

INGLIZ TILI O'QITISHGA INTEGRATIV YONDOSHUVNING IJOBIY VA SALBIY TOMONLARI

Abduraxmonova Mavzuna Davronboy qizi,
Tayanch doktorant, Toshkent Davlat Pedagogika Universiteti,
abduraxmonovamavzuna@gmail.com

ANNOTATSIYA:

Hozirgi kunda xorijiy tilni o'qitish va o'rganuvchilarning til qobiliyatlarini rivojlantirishda ko'plab zamonaviy metod va yondashuvlardan foydalanib kelinmoqda. Ushbu maqolada ingliz tilini o'qitish jarayonida integrativ yondashuvdan foydalanishning ijobiy va salbiy tomonlar, yutuq va kamchiliklari haqida fikrlar yuritiladi.

Kalit so'zlar: integral yondashuv, til ko'nikmalari, o'qish, yozish, tinglab tushunish va nutq qobiliyatlari

POSITIVE AND NEGATIVE ASPECTS OF INTEGRATIVE APPROACH OF TEACHING ENGLISH

Abdurakhmonova Mavzuna Davronboy qizi,
PhD researcher, Tashkent State Pedagogical University,
abduraxmonovamavzuna@gmail.com

ANNOTATION:

Currently, many modern methods and approaches are used in foreign language teaching and the development of students' language skills. This article discusses the positive and negative aspects, achievements and shortcomings of using an integrative approach in the process of teaching English.

Keywords: integrated approach, language skills, reading, writing, listening comprehension and speaking skills

ПОЗИТИВНЫЕ И НЕГАТИВНЫЕ АСПЕКТЫ ИНТЕГРАТИВНОГО ПОДХОДА К ОБУЧЕНИЮ АНГЛИЙСКОМУ ЯЗЫКУ

Абдурахмонова Мавзуна Давронбой кизи,
Докторант, Ташкентского Государственного Педагогического, Университета
abduraxmonovamavzuna@gmail.com

АННОТАЦИЯ:

В настоящее время в обучении иностранному языку и развитии языковых навыков учащихся используется множество современных методов и подходов. В данной статье рассматриваются положительные и отрицательные стороны, достижения и недостатки использования интегративного подхода в процессе обучения английскому языку.

Ключевые слова: интегративный подход, языковые навыки, чтение, письмо, понимание на слух и разговорная речь

For a couple of years there have been numerous suppositions building up the possibility of language in general and suggesting that the combination of the four abilities is the key for establishing a study hall climate as valid as conceivable all together to show English very much like a genuine informative circumstance. In spite of our set of experiences of treating the four abilities in discrete portions of an educational plan, there is a new pattern toward ability coordination which explains the upsides of this methodology in EFL study halls [3]. The integrated approach to learning is based on the interconnected formation of skills in all four types of speech activity — listening, speaking, reading, and writing. The term “integrated approach” can be correlated with the concept of «the principle of interconnected teaching of all types of communication», it is widespread in the domestic methodology. According to this principle, various types of speech activity can act as a goal and learning tool.

There are various advantages of utilizing a coordinated abilities approach in language educating. To start with, incorporating language abilities gives more intentional and significant advancing at all levels. In addition, it makes it easier to communicate and teach coherently. It additionally carries assortment into the homeroom, when the educators foster study hall guidelines by incorporating language abilities agreeably [9]. Students can learn to use the language and easily impart their newfound knowledge to others if they employ an integrative approach [12]. Learners’ L2 knowledge is positively impacted when all language skills are used. Language learning becomes more realistic when language skills are integrated into language instruction [1]. This implies language joining is fundamental to convey in viable and fruitful manner, in actuality, and integrative the abilities can give adequate advantages to showing English, it is fitting technique in genuine study hall circumstance regardless of its higher demanding for educators. Coordinating the four abilities stresses the center on realistic language and can, consequently, creates students open ability in English [5]. One of the benefits of employing this strategy is that teachers can plan lessons around a theme or a topic based on the interests of students as well as topics that are relevant to them. This contributes to making lessons more dynamic and appealing to students, who participate in a variety of activities and discussions [7]. Effective classrooms require the application of all language skills to real-world communication; this alludes to agreeable learning exercises as one of the

most mind-blowing ways of understanding this [2]. Besides, this approach permits educators to track students' advancement in numerous abilities simultaneously furthermore, advances the learning of genuine substance. The integration of an integrated skill approach into an English as a foreign language (EFL) classroom with authentic materials is likely to guarantee student success in language learning [10].

Teaching integrated language skills through an integrative approach can have several drawbacks despite the aforementioned benefits [8]. First of all, a curriculum that focuses on a single language skill at a time can allow for more concentrated instruction and intensive learning. Furthermore, in different locales and cultures where guidance in discrete language abilities is exceptionally esteemed, the two educators and students have been known to oppose ability combination [11]. Because of a lack of sufficient resources, integrated instruction may not be suitable for developing nations like Ethiopia in such settings. Concerning this, the ongoing review has researched the issues that EFL educators face while showing language abilities integratively. Likewise, complex coordinated guidance with multiple language abilities tended to lead to more prominent requests from both the educator and the student. The instructor wanted the students to be as skilled and well-trained as possible. Teachers can anticipate spending more time and effort preparing integrated instruction-appropriate materials at the same time. Teaching integrated skills may not be a very practical option in many parts of the world, especially in poor countries where teachers must teach very large classes [4]. One more disservice of incorporated guidance is, that students have inconsistent created proficiencies across the four large-scale abilities. For instance, people who learn a second language in a country that speaks English may have better listening and speaking skills than they do in reading and writing. On the opposite, English as a foreign language students are probably going to be preferable per users and scholars over audience members and speakers. Hence, the educating of incorporated language abilities can become muddled, when informative materials and practice need to represent a significant difference in students' capacities [6].

In conclusion, some scholars thought and research findings show that skill integration has many advantages. For this study, an endeavor was made to investigate instructors' reactions to the benefits and weaknesses of the integrative language instructing approach. If both teachers and students effectively fulfill their respective roles and responsibilities, the integrative approach to teaching language skills can maximize its benefits and minimize its drawbacks.

References

1. Almarza, S, M. A.(2000). An Approach to Integration of Skills in English Teaching; Didactica (Lengua y Literatura) : pp.21-44
2. Arslan, A.(2008). Implementing a Holistic Teaching in Modern ELT Classes: Using Technology and Integrating Four Skills :Naval Training Center.
3. Brown, H.D. (2001). Teaching by Principles: An Interactive Approach to Language. Pedagogy 2nd Ed., Newyork: Pearson Education.
4. Hinkel, E. (2001). Building awareness and practical skills for cross-cultural communication in ESL/EFL.In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (3rd ed., pp. 443–458). Boston: Heinle & Heinle.
5. Jing, W. (2006). Integrating Skills for Teaching EFL -Activity Design for the Communicative Classroom, Sino-US English Teaching. V. 3, No.12 (Serial No.36).
6. Lazaraton, A. (2001). Teaching oral skills. In M. Celce-Murcia, Teaching English as a second or foreign language (3rd ed., pp. 103–115). Boston: Heinle & Heinle.
7. McCarthy, M., & O’Keeffe, A. (2004).Research in the teaching of speaking. Annual Review
8. McDonough, J. & Show, C. (2003). Materials and methods in ELT: A teachers guide. of Applied Linguistics, 24: 26–43.
9. Murphy, J. M (1991). Oral Communication in Tesol:Integrating Speaking, Listening And Pronunciation; Tesol Quarterly; 25 (1); Oxford University Press.
10. Oxford, R. (2001). Integrated skills in the ESL/EFL classroom. ERIC digest ERIC Clearinghouse on Languages and Linguistics.
11. Richards, J.C. and T.S. Rogers.(2001). Approaches and Methods in Language Teaching (2nd Edition). Cambridge: Cambridge University Press.
12. Rivers, W.M. (1981). Teaching Foreign-Language Skills. Chicago, The University of Chicago Press.