

ENHANCING OF INTEGRATED SKILLS IN FOREIGN LANGUAGES

Murotova Khayotxon

Fergana State University

English language and literature faculty, third year student

Umidaxon

The teacher of English language and literature department, FSU

Abstract: *The article under discussion explains how language skills are incorporated into the English language teaching process. The author of the article consider that Integrated Skills uses a "Communicative Language Teaching" methodology to concentrate on the four primary English language skills of reading, writing, speaking, and listening. The integration of the four skills involves exposing English language learners to authentic language, encouraging natural language interaction, and emphasizing realistic communication. With this method, teachers can monitor their students' development in several areas at once. Not only does integrating language skills aid in the analysis of language forms, but it also facilitates learning of actual content. Finally, students of all ages and backgrounds may find the integrated-skill approach to be very motivating.*

Key words: *Integration, language, skills, writing, reading, speaking, listening, methodology, communivative.*

There are many important and useful strategies, tactics, and educational exercises available today that are developed by renowned academics and linguists to raise the standard of education for youth. For the student as well as the teacher, it is a fantastic experience. Even though we may cover several of these skills in a single lesson, we frequently instruct students on how to complete them independently. The scenarios in the classroom must be as real as possible if we are to help our students become proficient communicators. Compared to a purely segregated approach, an integrated-skill approach exposes English language learners to real language and pushes them to communicate in it naturally.

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. Students quickly acquire a realistic understanding of the depth and complexity of the English language when it comes to

communication. Additionally, this method emphasizes that English is more than just an academic English becomes a genuine medium of communication rather than just a means of passing exams and dividing among individuals. With this method, educators can monitor students' development across a variety of skills at the same instant. Including language proficiency enhances the acquisition of actual content as well as the analysis of linguistic structures. Lastly, the integrated-skill strategy, which can be applied to content-based or For students of all ages, task-based language instruction, or any hybrid form of it, can be very inspiring histories. Additionally, it enables you to change up the activities you do in class, which will make learning more interesting and inspiring for the students. This is the point where we ask the students to apply any combination of these four skills within a single activity (or set of activities) to create a scenario that is a lot closer to something they could encounter in the real world. The four abilities can be referred to as either productive (speaking and writing) or receptive (listening and reading). Practically speaking, one of these threads' most significant aspects includes vocabulary, spelling, pronunciation, syntax, meaning, and usage, as well as the four fundamental skills of listening, reading, speaking, and writing. This innovative approach entails connecting language skills to facilitate authentic communication. This method of teaching emphasizes integrated skills, or skills that are interconnected, just like in real life. This is because it is known that honing a particular skill strengthens others. One skill will frequently strengthen another. Spoken and written language are related to one another. The majority of natural performance includes language connections in addition to the integration of one or more skills. In each of the activities, there is realistic, communicative use of language. For example, look at this sequence of activities: Reading activity: Students look at a poster giving information about an English Club. Oral activity: Students make up a dialogue between the club secretary and a person who wants to join the club. Writing activity: Students complete a membership application form for the English Club based on their partner's information. Notice how one activity is closely linked thematically to the next. The information that the students get from the reading is useful in the oral activity, while the writing activity is based on information from the oral activity. There is realistic, communicative language use in all of the activities. Take a look at this series of actions, for instance: Reading assignment: Students examine a poster that provides details about an English Club. Oral activity: Students role-play a conversation between a prospective club member and the club secretary. Writing assignment: Using the details from their partners, students fill out an English Club membership application. Observe how each activity has a strong thematic connection to the next. While the writing assignment is predicated on the information from the oral activity, the reading comprehension skills of the students are useful in the oral activity. Integrating skills is essential for communicative competence that is the main aim of learning foreign language, for logical structuring of sentences to express ideas and desires both in oral and written form. As we all know, there are two types of language skills: receptive (listening and reading) and productive (speaking and writing). While the

development of listening and speaking is simple and quick, the development of reading and writing skills requires persistent and continual study. The primary goal of learning a foreign language is to become competent communicator; this requires integrating skills, which are necessary for the logical construction of sentences that convey ideas and intentions both orally and in writing. It is common knowledge that there are two categories of language skills: productive (speaking and writing) and receptive (listening and reading). Although speaking and listening skills can be developed quickly and easily, reading and writing skills take consistent study. Writing is a sophisticated skill; students may find it difficult to concentrate on a single idea, use multiple phrases correctly, employ sophisticated grammatical structures correctly, and highlight the information's content. In this instance, the teacher can accomplish the objective by providing a largely simpler lesson plan. Because writing is one of the productive skills that demonstrates all acquired skills and experience in foreign language learning, writing presents a unique challenge for language learners. And so it came to pass that teachers focused more on grammar and other practical issues than on the subject matter, and as a result, students learned grammar rules rather than developing their ability to organize and express ideas in writing. This essay emphasizes the value of reading comprehension in conjunction with writing for improving language proficiency across the board. The success of language learning is defined only by the students' level of productive skills, and not only academic performance, but also other activities are evaluated through speaking and writing. Writing is one of basic skills that the learner must have to fully complete his/her communicative competence. Therefore, in the case of writing, learner should be more skilled to make communication process most productive. When speaking about such activity as writing, it is worthwhile to name the general keys of this activity. Key concepts of writing include content (information and ideas the learner wants to convey to the readers), style (scientific, general, official or academic), genre (poetry, short story, novel, etc.), vocabulary aspects (it is essential to possess rich enough vocabulary), grammar correctness (formal aspects of language), spelling and other. The sole criterion for determining the effectiveness of language learning is the student's degree of productive skills; speaking and writing are used to assess other activities in addition to academic achievement. One of the fundamental abilities a student needs to have in order to reach the highest level of communicative competence is writing. For this reason, in order to maximize the effectiveness of the communication process, learners should possess greater writing proficiency.

REFERENCES:

1. Corder, S. P. (1978). Language-learner language. In J. C. Richards (Ed.) Understanding second and foreign language learning (pp. 71-92). Rowley, MA: Newbury House.
2. Kagnarith, C., Theara, C., and Klein, A. (2007). A Questionnaire Project: Integrating the four macro skills with critical thinking. English Teaching Forum 43(1), 2-9. Retrieved from: http://americanenglish.state.gov/files/ae/resource_files/07-45-1-b.pdf
3. Kaplan, R. (1970). The mind system: A grammar-rule language. Santa Monica, California: The RAND Corporation.
4. Oxford, R. (2001). Integrated skills in the ESL/EFL classroom. ERIC Digest. Retrieved from: <http://www.cal.org/ericcll/0105oxford.html>
5. Stern, H. H. (1992). Issues and Options in Language Teaching. Oxford: Oxford University Press.
6. THE IMPORTANCE OF INTEGRATING READING AND WRITING FOR THE EFL TEACHING O. L. Pysarchyk, N. V. Yamshynska Kyiv, National Technical University of Ukraine "Kyiv Polytechnic Institute" hellen8@ukr.net, tashkent.