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THE SIGNICANCE OF INTEGRATING LANGUAGE SKILLS IN THE PROCEDURE OF TEACHING FOREIGN LANGUAGE

Annotation

The scientific article describes the importance of integration of language skills into the teaching English language. Moreover, this article gives an information integrating language skills focusing on the main four English skills - reading, writing, speaking and listening – with the help of the “Communicative Language Teaching” methodology. Integrating language skills is concerned with authentic communication, insolate language students' realistic language and difficulties for them to interact naturally in the language. This technique promotes teachers to develop learners' achievements in multiple skills at a similar time. The research of authentic content is motivated by integrating language skills not just the dissection of language forms.

Key words: Integrating language skills, integration, language, skills, methodology, communicative, methods, instruction, communication, educational material.

ЗНАЧЕНИЕ ИНТЕГРАЦИИ ЯЗЫКОВЫХ НАВЫКОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Аннотация

В научной статье описывается важность интеграции языковых навыков в преподавание английского языка. Кроме того, в этой статье дается информация об интеграции языковых навыков, фокусирующаяся на четырех основных навыках английского языка – чтении, письме, говорении и аудировании – с помощью методики «Коммуникативного обучения языку». Интеграция языковых навыков связана с аутентичным общением, реалистичным языком студентов-инвалидов и трудностями для них в естественном взаимодействии на языке. Эта методика способствует тому, чтобы учителя развивали достижения учащихся в нескольких навыках одновременно. Исследование аутентичного содержания мотивировано интеграцией языковых навыков, а не просто разбором языковых форм.

Ключевые слова: Интеграция языковых навыков, интеграция, язык, навыки, методология, коммуникативный, методы, инструкция, коммуникация, учебный материал.

CHET TILINI O'QITISH JARAYONIDA TIL KO'NIKMALARINI INTEGRATSIYALASHUVINI AHAMIYATI

Annotatsiya

Ilmiy maqolada ingliz tilini o'qitishda til ko'nikmalarini integratsiyalashning ahamiyati yoritilgan. Bundan tashqari, ushbu maqola ingliz tilining asosiy to'rtta ko'nikmalariga - o'qish, yozish, gapirish va tinglash - "Kommunikativ tilni o'qitish" metodologiyasi yordamida til ko'nikmalarini birlashtiruvchi ma'lumot beradi. Til ko'nikmalarini integratsiyalashuvi chinakam muloqotga, til o'quvchilarining realistik tiliga va ularning tilda tabiiy munosabatda bo'lishdagi qiyinchiliklariga bog'liq. Ushbu uslub o'qituvchilarga bir vaqtning o'zida bir nechta ko'nikmalar bo'yicha o'quvchilarning yutuqlarini rivojlantirishga yordam beradi. Haqiqiy tarkibni tadqiq qilish nafaqat til shakllarini ajratish emas, balki til ko'nikmalarini birlashtirish orqali amalga oshiriladi.

Kalit so'zlar: Til ko'nikmalarini integratsiyalashuvi, integratsiya, til, ko'nikmalar, metodologiya, kommunikativ, usullar, ko'rsatmalar, muloqot, o'quv material.

Introduction. Integrating language skills are the building steps and effective parts in the process of language achievement. In accordance with build the countywide and compound process of language study simple and productive, integration skills can be an integral section of instructing language. Integrating language skills promotes foreign language learners to improve their skills in applying two or more of the four skills (i.e. listening, speaking reading and writing) in contexts and real life situation. A high level of professional training is an urgent task of modern higher education. One of the aspects of this problem is the formation of the readiness of the future teacher to solve professional problems, which is a key component of professional problems. Generality of structure connections between the educational and professional activities of undergraduates contributes to the differentiation of these types of activities. The content of educational and professional activities is differ. A characteristic of professional activity is labor activity aimed at the production of spiritual or material values. Educational activity is aimed at the formation of cognitive qualities and motivation to receive information as a sign system.

Literature review. Despite the great potential and effectiveness of an integrative approach to skills training, many teachers still apply separate skills training, presenting one skill separately from the others. In many programs, speaking courses

are isolated from writing, and listening lessons are separated from reading lessons. Therefore, you should carefully select the training material: audio, video recordings, grammar, lexical exercises, text material that would correspond to the purpose and objectives of the lesson.

For supporting much focused and important learning cases, during teaching and practicing the language, teachers must integrate the four language skills. English language is utilized as a applying language along with national or regional formal languages for communication and correlations in educational universities, institutions, other organizations such as banks, hospitals, industries, government and non-governmental organizations, unnecessary to note the comprehensive usage on the language to carry out trade between and among the diplomatic missions, international affairs and relations offices. It is demanded that students who graduating colleges and universities require to own skills of the foreign language with sufficient theoretical and practicable awareness and much practices on integrating its four skills - writing, speaking, listening and reading [10;54]. This is as the perfect order they have on integrated skills could possess an important and lasting impact on increasing their academic achievements.

As a consequence, the application of integrated skills in a student-centered and authentic fashion is significant as it allows

students to improve their communicative skills. Scientists increased engagement in carrying out this research to identify the degree of attempts applied by foreign language teachers towards gaining the integrating language skills while teaching of English lessons. In this relationship, the subsequent causes can be referred [4;170]. The first, it is one of the important sphere that foreign language teachers usually face issues in reaching the language skills integrations. The second, there is not any room for a language teacher to cope with distinct language skills favoring one over the other. Moreover, many teachers think that students can take advantages more when they are interested in studying integrated language skills than segregated ones.

For this investigation, research of the descriptive survey was designed with applying both qualitative and quantitative approaches. Primarily using study, quantitative data was identified, analyzed and made conclusions concerning the sample of implementing of integration language skills in the procedure of teaching and learning foreign language. On this purpose, information were carried out with utilizing structured and open-ended questionnaires, observations, semi-structured interviews and document/content analysis of the teaching material/module. Accordingly, the scientists prepared a checklists of classroom observation to possess firsthand data concerning the implementation of language skills integration, and to submit extra data and appropriate results owned through other instruments.

Various modern studies have shown that the integration of language skills helps both students and teachers, as it inspires teachers to diversify their learning activities, helps students use the language they are learning freely, vividly and naturally, and improves their ability to express their thoughts and take greater risks when using the language. All this increases the effectiveness of training.

Thus, in order for students studying a foreign language to develop their knowledge of English and the competence to use it in real communication, the implementation of an integrative approach is inevitable. In order to bring language learning classes as close as possible to real communication situations, it is necessary to organize activities that will allow students to use all their language skills. For example, together with the management of an educational institution, you can organize practice trips abroad, during which students will get into a real language situation and will be able to communicate with representatives of the country of the language being studied.

Results and analysis. While conducting English lessons, EFL teachers were discovered not paying enough focus to practicing the implementing of integrated language skills due to the following reasons. Firstly, background knowledge or experience of the students' in owning language in a separate way in high schools did not encourage them to do so. Secondly, proficiency of learners' in utilizing the four language skills seemed to be uneven, which is crucial due to challenges observed in voicing their opinions in speech and writing. Thirdly, the scarcity and inadequacy of context of instructional teaching materials, specifically modules, negatively influenced on the implementation of integrated language skills. Some studies have been carry out in the sphere of listening, speaking, reading and writing skills however without considering their interdependence during language teaching.

When conducting integrated classes in English in the master's program, teacher can create a basis for the further formation of a lexical and grammatical base, pronunciation and intonation skills. Integrated English language courses form a communicative-cognitive motive that contributes to the formation of professional competence and successful professional activity. All its aspects are subject to communicative goals. The main goal is to teach a foreign language as a means of communication. Starting to develop various kinds integrated courses, it is necessary to have a clear idea of the structure of the proposed educational activities, educational trajectory; define a common system of interdisciplinary concepts, develop main stages of activity.

This process involves the construction of a holistic model and strategy of the educational process, as well as a systematic analysis of activities. Among the educational tasks, one should

single out the selection of material, specific sections and topics, establishing interdisciplinary links, representing the possibility of implementing principles of integration in education. Integrated English course contributes to the acquisition of theoretical knowledge and their practical implementation in the process of professional activity of a master student. In integrated courses, English is a means of acquiring knowledge in other disciplines.

Students' mastery of the language they are learning is assessed in terms of how well their communication skills and competencies are developed. In order for students to develop their communication skills and competencies, the language components and skills should not be separated. Therefore, to learn a language, it may be necessary to divide it into parts. However, to use the language, it is necessary to integrate skills and components. Integration can also be expressed in the combined presentation of knowledge from other subject areas, such as regional studies, history, and literature, within the framework of the discipline being studied. Integrated language skills training is divided into two types: content-based language teaching and task-based language teaching.

Content-based learning is introduced in order for the student to master the content of the presented material, and the tasks can also be educational, instructive, and enlighten students in a particular area, which is the most significant. Meaningful language teaching includes three main models of language teaching: the thematic language teaching model, the adjunctive language teaching model, and the content-based learning model. When teaching a foreign language, students participate in performing communication tasks at the target level. Communicative tasks are activities that can be independent and require understanding, production, manipulation, or interaction in an authentic language, while focusing primarily on meaning rather than form. For the effective development of students' language skills, the assigned learning tasks should include several components: goals (implicit/explicit results of tasks), input data (verbal and non-verbal data presented to students; for example, a short story, film or pictures), activities (what students actually do with the initial data; for example, analyze, read). It is good when there is awareness of the material at the psychological and pedagogical level, through the processes of thinking, memorization, and training exercises for mastering the material. In the process of integrated teaching/learning of language skills, the content/tasks and activities should be arranged in a logical sequence, placing simpler aspects first. Simpler aspects are put first, followed by more complex ones.

The integration of education creates a unified system of knowledge, skills and abilities, which helps to form professional competence among undergraduates. Integrated lessons allow teaching undergraduates communicative functions within the framework of a speech act, without breaking away from reality, which allows using daily situations for expression or requesting various information. A feature of the foreign language component undergraduate training programs in the aspect integration into professional activity is the introduction of special vocabulary, consideration of the features of reading and writing scientific texts, solving educational problems, discussing professional issues tasks. Integrative learning takes place in the context of active professional communication on topics related to undergraduate research.

Conclusion. In conclusion, the basic findings of the research, the subsequent conclusions are drawn:

The language teachers barely taught the four language skills to gain integration in speaking, writing listening and reading lessons. For this aim, it is obvious that teachers carrying out EFL classes were frequently using a lonely/separate language skills mode of instruction at the expenditure of integrated language skills. It is not enough of theoretical orientations and practical awareness on the establishment and distribution of EFL lessons which was solely responsible for difficulties encountered in the implementation and achievement of integration of language skills in the teaching of English as a Foreign Language.

From the perspective of teaching and learning in integrated language skills lessons, communicative tasks - information gap, role play have important in that they assure

learners practice integration of two or more language skills simultaneously and actively engage in the procedure of teaching-learning integrated language skills in classrooms and establish an authentic language atmosphere that encourage positive student-to-student and teacher-to-student interactions

The sharing proper teaching material/module in encouraging the integration of language skills in language classrooms is quite definite. However, the current research depicted that the lack of such a tool that limited teachers' power in planning lesson and proper lesson implementation that would assure integrated language skills teaching become successful.

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