



## IMPORTANCE OF TEACHER STUDENT INTEGRATION IN EFL CLASSROOM

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**Annotation:** The article is devoted to the role of teacher- student relatedness as well as its importance. This article also analyze several practical tasks to develop a positive relationship between teachers and students in EFL classrooms.

**Key words:** Teacher-student relatedness, teacher support, integrated skill approach, segregated skill approach, pedagogical implications.

### INTRODUCTION

Relationships are the most essential component of human social life, and developing strong relationships is one of the most crucial success tactics (Lambert and Zhang, 2019; Hiver et al., 2021). The self-determination theory (SDT) (Cooper, 2013; Ryan and Deci, 2017) holds that psychological requirements including autonomy, competence, and relationships must be met in order for healthy behavior to occur. People may develop and function successfully if their requirements are partially satisfied on a regular basis (Mystkowska-Wiertelak, 2020); but, if these needs are not satisfied, people are more likely to experience abnormalities and dysfunctions (Al-Hoorie, 2016). In contexts where English is being used as a foreign language (EFL), the integrated skills approach—which combines reading, writing, speaking, and listening—has gained popularity. This is because it is thought to be an efficient way to help students become more proficient communicators and to enable them to use the language to pursue opportunities in both education and the workforce. The integrated skills approach differs from the traditional segregated language skills approach in that it presents language skills in tandem with one another, enabling foreign language learners to not only acquire the language they are learning but also utilize it in everyday conversation.

Celce Murcia argues that the most important goals of learning English are communicative competence and the capacity to use English to access social, vocational,



educational, and professional opportunities. English is used as the primary foreign language and as the primary medium for the global dissemination of information and knowledge [5]. According to Davies and Pearse, pupils who are able to interact in English both inside and outside of the classroom are truly successful in their English language education. Because it strives to teach language as a medium of communication, integrative language skills education appears to be the most effective method to adopt in order to attain these goals.

## METHODS AND MATERIALS

Hungyo and Kijai claim that the "activities used by teachers in the integrated approach are authentic activities and situations and thus create an interactive learning environment" [9]. By employing the integrated skills approach, educators present their students with realistic communicative scenarios, helping them to understand the significance of learning a second language. Task-Based Instruction and Content-Based Language Instruction are the two categories of integrated skills instruction identified by Oxford. Learners engage in a highly integrated, comprehensive practice of all language skills through content-based instruction. (AhuHOH&ibHaa accounauna yneHbix (HAy) # 65, 2021) acquiring knowledge in subjects like physics, math, and social studies. As many people learn best in different ways, there are a wide variety of approaches to learning. A group setting is often the most effective for certain people's learning style, such as hands-on learning for tactile learners or solo learning for visual learners. Content-based learning is not a new approach to education; it has been around since the 1980s, although its use has increased recently. A course on French food, for instance, might be taught to the students. The French food would be the main topic of this, and terms like "pain" (bread), "fromage" (cheese), and "croissant" would be naturally introduced in a meaningful way because they are provided within the subject matter. Students benefit from being able to relate concepts, words, and objects logically because of this.

Task-based learning, according to Richards and Rogers, is an approach that emphasizes communication through task completion. When given a task they are genuinely interested in, students become involved and strive to complete it solely utilizing the target language and its taught components. To put it another way, students are using the authentic language they have acquired and the resources they need, like the internet, to complete a variety of tasks that could ultimately lead to a presentation project on a topic like recycling, which is being taught for a few weeks. The focus of this language teaching and learning approach is on the task's outcome and the procedures followed to complete it, rather than on the precise and rigorous application of the language taught. Task-Based Instruction frequently uses group and pair work to foster more collaboration



and student interaction in EFL classrooms. PE students, for instance, collaborate to create a television commercial, act out scenes from a play, or complete other group projects in my EFL lectures. They also write letters to one another using paper letters or electronic mail. Task-based instruction can also make advantage of the structured cooperative learning forms. The titles of the programs that are provided, such as Basic Listening Comprehension, Intermediate Reading, Grammar I and II, Advanced Writing, and others, suggest how language skills are divided, according to Oxford. In [15]. It's possible that the primary motivation behind the basic skills division is the notion that teaching would be considerably simpler if curricula were structured around a single skill rather than several at once. Focusing on more than one ability at once can be instructionally impossible, according to the teachers who present each skill separately from the others.

### RESULTS AND DISCUSSION

Su argues that the conventional method of teaching English as a second or foreign language emphasizes rote memorization and skill orientation, teaching reading and writing instruction more than other language skills. Teachers also teach speaking and listening separately [17]. According to Su, another issue with the lessons that follow the Traditional Approach is that they prioritize language over communication competence and are instructor-centered. Given that communication is the main objective of language learning, this will be problematic.

Additionally, Cohen and Burgess proposed that practicing receptive skills like reading and listening is the greatest way to integrate language skills leads into speaking and writing exercises that are fruitful [6]. A fun authentic texts, videos, books, and other media that the students read, watch, or listen to might be used to expose them to a body of knowledge. Afterwards, they could be asked to replicate at least some of the material in written or spoken language. The idea positing input-interaction-output as the three fundamental composing factors in language acquisition or learning lends credence to this approach.

### CONCLUSION

Thus, listening to recordings and doing reading comprehension activities are similar strategies employed for the various skills in the case of Receptive Skills. This could be explained by the variations in how these strategies were applied. While I utilize recordings for listening comprehension exercises in my groups while teaching EFL, this method seems to work better in PE classes because English is spoken throughout the entire lesson, giving the kids more exposure to the language.

Additionally, PE students in EFL classes may find great motivation from the integrated-skill method, regardless of whether it is used in task- or content-based language



training. As opposed to teaching with the conventional segregated technique, the integrated skills approach will call for a solid grasp of discourse, the ability to use textbooks flexibly, and the readiness to put student-centered learning into practice.

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