

MODELS OF SKILLS INTEGRATION

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Annotation: This article deals with significant points about teaching English, its methods, techniques and models. In addition to this, in the article models of integrating skills during the lesson and important principles were given.

Key words: *perspective, education system, interactive methods, integrated-skills, content-based, subject-matter.*

МОДЕЛИ ИНТЕГРАЦИИ НАВЫКОВ

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Аннотация: В данной статье рассматриваются существенные моменты обучения английскому языку, его методы, приемы и модели. Кроме того, в статье были даны модели интеграции навыков на уроке и важные принципы.

Ключевые слова: перспектива, система образования, интерактивные методы, интегрированные навыки, содержательное, предмет.

Uzbekistan became independent many years ago. Since then, there have been many changes in the country, including social, political, and economic reforms. People have been trying to find new solutions to problems and have had to make difficult decisions. They have also come up with new ways to deal with different issues. A important idea about how the government and society are built is how we educate people. The education system in the country was changing, and one change they were considering was how to teach a foreign language. This problem was really hard because it was connected to many other problems during a time when society was changing a lot. We know that the need for language learning in education is now much stronger than in previous years. At this point, the demands placed on foreign language teachers have increased significantly. Therefore, today, it is demanded in teaching a language to a child, it is not forcing him, but to increase

his interest by using various interactive methods, avoiding uniformity, and wide use of technologies in the educational process. In order to meet the requirements given above, the teacher must not only be knowledgeable in his subject, but also have great methodological strength, and be able to use various methods in lesson. Consistent updating of the education sector in our country, correction of existing errors and shortcomings is being promoted to the state level. In particular, decree №5712 of the President of The Republic of Uzbekistan "On the approval of the concept of development of the public education system of The Republic of Uzbekistan until 2030" in this concept, the existing problems in the public education system were shown, and directions for their elimination and further development were determined. In the concept, by 2030, the main goal of the Republic of Uzbekistan is to become one of the first 30 advanced countries in the world according to the PISA (The Program for International Student Assessment) rating of the international student assessment program.

As we know an English lesson includes some special skills and the most important and responsible task of the teacher is to cover all skills in one lesson. How can you teach students to use all four skills (reading, writing, speaking, and listening) at the same time. There are different ways to do this, like having students work together or using real-life activities. These methods allow students to focus on using all of their language skills. The Lexical Approach and Multiple Intelligences are ways of learning that help people communicate better. They require different skills to improve communication. This article will talk about different ways to teach language, like content-based and task-based instruction, and how to combine listening, speaking, reading, and writing. Content-Based Instruction (CBI) is a way of teaching where students learn a new language while also learning about a specific subject[1].

The second language, then is simply the medium to convey informational content of interest and relevance to the learner. Examples of content based curricula include immersion programs for elementary school children, sheltered English

programs (mostly found at elementary and secondary school levels), writing across the curriculum (where writing skills in secondary schools and universities are taught with subject-matter areas like biology, history, art, etc.), and English for Specific Purposes (ESP) (e.g., for engineering, agriculture, or medicine). It is perhaps already clear that content-based teaching allows learners to acquire knowledge and skills that transcend all the bits and pieces of language that may occupy hours and days of analyzing in a traditional language classroom. Research on second language acquisition at various ages indicates the ultimate strength of learning that is pointed toward practical non-language goals. The meaningful learning principle applies well here. Learners are focused on useful, practical objectives as the subject matter is perceived to be relevant to long-term goals. This also increases the intrinsic motivation that is so important to learning of any kind.

Content-based instruction allows for the complete integration of language skills. As you plan a lesson around a particular subtopic of your subject-matter area, your task becomes how best to present that topic or concept or principle[2]. In such lessons it would be difficult not to involve all four skills as your students read, discuss, solve problems, analyze data, and write opinions and reports.

Task-Based Language Teaching. Different books and articles have different opinions on what a task means. All these different ideas agree that the most important thing in a language course is the work you do. It's very important to plan the course around things that will help you communicate in real life, not just in the classroom. TBLT means teaching language skills that are useful in real life situations. Most situations in real life require using multiple skills at the same time. In task-based instruction, the most important thing is using language for specific reasons, not just learning grammar or vocabulary. Task-based teaching is a way of teaching where you create activities in your classroom that are similar to the ones people use in real life situations. When we have tasks to do, we usually need to use more than one skill. By focusing on the tasks we need to do, we don't just think about one skill at a time. Instead, principles of listening, speaking, reading, and

writing become appropriately subsumed under the rubric of what it is our learners are going to do with this language.

Theme-Based Instruction. Another way of looking at the integration of skills is to consider the structure of many English language courses around the world. Courses tend to focus on topics, situations, or «themes» as one of their organizing parameters. Theme-based instruction is not the same as content-based. In order to distinguish the two, let's think of the former as a «weak» version of the latter. In the strong version (content-based), the primary purpose of a course is to instruct students in a subject matter area, and language is of secondary, and subordinate interest. The examples of content based instruction mentioned earlier in this chapter are good illustrations of the- strong version. English for Specific Purposes (ESP) at the university level, for example, gathers engineering majors together in a course designed to teach terminology, concepts, and current issues in engineering. Because students are ESL students, they must of course learn this material in English, which the teacher is prepared to help them with. Immersion and sheltered programs, along with programs in writing across the curriculum, are similarly focused[3]. A weak form of content-based teaching actually places an equal value on content and language objectives. While the curriculum, to be sure, is organized around subject-matter area, both students and teachers are fully aware that language skills don't occupy a subordinate role. Students have no doubt chosen to take a course or curriculum because their language skills need improvement, and they are now able to work toward that improvement without being battered with linguistically based topics.

The ultimate payoff is that their language skills are indeed enhanced, but through focal attention to topic and peripheral attention to language. This weak version is actually practical and effective in many instructional settings. It typically manifests itself in what has come to be called theme-based or topic-based teaching. Theme based instruction provides an alternative to what would otherwise be traditional language classes by structuring a course around themes or topics.

Theme-based curricula can serve the multiple interests of students in a classroom and can offer a focus on content while still adhering to institutional needs for offering a language course[4]. So, for example, an intensive English course for intermediate pre university students might deal with topics of current interest such as public health, environmental awareness, world economics, etc. In the classroom students read articles or chapters, view video programs, discuss issues, propose solutions, and carry out writing assignments on a given theme. English for Academic Purposes (EAP) in a university is an appropriate instance of theme based instruction.

To sum up it should be noted that nowadays, the study of foreign languages, mainly English, in stages throughout the country will begin in the early grades of secondary schools in the form of gaming lessons and lessons in speaking, and since second grade - with the assimilation of the alphabet, reading, and grammar; Teaching in higher education institutions of certain special items, especially on the technical and international specialties, will be conducted in foreign languages (English, Russian, Italian, or other).

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