

## THINKING AND UNDERSTANDING AS IMPORTANT SKILLS IN CONTINUOUS TEACHING OF LANGUAGES

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### ABSTRACT

The article raises the problem of the theory of the traditional “four skills” in continuous teaching, their permanent correlations with two more skills: “thinking” and “understanding”, the status and role of which are no less important than the others. We consider that it is advisable and necessary to teach understanding along with the other four skills. It is such an activity and ability which is no less important than the others in any learning and it should have its own procedures, methods and methodology of teaching, as well as its own time budget allotted for forming and developing understanding habits and skills in classroom, in order that teachers should have certain systematic activities in classroom or outside it and regularly and consciously form and develop these habits and skills with trainees.

*Key words:* four skills, “*thinking*” and “*understanding*”, interdependent and interlinked skills, thinking, skimming, scanning, meditating, concluding and understanding