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ESSENTIAL PECULIARITIES OF LANGUAGE TEACHING THROUGH INTEGRATED APPROACH

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Mavzuna Abdurakhmonova

PhD researcher, Department of English Language Practical Course, Tashkent State Pedagogical University,
Tashkent, 100035, Uzbekistan

ABSTRACT

This study examines how successfully improving the four language skills and proficiency of English language learners can be achieved by employing an integrative approach. Generally speaking, teaching reading is linked to teaching writing, vocabulary, and speaking skills in the context of modern language learning. Integrating language proficiency with communication culture is important when teaching language skills. This will enable students to enhance both their language proficiency and communication skills simultaneously. These needed to be equally authentic and focused on interactions, allowing students to use their language skills for meaningful and productive communication. Students are expected to take on different roles to meet the objectives of an integrated language-learning approach. Additionally, many factors make effective integrated language learning practices difficult to implement in the classroom. For an integrated approach to language learning to effectively use the factors, they must therefore be recognized and addressed. The major goal of this article is to identify the variables that influence the application of this methodology.

KEYWORDS

Integrative, Language, Teaching Approach, Teachers, Students, Peculiarities.

INTRODUCTION

In recent years, the priorities of education have changed significantly. At the forefront, modernity sets the goals for the development of the personality of the student. Therefore, the instructor himself must freely and flexibly operate with information, be able to easily show the students the level of their own knowledge and teach them how to improve them. Teachers of English generally acknowledge the close links among the four strands of the language arts: listening, speaking, reading, and writing. For the context of the present study, the integration of language skills is defined as the process in which each language skill is learned in terms of the others. Learning to listen, talk, read, and write always involves something content to listen, talk, read, or write about. The teaching of language skills cannot be left to chance. The integration of language skills can best be achieved through involving students in hands-on communicative language learning activities. The active involvement of students in communicative language learning activities enhances the integration of the language strands. Teaching language skills concurrently is known as an integrative approach. This implies that instruction in the four skills — reading, writing, speaking, and listening — occurs simultaneously. The teaching of the language skills of reading, writing, speaking, and listening in tandem with one another, such as when a lesson includes activities that relate speaking and listening to reading and writing, is known as the “integrated language skills teaching approach”

(Richards and Rogers, 2001). An integrated way to language teaching is an essential strategy for successful language acquisition. This method is incorporating two or more language skills into a task or lesson (Afnan, 2004). One way to describe teaching language skills integrated is as a multi-skill syllabus or a whole-language approach. This is so because the method teaches every language skill at once. A whole language approach is the integrated language skills teaching approach. In other words, if a lesson covers reading comprehension, it will also cover speaking, listening, and writing.

Main part

Knowledge of one or several foreign languages has become an urgent problem for many people. And in these kinds of situations, the find for efficient approaches for teaching foreign languages that target particular professional issues has become pertinent. The paper reveals and categorizes contemporary approaches of teaching foreign languages. An examination of contemporary materials about the execution of the integrated approach to teaching foreign languages and the abilities reform of the educational standard is conducted. It also examines the central claims of language teaching methodology, specifically as they relate to topical approaches. Language education plays an ever-expanding role in an ever-evolving educational paradigm. Given that learning a foreign language is regarded as an

instrument that helps one perform professional tasks in addition to helping one become accustomed to the modern world. Furthermore, studying diverse sources of information gives him/her the chance to broaden both his/her professional and cultural perspectives. Being able to speak one or more foreign languages has become a pressing issue for many people. Furthermore, under these conditions, the look for efficient methods of teaching foreign languages that address particular issues in the workplace has gained significance. Training qualified specialists with the right level and profile is the primary goal of professional education in higher education, according to the modernization of education concept. Learning language with the help of integral approach implies that students learn collaboratively to speak, understand, and express their thoughts with understanding. Holistic approach activities usually include students in a realistic process of interacting, in which the correct use of language is less important than the successful achievement of the communication task that they perform. The second specific feature of the common approach is mastering all aspects of a foreign language culture through interacting. It is the active method that first advanced the position that communication should be taught only through interacting, which has become one of the characteristic features of modern methods. In the integral teaching approach, interacting performs the

functions of learning, cognition, development and education.

A whole language approach is used in the teaching of integrated language skills. Put differently, a lesson that focuses on reading comprehension will also cover speaking, listening, and writing. Through the use of an integrative approach, the four English language skills can be taught in a classroom context. To answer and ask pertinent follow-up questions, for instance, a learner can concentrate on both speaking and listening when they practice conversational skills. Since every language skill is regarded as crucial to helping students become proficient communicators, they should all be taught simultaneously using an interactive approach to language learning. As such, the method promotes the integration of all language skills in real-world classroom settings (Crystal, 2003). Put differently, the natural method of acquiring a language is through the integrated language skill teaching approach. Language abilities are seldom employed separately in everyday communication; it is uncommon for one of the four abilities to be employed alone. As per Jing (2006), simultaneous comprehension and speaking are necessary for participating in a conversation. More so than for other students, the integration question is evidently brought up in language learning. According to scholars a more comprehensive perspective of language use has been gradually incorporated into language learning theory (Nunn, 2006). Wagner (1985)

defined language arts integration as giving students access to authentic learning contexts where speaking, listening, reading, and writing can be developed collaboratively for real-world goals and audiences.

Language instructors must incorporate language skills into their lessons to make language learning as realistic as possible, which is necessary for communication. One skill will frequently reinforce another; for example, we learn to write by looking at what we can read, and we learn to speak by modeling what we hear (Brown, 2001). For example, it is simple to connect reading instruction to writing and vocabulary instruction, and oral skills are well-suited to teaching pronunciation, listening comprehension, and cross-cultural pragmatics (Hinkel, 2001; Lazaraton, 2001; McCarthy and O'Keeffe, 2004). Moreover, other academics agree that language learning exercises ought to be created in an integrative way (McDonough and Show, 2003). Additionally, educators contend that integrated language skill instruction can boost students' chances for language acquisition as well as meaningful communication, interaction, and real-life language use, as well as a variety of contextualized discourse and linguistic features, all of which are intended to advance students' language proficiency and skills (Fotos, 2002; Ellis, 2003). Furthermore, using an integrated approach to teaching language skills can assist a teacher in making their lessons lively by involving the students in a variety of activities and interactions (Richards, 2006).

This can give the students plenty of opportunities to participate in class and boost their motivation to learn the language. It also facilitates students' free and easy learning of English language.

CONCLUSION

From the summary above, it is clear that the integrated language teaching skill approach is the standard method for language acquisition and that it enables teachers to monitor their students' simultaneous progress in several skills. By integrating language skills, students will be exposed to real-world language use and encouraged to interact. Additionally, there are a number of benefits to teaching language skills through the following approach. In light of this, the current study was carried out to determine what issues prevent the integrative teaching of language skills and how language teachers address these issues to move forward with successful language skill teaching and learning. The study's findings offer solid evidence in favor of the necessity of incorporating an integral approach into language course of study. The fact that any language teacher can effectively employ integrative teaching methods in the classroom is arguably the most important pedagogical conclusion to be made.

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