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Mavluda Xamitovna Gulyamova
Uzbekistan World Languages University,
senior scientific researcher
gulyamova-mavluda@mail.ru

**SECTION 21. Pedagogy. Psychology. Innovations
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THE ROLE OF INTEGRATED APPROACH IN LANGUAGE TEACHING

Abstract: This article categorizes types of integrated approaches according to their purpose, function and important distinguished characteristics as well as representative samples of each kind of integrated approach.

Key words: Integrated approach, Authentic, Demonstration, Cooperative learning, Mixed ability class, Context, Language skills, Communicative skills, Teaching and learning.

Language: English

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*Coming together is a beginning, keeping together is
progress, working together is success.
(Henry Ford)*

Introduction

The integrated approach to development and improvement in teaching has been gaining momentum in the last few years. The integrated approach to teaching of English was introduced in secondary schools in 1985. According to this approach, English and literature are to be taught as one subject. There are various levels of integration. First, Curriculum level which involves use of knowledge, ideas and concepts. Second, skills level which entails a combination of reading, writing, listening and speaking skills during English language teaching and learning. Third the resources level which is a combination of different learning resources such as graphics and three dimensional materials. Fourth is methodology level which is a combination of different language teaching method such as Grammar Translation, Direct Method, Structural approach, Situational approach, Audio lingual method. Integrated studies involve bringing together traditionally separate subjects so that students can grasp a more authentic understanding. [11].

Integrated learning incorporates multiple subjects, which are usually taught separately, in an interdisciplinary method of teaching. The main goal is to help and motivate students remain engaged and

draw from multiple sets of skills, experiences and sources to accelerate the learning process. [10]

According to this approach, English and literature are to be taught as one subject. There are different types of integration. [1]

The Demonstration Model

Teacher shows something (picture, photo) and learners observe the Demonstration in Silence. After the observations, teacher questions students about what they observed. So students are asked logically, make inferences and reach or make conclusions. This model helps students to improve their critical thinking skills with the help of Total Physical Response (TPR)

Cooperative learning

Learners work together in a mixed ability group of 4-5 students in order to do a task. Percentage of High, Middle and low learners in each group represent the appropriate population of each group in the whole class. All students are involved in the Group Grade. Cooperative learning help language learners to improve their communicative skills within their groups. At the same time it develops students self confidence and leadership skills. Advantages side is active students help passive students and it gives a chance to speak or communicate without anxiety and inhibition.



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Simulations and games

In this method students encouraged express the actions and arguments behind an issue. There are two types of simulations: Human and person to computer. Human-Role playing and Sociodramas Person to computer- Simulations Games Actually, students develop their decision making, problem solving and creative skills which help them in the class and out of class.

Individualized strategies Vary the learning Methods- Teachers can use Textbooks, Peer Tutoring, Learning Centers or ComputerAssisted instruction to Meet the learning needs of students. Individualized strategies help learners to learn the language easier, faster and more effective way.

Self-Directed learning Individual carries out an Educational Activity with little or without Guidance and all activities selected by the learner. It allows learners to work individually. Independent Study helps language learners to increase their autonomous and Independent skills.

Integrated teaching of the four language skills have the objective of developing language learners' accuracy, fluency, appropriacy, as well as Intercultural competence requiring adapting the language from context to context. "Integrated approach let learners to gather, explore, refine and present information about topics they want to investigate without the constraints imposed by traditional subject barriers" [2]. Integrated teaching and learning provides many benefits for students. The majority of students learn more effectively when taught using an integrated approach than typical classes.

-Language skills and systems are integrated into one

-Task based and project based learnings are practiced

-Integrated units are learner- centered not teacher

-It provides chances for cross culturall communication

- It gives an opportunity for learners to demonstrate role plays

- enjoy "real life" learning opportunities in meaningful and culturally and culturally appropriate contexts

-enjoy participating in partnerships with wider community based activities like environmental projects

Although experience may be the foundation of learning, it doesn't automatically or even necessarily always lead to it [3]. Creating an active and friendly environment can enhance the integration of practice in the class. From our point of view active and effective learning involve students doing things and thinking about what they're doing. Some characteristics of active learning are:

➤ Language learners are involved in more than listening and speaking

➤ Students are involved in higher order thinking

➤ Cooperate in learning by sharing experiences , presentations,debate, talk show, discussions and projects

➤ Students are engaged in activities (such as writing,reading,discussing and observing) [4]

These characteristics help language learners to go far, wide their horizons and compensate the lack of knowledge. Cooperate learning allows a group of students to work closely on a common goal, and while working together they learn through each others and build their knowledge from the perspectives of others.

Table 1

According to our experience the following table shows the main task to integrate skills with other five skills.

Subject	Topic	Aim	Activities
Listening	Healthy Food	To improve the students audible skills	Filling the gaps
Speaking	Different food in different countries	To develop the students communicative skills	Discussion
Reading	Junk food and Fast food	To increase students reading strategies	Scanning and skimming
Writing	Food recipe	To practice the students writing skills	To produce a piece of writing about cooking process
Translation	Authentic text about Food (menu recipe)	To improve the students translation skills	Translation word by word

"Process-based writing is viewed as the way writers actually work on their writing tasks from the beginning stage to the end of the written product. O'Brien (2004) defines the concept of this approach

as an activity in which teachers encourage learners to see writing not as grammar exercises, but as the discovery of meaning and ideas. During the writing process, teachers can enable learners to explore their

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thoughts and develop their own writing by using the five-step writing process model of Herwins”. [6]

1. Prewriting

Teachers will provide a writing task and help the learners to generate vocabulary and ideas with different warm up activity such as brainstorming, clustering, and discussion in the first stage of writing.

2. First draft composing

Learners will use vocabulary ,ideas or background knowledge which they have got from the previous stage to express what they want to convey in their writing.

3. Feedback

In this writing stage, learners will receive positive or constructive feedback from real audiences,teachers and move on to new ideas in another draft.

4. Second draft writing

According to comment of teachers and peers, learners will modify their previous draft by revising, adding, and rearranging ideas.

5. Proofreading

Student writers will not only discover new ideas and language forms to express their ideas in writing

but also focus on the appropriate use of vocabulary, layout, grammar, and mechanics.

6. Editing

In the final stage, students edit their ready product.

Conclusion

Students improve their writing skills step by step from easy to difficult. As well as teachers should not spend too much time on one piece of writing in the class because it really decrease students’ learning motivation. The process of writing is important process than product. That’s why activity in the class is able to help students develop their critical thinking and learn not to depend only on the teacher’s feedback.

Integrated approach is to make each student a stronger individual through doing work communicatively. Positive role and goal interdependence help students become more autonomous and self-controlled and less dependent upon outside authority, and over time, they will gradually move from interdependence to independence.

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