

## Improving of Integrated Skills in Foreign Languages

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**Abstract:** The article under discussion describes integration of the language skills into the teaching process of the English language. The authors of the article consider that Integrated Skills focuses on the four main English skills - reading, writing, speaking and listening -through a “Communicative Language Teaching” methodology. Integration of the four skills is concerned with realistic communication, exposes English language learners to authentic language and challenges them to interact naturally in the language. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach can be highly motivating to students of all ages and backgrounds.

**Keywords:** integration, language, skills, reading, writing, listening, speaking, methodology, communicative, instruction, communication, educational material, approach, evaluate.

In general, integration is defined as the process of combining two or more things into one. Within education, integrated lessons take on a similar meaning in that they combine two or more concepts into one lesson. These integrated units involve many different concepts across all major subject areas.

Integrated Skills focuses on the four main English skills - reading, writing, speaking and listening - through a “Communicative Language Teaching” methodology. New grammar patterns are learned in the context of a conversation or a real-life situation. Students will engage in various activities to practice English including listening tasks, role playing, and stimulating discussions.

Perhaps teachers and administrators think it is logistically easier to present courses on writing divorced from speaking, or on listening isolated from reading. They may believe that it is instructionally impossible to concentrate on more than one skill at a time [1].

Even if it were possible to fully develop one or two skills in the absence of all the others, such an approach would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language. An extreme example is the grammar-translation method, which teaches students to analyze grammar and to translate (usually in writing) from one language to another. This method restricts language learning to a very narrow, non communicative range that does not prepare students to use the language in everyday life [2]. Integration of the four skills is concerned with realistic communication. This means that we are teaching at the discourse level, not just at the level of sentences or individual words and phrases. Discourse is a whole unit of communicative text, either spoken or written.

However, integrating the four language skills can be demanding of the teacher.

- We need to have a good understanding of discourse, and to be able to use textbooks flexibly. Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.
- This can also be time-consuming, requiring a lot of preparation.

- Another limitation is the problem of designing suitable materials that take account of students' different skill levels. The four skills tend to develop at a different pace: receptive skills are stronger than productive skills, for example. Reflect on their current approach and evaluate the extent to which the skills are integrated.  
This means that teachers have to be skillful in selecting or designing integrated activities for their students. Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination).
- Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks.
- Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills [3].

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 the 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.

With careful reflection and planning, any teacher can integrate the language skills and strengthen the tapestry of language teaching and learning. When the tapestry is woven well, learners can use English effectively for communication.

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