

THE IMPORTANCE OF PRODUCTIVE LANGUAGE SKILLS IN THE ERA OF GLOBALIZATION

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In the era of globalization, English has increasingly become the medium of communication across nearly all domains—both locally and internationally. As a result, the demand for using English effectively has become essential in every country. Learning and mastering English, in addition to one's native language, is crucial for participating in the global conversation and for coping with the growing need for English proficiency at local, national, and international levels.

In Bangladesh, English is considered a foreign language and is primarily used for academic advancement, career development, and studying or working abroad. To meet the growing demand for English, various efforts have been made by stakeholders in the Bangladeshi education system to improve students' English performance.

Learning English is a gradual and ongoing process that involves mastering specific skills, typically categorized as receptive and productive. Receptive skills include reading and listening; these are essential for understanding content, textbooks, and other materials. Productive skills—speaking and writing—are equally important because they allow learners to express themselves through oral and written communication, such as presentations and reports. Therefore, these skills must be developed and taught effectively.

According to the experiences of many language teachers and learners, the greatest challenges lie in teaching and learning productive skills. Nevertheless, modern methods and techniques have been designed to simplify and enhance the teaching of these skills for both educators and students. This study aims to identify such techniques that are effective in the modern context, as well as explore their implementation in countries like Bangladesh.

By addressing key questions related to teaching productive skills, we can find effective ways to apply innovative techniques in the local context. Thus, the objective of this paper is to examine and suggest practical solutions for effectively teaching productive skills in English.

In any effective language program, the four key language skills—listening, speaking, reading, and writing—must be given equal importance. When discussing the teaching of English at all levels (primary, secondary, and tertiary), it is vital to integrate all four skills to develop well-rounded communication abilities. The growing global demand for English has made it imperative to adopt better strategies to teach these skills comprehensively.

In Uzbekistan, secondary education is one of the most important sectors in the academic system. Although English is taught at this level, not enough emphasis is placed on students' native language and literacy skills. Unfortunately, speaking and writing—two essential communication tools—are often neglected in curriculum planning. As a result, students struggle to use English effectively in

academic and real-life situations. This paper explores the teaching of speaking and writing skills in secondary education.

Why Productive Skills Matter

Speaking and writing are known as productive skills because they involve producing language rather than simply receiving it. These skills allow students to practice real-life communication in the classroom and can serve as indicators of their language development.

Communicative competence is based on the integration of the four core skills: reading, writing, speaking, and listening. Since the ultimate goal of English education, especially at the SSC level, is to enable students to communicate effectively, all four skills must be taught with equal emphasis. Only then can students achieve the level of linguistic competence necessary to use English confidently in both academic and everyday situations.

All language skills should be taught with a focus on meaning, and students must be given ample opportunities to use English for various purposes. According to Peregoy and Boyle (2001), reading, writing, speaking, and listening naturally occur together in real-life learning situations and should not be taught in isolation.

Harmer (1991) emphasizes that none of the language skills can function independently. For example, one cannot hold a conversation without listening, and writing without reading is equally unproductive. Hence, language instruction must reflect the interdependence of these skills.

Receptive vs. Productive Skills

When learning a language, we must develop four primary skills to communicate effectively. Typically, the order is: listening, speaking, reading, and writing. Listening and reading are receptive skills because we receive and interpret language through them. Speaking and writing are productive skills because we actively use language to express thoughts.

Productive skills are especially important because they allow individuals to communicate their ideas, persuade others, and share emotions. These skills are used in real-life tasks such as presentations, report writing, and formal discussions.

Teachers must recognize the interrelation between receptive and productive skills. Receptive skills like reading and listening provide the input that helps develop productive skills such as speaking and writing.

Developing Listening and Reading

Listening is the process of receiving spoken language through the ears and interpreting it into meaningful messages. It involves attention, focus, and the ability to distinguish sounds, rhythm, and intonation. In second language learning, listening is often more challenging because it requires greater concentration.

Reading, on the other hand, involves recognizing written symbols and understanding their meaning. While reading is generally classified as a receptive skill, it can also contribute to productive abilities by enriching vocabulary and comprehension, which are necessary for speaking and writing

Enhancing Speaking and Writing

Speaking is the verbal expression of language and requires coordination of various body parts—lungs, vocal cords, tongue, and lips. It often involves interaction with a listener and can be either informal or formal.

Informal speaking typically happens with family and friends, while formal speaking is used in academic or professional settings. Speaking is a complex skill involving grammar, vocabulary, sociolinguistic awareness, and fluency (Chastain, 1998).

Writing, the other productive skill, demands structured thinking and the ability to convey ideas clearly. It is often seen as more difficult because it involves not only language use but also organization, coherence, and correct grammar.

Conclusion

In today's technologically advanced and interconnected world, English has become a global lingua franca. Although English is taught as a core subject in Uzbekistan from grades 1 to 11, many students still struggle to attain proficiency in productive skills. For decades, the focus has been on developing all four language skills, but in practice, more emphasis is often placed on receptive skills.

To improve English communication skills among students, especially in non-native contexts like Uzbekistan and Bangladesh, it is vital to enhance the teaching of speaking and writing through well-planned, effectively implemented, and continuously monitored strategies. Only then can learners confidently use English in both academic and real-life situations.