



Difficulties with Productive Skills and Language Learning

Dadabayeva Khayotkhon Fakhriddin qizi

2nd course, 2nd Faculty of English

Teshabayeva Dilfuza Muminova

Uzbekistan state world Languages University

Annotation: Language proficiency and related abilities must be acquired in order to learn a foreign language. Receptive and productive skills are separated. Writing is an essential productive talent. This ability calls for precision, fluency, and content. Performing writing-related tasks requires a distinct mental process. Attention, fine motor skills, memory, visual processing, language, and higher-order thinking are all undoubtedly impacted. One could have certain language learning challenges while learning these useful abilities. The inability to write clearly could destroy a method of writing known as dysgraphia. It is a learning disability in which the person writes less proficiently than would be expected given his or her age and cognitive ability. The level of difficulty a student encounters with one writing process should guide remedial efforts and the use of various writing strategies. This article relates well-known techniques to writing instruction with their usefulness for young people with impairments in written expression.

Keywords: Language difficulties, dyslexia, dysgraphia, approaches, writing skills, cognitive neurolinguistics framework, written disorder, learning difficulties, mental process, intervention, acquisition, disorder, communication, receptive skills.

Introduction. Writing, speaking, reading, and listening are the four productive and receptive skills that makeup teaching a foreign language system. Since most people loathe providing information in writing, teaching writing skills is crucial while teaching English as a foreign language in Uzbekistan. Over the past several years, there has been a significant shift in the significance of teaching foreign language students how to write in everyday situations. Given that writing is a sophisticated form of communication, ELT teachers must be certain that the writing assignments they choose for their students are going to be beneficial. It is well-recognized that writing requires a unique set of brain processes. Attention, coordination of the small muscles of the body, memory, visual processing, language, higher-order thinking, and lower-order thinking are all impacted. The inability to write clearly could destroy a condition known as dysgraphia¹.

It is a learning disability in which the person writes less proficiently than would be expected given his or her age and cognitive ability. Assessment, instruction, and intervention are all impacted by using the cognitive framework to interpret literacy challenges. In order to identify the degree of processing breakdown, assessments are typically task-specific and focus on the child's problems with phonological processing activities rather than literacy ones. Instead of concentrating on the child's evident areas of trouble, intervention programs are personalized and try to strengthen the child's processing abilities. Raising the child's phonological awareness is a common way to accomplish this, and there are an increasing number of classroom-based teaching programs that teachers can use with students either before they start the process of learning literacy or to assist in specialized intervention

¹ Deirde Martin and Carol Miller "Speech and language difficulties in the classroom" David Fulton publishers. 2001.

programs. Teachers are frequently the first health care providers to observe a student struggling with literacy activities. The British Dyslexia Association advises that any student, age six or older, whose literacy development raises concerns undergo a screening process that begins with a checklist filled out by the class instructor.

A child's cognitive profile, numeracy abilities, auditory and visual sequencing, visual-motor skills, hand-eye coordination, phonological processing, comprehension of spoken and written language, expressive spoken language, reading and spelling strategies, and original writing are all evaluated during the assessment process. The student's social and emotional attitude toward literacy should also be evaluated. Any evaluation of a student with potential or actual literacy challenges must evaluate talents and progress on both an intrapersonal and interpersonal level, as well as concerning peers. Based on their talents and the effectiveness of the teaching approach, children acquire literacy at varying rates. Literacy educators need to be aware of how to evaluate and consider the effectiveness of their own teaching strategies and resources with their students. When working with students who have literacy issues, practitioners are recommended to recognize "the symbiotic relationship between assessment and teaching."

To ensure that assessment and instruction are continuously informing one another, there must be a constant and reciprocal interaction between the tasks that instructors and other practitioners assign to these students, the student's responses and performances, and subsequent tasks and teaching². Let's now think about the options for instruction and intervention with this student group. Intervention and instruction. Finding the right approach for a certain group who are at a certain level of development for a particular facet of literacy is one of the practitioner's four constant struggles. Identifying which of a foreign language learner's aptitudes interacts most well with the various teaching methods. The goal of intervention and instruction is to provide the students with literacy management strategies. Intervention and teaching programs can benefit students with reading challenges by using a cross-curricular approach. For instance, elements of the intervention program focusing on particular areas of processing weakness can be adapted for and supported in each curriculum subject; for any lengthy written work, tapes and tape recorders may be provided, as well as word processors and instruction in their use. Worksheets, special vocabulary, and notes may also be provided.

Practitioners can use a variety of customized instructional strategies for students with literacy challenges in cases where this is not practicable. For those who struggle with literacy, there are computer-assisted learning tools available. It's interesting to note that these programs are founded on the fundamentals and best practices for teaching reading, meaning that every student should gain from them. Additional teaching staff assists the class instructor in the classroom by preparing activities or by helping students with literacy challenges access the curriculum. When inclusive education is unavailable, teaching may take the form of withdrawal or specialized classes. Every student has the right to access the curriculum, but access is conditioned on having sufficient speaking, listening, reading, and writing abilities. More research is required to determine how multilingual children who also struggle with literacy and phonological problems perform the processing processes required for reading, writing, and spelling³.

Conclusion. We have concentrated on the subject of literacy challenges as they relate to speech and language difficulties in the classroom because the range and number of literacy difficulties are potentially broad and outside the scope of the essay. They should consider the issue that arises as the student starts to write, whether it shows up later in the writing process, or whether it has to do with the organizing of thoughts.

Additionally, the dysgraphia issue may become apparent when a pupil transitions from just copying information to coming up with complicated thoughts and attempting to put those ideas into writing. Another thing is that dysgraphia can also manifest as confusion between printed and cursive

² Adams, C., Byers Brown, B. and Edwards, M. (1997) *Developmental Disorders of Language*, 2nd edition. London: Whurr Publishers.

³ J.J.Jalolov, G.T.Makhkamova, Sh. S.Ashurov. *English Teaching Methodology*, Tashkent. 2015.

characters, with syntax, or with punctuation. Once the teacher has identified the problem situation, he or she should choose the best mix of accommodations, modifications, and remedial approaches and strategies for foreign language learners. Reading, writing, and spelling all fall under the category of literacy, and we have taken a close look at each of their respective growth patterns.

We've noted that the cognitive neuropsychological framework appears to be the most suitable for comprehending the majority of characteristics of literacy difficulty and connecting them to the broader field of language processing challenges. After reviewing the several types of issues that have been mentioned, we advised caution because some of these descriptions were based on research and frameworks developed for adults that are not entirely applicable to problems that children face. Some of the evaluation processes, instructional methods, and intervention programs have been reviewed. It's crucial to keep in mind that literacy issues can arise from student issues and that teaching and intervention strategies can both cause and worsen them.

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