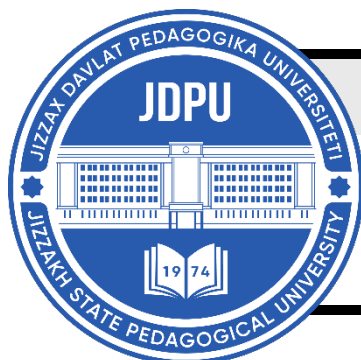


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**STRATEGIES FOR PROFICIENCY DEVELOPMENT IN LEARNING
LANGUAGE****Zilolaxon Abdulhakimjon qizi Qodirova***Assistant lecturer**Kokand State Pedagogical Institute**Kokand, Uzbekistan***Adolatkhan Ahadjon qizi Shermukhammedova***student**Kokand State Pedagogical Institute**Kokand, Uzbekistan**E-mail: Hakimzonsarimsakov@gmail.com***ABOUT ARTICLE**

Key words: Language skills, proficiency development, speaking, listening, reading, writing, structured learning, immersion, technological resources.

Received: 09.06.24**Accepted:** 11.06.24**Published:** 13.06.24

Abstract: this article delineates strategies to enhance language proficiency across different domains, offering practical guidance for learners of all levels. Proficiency in a language is not only a valuable skill but also a gateway to diverse opportunities in both personal and professional spheres. Whether for academic pursuits, career advancement, or cultural enrichment, honing language skills is an investment with significant returns.

INTRODUCTION

Language proficiency is a vital asset in today's globalized world, facilitating communication, career advancement, and cultural understanding. This article explores effective strategies for improving language skills, encompassing various modalities such as speaking, listening, reading, and writing. By employing a combination of structured learning, immersive experiences, and technological resources, individuals can enhance their linguistic competence and fluency. Structured learning forms the foundation of language acquisition, providing learners with systematic instruction and guidance. Enrolling in language courses, either in traditional classroom settings or through online platforms, offers structured exposure to vocabulary, grammar, and language conventions. Additionally, structured learning provides

opportunities for interaction with instructors and peers, fostering conversational competence and confidence.

MATERIALS AND METHODS

Language learners can benefit from tailored curricula, progression tracking, and assessment mechanisms inherent in structured learning environments. Structured learning refers to a systematic approach to education and skill development that follows a predefined curriculum, sequence, and methodology. It involves organizing learning experiences, activities, and resources in a logical and progressive manner to facilitate comprehension, retention, and mastery of concepts and skills. Structured learning begins with clearly defined learning objectives or goals that outline what students are expected to achieve by the end of the learning process. These objectives serve as the foundation for designing the curriculum and instructional activities. Structured learning objectives are clear and specific statements that articulate what learners are expected to know, understand, or be able to do by the end of a learning experience. These objectives serve as a roadmap for designing instruction, guiding curriculum development, and assessing student learning outcomes. Immersive experiences are instrumental in bridging the gap between language acquisition and real-world application. Engaging in immersive activities such as language exchanges, study abroad programs, or cultural immersion trips provides authentic contexts for language use and cultural understanding.

Immersion facilitates linguistic immersion, contextual learning, and cultural sensitivity, accelerating language acquisition and proficiency development. By surrounding oneself with native speakers and cultural nuances, learners can internalize language patterns and expressions more effectively than through traditional classroom instruction alone. Immersive experiences refer to interactive and engaging learning environments that fully immerse participants in a simulated or augmented reality, creating a sense of presence and involvement. These experiences leverage technology to transport learners to virtual worlds or augment their perception of the real world, providing opportunities for exploration, experimentation, and experiential learning. Virtual reality (VR) is a computer-generated simulation of a three-dimensional environment that users can interact with in a realistic and immersive way, typically through the use of specialized hardware such as VR headsets or goggles. VR technology creates a sense of presence and immersion by stimulating multiple senses, including vision, hearing, and sometimes touch, to transport users to virtual worlds or environments

In the digital age, technological resources offer unparalleled support for language learners, augmenting traditional methods with interactive tools and multimedia resources.

Language learning apps, online dictionaries, and language exchange platforms provide accessible and flexible avenues for skill development. Furthermore, multimedia resources such as podcasts, videos, and interactive exercises cater to diverse learning styles and preferences, enhancing engagement and retention.

Virtual reality (VR) and augmented reality (AR) technologies offer immersive language learning experiences, simulating real-world scenarios and cultural contexts from the comfort of learners' homes. Technological resources in education refer to tools, devices, software, and platforms that are utilized to enhance teaching, learning, and administrative processes in educational settings. These resources leverage technology to facilitate communication, collaboration, information access, and interactive learning experiences. Hardware in the context of technology refers to the physical components of a computer system or electronic device. These components are tangible objects that can be seen, touched, and manipulated. Hardware includes a wide range of devices and peripherals that work together to process, store, and display information.

Improving language skills is a dynamic and multifaceted endeavor that requires a combination of structured learning, immersive experiences, and technological resources. By leveraging these strategies, language learners can enhance their proficiency and fluency, unlocking opportunities for personal growth, professional advancement, and cross-cultural communication. Embracing a proactive and versatile approach to language acquisition empowers individuals to navigate an increasingly interconnected world with confidence and competence.

Review Literature was applied as the research design in this study, including theories of language acquisition and learning, differences in social and academic language, and effective English language learning strategies employed by successful language learners. (August, 2018) This study investigated strategies for enhancing English language proficiency using a literature review, observation, and interviews to gather the data. The participants of this study were forty Students in one of the senior high schools in Lombok Timur. Data collection technique Conduct a comprehensive review of existing literature on strategies for improving English language proficiency in students. This will provide a theoretical foundation and help identify key concepts and approaches.

Observations The data from observation was needed to answer the research objective, which was about strategies for improving students-skills. Conducting classroom observations to observe students' language proficiency in real-time. This can involve noting their speaking, listening, reading, and writing skills, as well as their engagement and participation in language

activities. Interviews Developing interviews to gather data from students. This can include questions about current language proficiency levels, perceived challenges, preferred learning strategies, and suggestions for improvement. Data Analysis The collected data from literature reviews, observations, and interviews was analyzed using appropriate statistical techniques and qualitative analysis methods. This can involve organizing and categorizing the data, identifying patterns and trends, and drawing conclusions based on the findings.

Theoretical Review, Framework, and Hypothesis Good and proper English language skills are crucial for students to develop, as it is the international language of communication. (Abbasi, Siddiqi, & Azim, 2011) However, many students face difficulties and problems in the process of learning English, which can hinder their ability to succeed in school and in the future. This review aims to explore effective strategies for improving English language skills among students. The developmental stages of language acquisition must be understood, and training must follow the steps adolescents take to achieve conversational and academic language. (Nagy & Townsend, 2012) This study emphasizes the necessity of knowing the developmental phases of language acquisition and adapting training accordingly. The use of technology in language learning has been shown to be beneficial in improving English language proficiency. (Clark, 2013)

Language learning apps, online games, and interactive films, for example, can help students practice their language abilities in a fun and engaging way. Explicit training in grammar and vocabulary has also been demonstrated to be useful in boosting English language ability. (Martin & Ellis, 2012) Explicit instruction entails teaching pupils the norms and structures of the English language, which can be beneficial. Focus on academic language, literacy, and vocabulary. Reading, writing, and vocabulary exercises are essential building blocks for developing language fluency, but they are only part of what is needed. Students who appear fully fluent in English may nonetheless struggle to express themselves effectively in academic settings, as they lack the words and phrases needed to connect their ideas and discuss them with others.

Provide opportunities for authentic language use. Authentic language use involves exposing students to real-life situations where they can use: English to communicate with others, such as field trips, guest speakers, and community service initiatives. Make use of technology to improve language learning. Language learning apps, online games, and interactive films, for example, can give students with opportunity to practice their language abilities in a fun and engaging way. Provide explicit grammar and vocabulary training. Explicit instruction entails teaching pupils the norms and structures of the English language, which can

aid in their language development. Based on the theoretical review and framework, it is hypothesized that implementing strategies such as focusing on academic language, literacy, and vocabulary, providing opportunities for authentic language use, using technology to enhance language learning, and providing explicit instruction in grammar and vocabulary will enhance English language proficiency among students.(Cole & Feng, 2015) By implementing these strategies, students can improve their language skills and achieve success in their academic and professional lives.

RESULTS AND DISCUSSIONS

Developing English language skills is crucial for students who are not native English speakers. This requires continuous effort and practice to improve language skills. (Rao, 2019) This research identifies various strategies and ways that can help students improve and develop their English language skills, including:

1. Watching English movies: Watching English movies can be one of the strategies to improve English language skills, as students are exposed to natural conversations, vocabulary, and pronunciation.

2. Immersing oneself in English news: Reading and listening to English news can develop and enrich vocabulary, knowledge, and overall language skills.

3. Creating a useful vocabulary book: Creating a vocabulary book regularly and adding new words obtained by students can enrich their vocabulary and improve their ability to express themselves.

4. Speaking in English: Speaking in English, whether with native speakers or fellow learners, by providing exercises that can help improve their abilities.

5. Consistent practice: Consistent practice is the key to improving language skills. Students should allocate their time regularly to reading, writing, speaking, and listening in English.

6. Focus on academic language, literacy, and vocabulary: Developing academic language skills is crucial for students to succeed in academic environments. Teachers should provide students with an understanding of the importance of reading, writing, and vocabulary exercises to improve their language fluency.

7. Building cultural relationships and responsiveness: Building good interactions with students and creating a friendly environment that recognizes their cultural backgrounds can enhance their language learning experience.

8. Teaching language skills across the curriculum: Integrating language skills into various subjects helps students apply their language knowledge in different contexts and strengthens their learning.

9. Providing extra time and regular breaks: Students with language challenges need extra time and regular breaks to process information effectively and participate effectively in class activities.

10. Increasing language exposure and comprehension: Teachers should provide clear and easy-to-understand input to students, using visuals, movements, and other techniques to support their understanding.

11. Providing written copies of instructions and examples: Providing written copies of instructions and examples can help students understand and follow instructions.

12. Modifying instructions for English language learners: Teachers may need to modify outcomes or select outcomes from a lower level to meet the needs of English language learners in the early stages of language acquisition.

13. Speaking slowly and increasing wait time: Speaking slowly and providing extra time for students to process information can support their understanding and language development.

14. Providing individual evaluation and intervention: Individual evaluation and remediation by qualified professionals can benefit students with language challenges by helping them overcome their skill deficiencies.

15. Integrating culturally responsive practices: By recognizing local language and prior knowledge, students can integrate culturally responsive practices that can create a relaxed, responsive, and inclusive learning environment. This study tries to find out the most effective strategies for improving Indonesian students English language skills, especially in one of the Senior high schools in Lombok Timur. (Tanjung, 2018) The results of this study include six essential strategies for teaching ELLs, including cultivating relationships and being culturally responsive, teaching language skills across the curriculum, using real objects to illustrate concepts, role-playing or pantomiming, pointing to pictures, and employing total physical response.

CONCLUSION

This study aimed to find out strategies for improving Students English language skills. Enhancing English language proficiency requires a combination of strategies, including regular practice, exposure to English-language media, and targeted instruction. By implementing these

strategies, students can improve their language skills and succeed in their academic and professional pursuits.

REFERENCES

1. Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching: A guide for language teachers*. Cambridge University Press.
2. Ellis, R. (2008). *The study of second language acquisition*. Oxford University Press.
3. Godwin-Jones, R. (2018). Emerging technologies in language learning. *Language Learning & Technology*, 22(1), 1–4.
4. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press.
5. Stockwell, G. (2017). *Language learning with technology: Ideas for integrating technology in the classroom*. Cambridge University Press.
6. Fullan, M. (2013). "Stratosphere: Integrating technology, pedagogy, and change knowledge." Pearson Education.
7. Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Longman.
8. Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press.
9. Richards, J. C., & Schmidt, R. (2013). *Longman Dictionary of Language Teaching and Applied Linguistics*. Routledge.
10. Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge University Press.