

THE SKILL INTEGRATION IN TEACHING ENGLISH

Rakhmatullayeva Dilrabo

Teacher, Department of Language and
Methods of Teaching Angren University

Abstract

The article is aimed to explain the importance of skills integration in teaching foreign languages and determines the structures of integrated approach. Furthermore, the research analyzes three main levels of skills integration in the lesson.

Keywords: Integration, method, skill, learner, teaching, communication, content-based, task-based.

Introduction

An integrated approach to learning a foreign language is a condition for forming and developing a universal personality. We understand the term "integration" as a concept of the state of the connection of separate differentiated parts into a single whole, and also the pedagogical process leading to this state. There is the following definition from the explanatory dictionary: integration is the unification of parts and elements; this is the side of the development process associated with unification into a single to a whole.

The idea of integration in learning originates in the works of the great didactic Ya. A. Comenky, who maintained: "Everything related to each other must be connected constantly and distributed proportionately between mind, memory and language. Thus, everything that a person is taught should not be fragmented and partial, but one and whole. «Integration is becoming one of the most important and promising methodological directions for the formation of a new education.

Integration in learning is the subordination of a single goal of education and training of the same parts and elements of content, methods and forms within the educational system at a certain stage of education. In the scientific and pedagogical literature, integrated courses are considered as a didactic tool for the managed integration of knowledge acquired by students in the process of forming interdisciplinary skills. [1]

The structure of integration includes:

- a) facilities;
- b) the composition of the connection (the name of the objects between which the relationship is established);
- c) the direction of communication (the line of communication from one subject to another).

The process of integration is viewed as a mutual influence, interpenetration and interrelation of the contents of various academic disciplines to direct the formation of a comprehensive, complex, dialectically interconnected system of scientific ideas about certain phenomena, aspects, and properties of the material world or social life.

The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds. [2]

Integrated custom contributes to the implementation of the didactic principle of systemic learning. With integrated training, the formation of new knowledge, skills and skills is carried out based on existing experience in other activities, the content means and methods of instruction are expanded, situations are varied, and opportunities for individualization appear. The inclusion of a variety of activities, integrated classes, and lessons in the educational process contributes to its effectiveness, since each of them in its own way activates the learner, encourages him to independence, promotes the development of inclinations in a certain subject area, including, when mastering a foreign language, deepens and expands Interest in knowledge and teaching in general.

The use of integrated courses in the study of a foreign language leads to an increase in the motivation to study general educational subjects and the foreign language itself, to form readiness for professional activity in the context of integration processes in the economic, social and political spheres of life. As for most foreign languages, the material of various integrated courses can create a base for the formation of pronunciation and intonation skills, lexical and grammatical.

The introduction of integrated courses in the practice of teaching foreign languages promotes the emergence of communicative and cognitive motives that fuel interest in mastering a foreign language. Leading here is to teach foreign language as a means of communication, all its aspects should be subordinated to communicative goals. There is a certain relationship between communication skills and integration. Integration is also the basis for the formation of communicative skills and the result of the implementation of communicative skills and the result of the implementation of communicative activities. [2]

Integrated learning can occur at various levels. They are distinguished by three levels of integration in the lesson:

At the first level, the main source of integration is direct communications. The allocation of this level in a comprehensive program of integrated teaching of a foreign language is associated with the tasks of coordinating the teaching of the relevant material. It is especially important to designate the proposed material in a single program to ensure a coordinated choice of vocabulary and subjects of foreign language classes.

The second level involves the integration of basic education (the so-called "basic element") and additional classes in subjects (the "school element"). In addition to the expansion of the material, the second level assumes a higher quality of interdisciplinary connections and an occasional inclusion of material from other subjects. A direct didactic synthesis is possible to joint thematic classes on two or several disciplines in a foreign language based on new material. Exit to the second level can allow solving the problems logically and effectively to strengthen the socio-cultural orientation of foreign language education in general, expand the background knowledge of the foreign language, modernize the lexical base and strengthen the motivational aspect of teaching foreign languages.

The allocation of *the third level* is associated with a certain thematic limitation of the subject courses. The very logic of building the existing programs of the disciplines studied delineates not only the problems of the foreign language taught in their framework but also possible directions for deepening its study. [3]

Thus, the third level assumes the highest level of integrated learning, connected with the transition from coordination to a deep synthesis of knowledge in a foreign language in connection with the taught course, from the construction of interdisciplinary didactic systems to the formation of a new academic discipline that is integrated.

The principles of integration (integration of different disciplines, technology integration, skills integration etc.) have been widely used in education as the main purpose of higher educational establishments is to facilitate forming a well-developed person and a highly skilled specialist. Integration can be defined as an act or instance of incorporating or combining into a whole. In foreign language teaching an integrated approach, which deals with the development of main language skills interdependently, is typically considered to be an outgrowth of the communicative method. Communicative language teaching is defined as an approach to the teaching of languages that emphasizes interaction and is based on the idea that the goal of learning a language is to gain communicative competency. In accordance with the goal-setting function, the program of an integrated course of studying a foreign language should, first of all, disclose goals that are determined by the current order of society. In terms of in-depth study of the integrated course, the study of a foreign language assumes:

- 1) strengthen the motivation to learn a foreign language by saturating the course with interesting information and including students in practical cases using a foreign language;
- 2) make foreign-language knowledge, skills and skills almost more targeted, focused on specific areas of application;
- 3) to ensure the strength of this knowledge, skills and abilities on the basis of increasing the volume of speech practice, both in terms of reception (reading, listening), and products (speaking, writing).
- 4) to promote greater flexibility of the mechanisms of combining (including lexical and grammatical compatibility of linguistic material, its semantic variation, paraphrase).

5) significantly expand the volume of the receptive or potential vocabulary, as well as grammatical phenomena that the trainees could independently understand when reading and to a certain extent when listening.

6) expand the active minimum vocabulary and teach it purposefully to use it to solve communicative tasks, namely: to report and request information, to express a request, advice, opinion, evaluation, etc. In communication situations most typical for the implementation of specific cases in the field of knowledge and practice.

7) improve the skills and skills of independent work on a foreign language.

8) create a holistic view of the real world for the student. The result of such integration is that the child gets the knowledge of the world that reflects the connectivity of individual parts of the world as systems.

The objectives of the course determine its content, which, in order to better manages the teaching and upbringing process, can be correlated in the program with the communicative tasks to be solved, new linguistic material, expected speech products and the final planned result of training.

In conclusion the integration is the finding of a common platform for convergence of subject knowledge at the junction of the already existing traditional subject knowledge. The children receive new and new ideas about the world, systematically replenishing and expanding them (moving in knowledge in a spiral).

References

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