

## PECULIARITIES OF INTEGRATING ALL LANGUAGE SKILLS

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### ARTICLE INFO.

**Keywords:** integrated skills, language instruction, Content-Based Instruction, Task-Based Learning, Project-Based Learning, Thematic Units.

### Abstract

This study explores various modes of integrating listening, speaking, reading, and writing skills in language instruction. Integrating these skills reflects their natural use in communication, enhancing overall language proficiency. The research involved two groups of language learners subjected to different instructional methods: traditional isolated skill instruction and integrated skill instruction through Content-Based Instruction (CBI), Task-Based Language Teaching (TBLT), Project-Based Learning (PBL), and Thematic Units. The findings demonstrate significant improvements in language proficiency and communicative competence in the group exposed to integrated skill instruction.

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## INTRODUCTION

Language acquisition involves the development of listening, speaking, reading, and writing skills. Traditional language instruction often isolates these skills, which can hinder the ability to use them effectively in real-life communication. This study examines various modes of integrating all language skills to enhance language learning, focusing on Content-Based Instruction (CBI), Task-Based Language Teaching (TBLT), Project-Based Learning (PBL), and Thematic Units. These methods reflect authentic language use and promote simultaneous skill development.

Integrating language skills is essential for developing comprehensive language proficiency. The four primary language skills—listening, speaking, reading, and writing—are interconnected and should be taught in a manner that reflects their natural use in real-life communication. Integrating all language skills involves careful planning, the use of authentic materials, and the design of activities that reflect real-life communication. By incorporating listening, speaking, reading, and writing into cohesive lessons, educators can provide a more holistic and effective language learning experience. This process not only enhances proficiency in each skill but also prepares learners for practical use of the language in diverse contexts. Here are the key modes of integrating these skills:

Content-Based Instruction integrates language learning with subject matter learning. In this approach, students learn the language by studying content in areas such as science, history, or literature. This method allows for the simultaneous development of all language skills as students read and listen to information, discuss it, and write about it. Reading an article on environmental science, discussing the content in groups, listening to a related podcast, and writing a summary or a report.

Task-Based Language Teaching involves learners in meaningful tasks that require the use of language.

These tasks mimic real-life activities and necessitate the integration of multiple language skills to complete them. Planning a trip where students read travel guides, discuss plans, listen to travel-related audio, and write itineraries.

Project-Based Learning engages students in projects that last for an extended period. This method integrates all language skills as students research, collaborate, and present their findings. Creating a class magazine where students research and write articles, edit each other's work, and present the magazine to the class.

## DISCUSSIONS

The Integrated Skills Approach involves teaching language skills in combination rather than in isolation. This approach mirrors real-life communication and often involves activities that require the use of multiple skills simultaneously. Role-playing a job interview where students read job descriptions, practice speaking in mock interviews, listen to feedback, and write follow-up emails.

Problem-Based Learning places students in the role of problem solvers. They must use their language skills to understand the problem, discuss possible solutions, and present their findings.

Solving a community issue like pollution where students read about the problem, discuss solutions, listen to expert opinions, and write proposals. Communicative Language Teaching focuses on interaction as both the means and the goal of learning a language. Activities in CLT require the integration of all language skills to negotiate meaning and communicate effectively. Conducting surveys where students design questionnaires, interview peers, compile data, and present the results.

Blended Learning combines traditional classroom instruction with online learning. This approach provides opportunities to integrate language skills through various multimedia resources and interactive activities. Using an online platform to watch videos, participate in discussions, read related articles, and write blog posts.

Literature Circles involve students in reading and discussing literature in small groups. This approach integrates reading, speaking, and listening skills, and often includes written reflections or reports.

Reading a novel, discussing characters and themes in groups, and writing reviews or analyses. Simulation and role-play activities create realistic scenarios where students must use all their language skills to participate effectively. Simulating a business meeting where students read briefs, discuss strategies, listen to proposals, and write meeting minutes. Integrating language skills through these modes helps students develop a more natural and functional use of the language, better preparing them for real-world communication.

Integrating all language skills through Content-Based Instruction, Task-Based Language Teaching, Project-Based Learning, and Thematic Units significantly improves language proficiency and communicative competence. This study highlights the importance of teaching language in a manner that reflects its use in real-world contexts, offering valuable insights for language educators aiming to enhance their instructional methods. The education system is faced with the task of preparing students for cultural, professional and personal communication with representatives of countries with different social traditions, social structure and linguistic culture. This problem must be solved from childhood, starting in kindergarten, etc. In educational policy, this reorientation led to the creation of integrated courses of study. Integration is one of the learning conditions that ensures the acquisition of a foreign language and the course that is used in direct connection with the language at the proper level. Integrated foreign language teaching is determined by a variety of pedagogical, psychological and methodological factors. Language, being the main means of communication, is used in all types of activities of the subject. The teacher's task is to determine the main educational action and subordinate integrated actions, to model the conditions under which the latter can become the acquisition of the first (i.e., various integrated courses can become a condition for the acquisition of foreign languages).

Foreign language lessons provide the teacher with great opportunities for making interdisciplinary connections. The synthesis of knowledge occurs in the process of researching such fundamental objects of knowledge as nature, society, man, labor, technology, and language. The topics within which foreign language communicative skills are mastered mainly come down to these objects of knowledge. But the introduction of integration should not eliminate systematic courses of individual subjects. Only at certain stages of study does a combination of interdisciplinary lessons become possible.

The subject “Foreign Language” has extensive educational potential, since the object of discussion in the lesson is a variety of aspects of life. In light of this, an important issue is the choice of means and methods of interaction between the teacher and students both in the lesson and outside it.

One of the forms of work of a foreign language teacher is the organization of extracurricular activities based on knowledge of the linguistic and cultural realities of the language being studied. Extracurricular work aims to develop the creative activity of students, and being associated with the study of a foreign language, it allows you to deepen and expand certain knowledge, develop the needs for the practical use of language in various situations and areas of activity. Activities that increase students' interest in learning a foreign language are proof that the pedagogical process is integral, aimed at the spiritual and moral development and education of students, including through the means of a foreign language (including both lessons and extracurricular activities). At the same time, the task outlined in the Federal State Educational Standards of NEO is being solved regarding the requirements for students to master personal results, including “the formation of a holistic, socially oriented view of the world in its organic unity and diversity of nature, peoples, cultures and religions” [1], as well as “formation of a respectful attitude towards other opinions, history and culture of other peoples” [1].

The educational aspect when teaching a foreign language is indeed extremely important, since the teacher, with the help of the materials being studied and the methodological system as a whole, has the opportunity to influence the formation of the student's personality.

Integration is both a goal and a means of education, as it allows students to form a holistic view by identifying points of convergence in a particular area. Integration solves many problems: develops erudition, logic of thinking and potential of students, forms professional and general cultural competencies, activates comprehensive knowledge instead of the existing narrow specialization in education.

This issue is very relevant today in the theory and practice of teaching and upbringing, since integrated knowledge is more information-capacious, it forms the ability to see something in common behind externally different-quality processes. This explains the increased attention to pedagogical integration at the present time. Collections of scientific and methodological works and monographs were published, containing theoretical justifications and descriptions of practical experience of integration. Reasons have emerged and become established to consider integration as the first, system-forming principle of didactics. Analysis of research works in this area allows us to identify the following components of pedagogical integration, existing in various versions: intra-subject and inter-subject integration. - Intra-subject integration allows you to integrate concepts, knowledge, skills within disciplines, and contributes to a significant expansion of the content of the subject. Interdisciplinary integration represents a synthesis of facts, concepts, theories of several disciplines; horizontal and vertical thematics. The content unit of learning is a topic that is interconnected in content, meaning and emotional state with other academic disciplines.

It is necessary to identify some general invariant functions of pedagogical integration that would be relevant to all its varieties - these are methodological, developmental, and technological functions. The functions of pedagogical integration are ways of demonstrating its activity when performing a certain task; they accumulate other functions. We especially emphasize that the implementation of integration, the implementation of an integrative approach in teaching English to students seems to be the most

important task that contributes to the development of professional competencies among students in the areas of training. The special place of the English language in the integration of disciplines is explained by the fact that it is in close relationship with the humanities and natural sciences. Such integration can be carried out at all stages of teaching a foreign language, both at the level of the entire educational system and at the level of individual disciplines

The integrative approach assumes a uniform, equal combination of related topics of all disciplines, the study of which is mutually intertwined at each stage of student education. The use of an integrative approach in the educational process, aimed at developing the professional competence of students using a foreign language using interdisciplinary connections, is preceded by:

- a) determination of structural and logical connections of academic disciplines of the profile and language cycle;
- b) identifying components to be integrated;
- c) determining the conditions, methods and depth of integration. The integration of several disciplines (foreign language and professional disciplines) becomes possible in the process of professionalization of the English language.

Interdisciplinary connections are becoming very relevant at the present stage of development of education, the improvement of which is moving along the path of knowledge integration, which does not at all mean the elimination of systematic courses in individual subjects. They only contribute to strengthening the practical orientation of the “foreign language” subject.

The problem occupies an important place in pedagogy, psychology and methods of teaching not only a foreign language, but also other theoretical and practical disciplines. Its relevance remains due to its versatility, as well as the complexity of its implementation.

## CONCLUSION

This study reflects and describes the state of integrated learning today. Integration in education is the subordination to a single goal of education and training of similar 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 lessons are considered as a didactic tool for the controlled integration of knowledge acquired by students in the process of developing interdisciplinary skills.

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