



INTEGRATION OF LANGUAGE SKILLS IN TEACHING ENGLISH LANGUAGE

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Abstract. The spread of English as an international language and its four skills as ways of human communication as well as English language learning in a global context. It is important to understand that the main purpose of integrating the four language skills reading listening writing and speaking is developing real-life communication, which means that it is very important to provide students with authentic materials and create real-life situations to increase opportunities for real communication and continuous practice in order to gain both fluency and accuracy in using the language. All of the four language skills help to learn foreign language fastly and people need to use language in different settings and in different ways to develop their communicative skills to the fullest.

Key words: international language, communication, four skills, global context, authentic materials, continuous practice, fluency, accuracy.

Throughout history, there have been many approaches for the teaching of English. All of them have been used during a period of time and then have been “replaced” by new approaches that proposed new ways for helping foreign students to reach a better proficiency of English as second or foreign language. For a few years there have been many opinions reinforcing the idea of language as a whole and proposing that the integration of the four skills is the key for creating a classroom environment as authentic as possible in order to teach English in a way close to a real communicative situation. They propose that the English language should be taught in a way that mixes reading and listening comprehension with oral and written expression. The language teacher should give the proper emphasis to the specific ability that is being studied, but combining it with the others in order to create a communicative classroom environment that engages students to improve their language abilities. It is in consideration to this that the aim of this investigation is to identify the integration of the four skills of the English language in a nonnative speaking classroom, and the way in which these skills are developed for students of English as a foreign language of second grade High School, regarding the Integrated-skill Approach. The Integration of the four skills of the English language belongs to



the area of the Didactics Speciality or, in other words, the methodologies used to apply the skills whether receptive or productive in which a foreign language is taught. Hence, the students' performance during instruction is an academic result of the learning process.

According to Oxford (2001), the Integrated-Skill Approach leads to optimal ESL/EFL communication by interweaving the four primary English language skills during instruction, then "in designing activities, teachers should consider all the skills conjointly as they interact with each other in natural behavior, for in real life as in the classroom, most tasks of any complexity involve more than one macroskill." (Nunan, 1989, in Oxford, 2001) Integrating the main four language skills means combining reading, writing listening and speaking in foreign language teaching in the classroom. In some cases, teachers separate language skills and highlight just one skill at a time. That was often for instructional purposes but even if it were possible to develop one or two skills effectively in the absence of the other language skills at the beginning stages, this does not ensure real communication using the language in which not only all the language skills but also communicative skills are employed simultaneously. In a normal situation, people use all language skills to communicate so experts in foreign language teaching have been moving in recent years toward integrating the four main language skills in EFL classes. All new courses which are being created nowadays seem to integrate these language skills with communicative skills to improve learners' communicative competence using accurate and fluent language. By integrating the four skills, the students experiment and take risks with learning the foreign language which makes learning more lovely and productive. By integrating the four skills, we are providing a certain input that becomes a basis for further intake, which in turn will become a new output. Production and reception are two sides of the same coin. Interaction means sending and receiving messages.

Written and spoken languages have a relationship with each other. This Integration will reflect the interrelationship between language, culture, and society. By inviting all four skills into an activity, we focus on what learners can do with a language. Of course, one skill will reinforce another. The integration of all the four skills can contribute toward a more real-life environment for both teachers and learners, the thing which may make learning more meaningful and motivating. The integration will ensure that students will learn to use English both fluently and accurately. Teaching integratively support the connections between language and the way we feel, think and act. How to Integrate the Four Main Language Skills in Your



Teaching: Aim ultimately to preserve accuracy while still making use of authentic communicative activities for the students.

Use the “PPP” (Present, Practice, Produce) approach. This is basically a structural approach that incorporates a final ‘free production’ stage where learners have the chance to use the structure they have practised in a communicative activity where they primarily focused on meaning. Use the communicative activities in which students produce certain structures according to certain real-life situations. While they do so, provide feedback to encourage students to use grammar accurately. When presenting and practising new linguistic items, provide communicative activities to reinforce students on moving from “controlled practice’ to “free producti” Always present new language to students in rich contexts. Always provide them with situations in which playing, acting out scenes, or by asking and answering questions.

Integrated skills by exploiting a task:

Now let’s look at adding a written aim to a reading lesson. The obvious aims of a reading lesson are to understand the text and to exploit it for vocabulary. So how do you integrate a writing task into a lesson that is focused on receptive skills? Well let’s have a look. For example, after completing a reading text (e.g. an advice column) instead of writing responses to the column, give the learners an example response and then get them to write the problem. This is more effective as it requires a bit more thinking, or deeper processing, and is slightly more challenging. This addresses tense/aspects which are used, vocabulary, and style informal/formal, and structure. So good language skills to some extent, imply good communication skills. Hence without language skills, a student will not become part of society, let alone a professional.

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