the songs, videos or listening text-topic is the springboard for a discussion, drill or pronunciation practice. Integrated activities also provide opportunities for much needed learner behavioral-interaction described by Lynch (1997) earlier. Dictations integrate listening and speaking. Although they have not been very fashionable dictations are at the moment once again seen as relevant. Dictations may also be used as a means to evaluate learners' listening comprehension, as long as the scoring is carefully done. In the same way that a good writer is a good reader, a good speaker is also a good listener. This rule is generally applicable to L2 learners and it has to do with the correlation between productive (writing and speaking) and receptive (reading and listening) skills (Bueno, Madrid and McLaren, 2005:344).

Second language learners, as implied in a special type of exchange, have to be provided with the

appropriate input and output so that they have the opportunities to practice both skills at the same time. In this sense, a wide range of communicative exercises should be proposed in the classroom and these should be as varied as possible: between students, a student and the teacher, the students and the CD/computer, etc. in this sense, Brown et al. claim: There are listening activities called "live listening". In these kind of activities, the teachers or visitors talk face to face with the students, which is a way of interaction to practice listening and learning about different accents, intonation, paralinguistic features. For example, if the teacher is reading aloud, this activity allows students to hear how English sounds clearly. Telling a story is a suitable material that provides listening material, students can predict what will happen or they can describe the characters in a story, it is a good way of improving vocabulary. In pairs, they can also do an interview or a conversation. It is a good method because aside from listening, they are integrating speaking and it is a motivating activity when they think of their own questions or the subject is funny and interesting.

There are also activities with films, for example, where students can analyze some trailers or describe characters of their favorite scenes. All of them are ideas of live listening, which are very useful for students and teachers in Secondary Education. According to the results obtained, we can notice that listening and speaking competences are complex skills that need to be developed consciously.

Day by day school life is when students really learn the mentioned skills previously. Sometimes, it is only when a child spontaneously uses vocabulary or expresses his own opinion related to a previous listening or reading aloud carried out in the classroom. An idea would be giving pupils opportunities to use their speaking and listening skills in real life situations, giving them the sense of what they are learning in situations that they do not have in the classroom. EFL classes must experience rich and well-integrated opportunities to participate in listening, speaking, reading, and writing through well-planned activities by the English language teachers.

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BASIC FACTORS TO DEVELOP READING COMPREHENSION OF EFL STUDENTS

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Abstract: The article is dedicated to the study of various researchers' viewpoints on the different approaches and factors involved in developing the Reading comprehension of EFL students.

Key words: explicit strategy, lifelong skill, learning, input and output, learning awareness, text size, motivation, goal, proficiency, researchers, critical thinking, argumentation.

Due to the ever-increasing importance of reading in every aspect of our everyday life, it is essential to find ways or methods to improve our reading skills. To this purpose, a great emphasis is laid on the use of reading strategies as the best way so far to improve students' reading skills.

Researchers have found that teaching reading strategies is a key element in developing student comprehension. However, many teachers lack a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to their students. Therefore, this study aims to study the effective reading strategies in order to improve reading skills in language classes. The study is an action research applied to a number of 14 students in an intermediate level integrated skills course. The main question of the study is "Would reading strategies help my students' reading comprehension studies?" The results of the study indicate that the students had an improvement to a great extent have been tutored about the reading strategies.

Reading is a lifelong skill to be used both at school and throughout life. According to Anderson, Hiebert, Scott, & Wilkinson, reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost (1985). Despite its importance, reading is one of the most challenging areas in the education system. The ever-increasing demand for high levels of literacy in our technological society makes this problem even more pressing (Snow, Burns, & Griffin, 1998).