

ПЕДАГОГИКА ВА ПСИХОЛОГИЯДА ИННОВАЦИЯЛАР ИННОВАЦИИ В ПЕДАГОГИКЕ И ПСИХОЛОГИИ INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

METHODOLOGICAL AND LINGUISTIC BASES FOR INTERGRATING THE FOUR SKILLS

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ANNOTATION

The article is devoted to the research of some methodological and linguistic issues of integrating the four skills in teaching English to non-philological students. There have been considered some foreign researchers' approaches to this question in teaching process.

Key words: Integrating skills, discourse - based teaching, task-based teaching, and communicative approach.

МЕТОДОЛОГИЧЕСКИЕ И ЛИНГВИСТИЧЕСКИЕ ВОПРОСЫ ИНТЕГРАЦИИ ЧЕТЫРЕХ НАВЫКОВ

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АННОТАЦИЯ

Статья посвящена исследованию методологических и лингвистических вопросов интеграции четырех навыков в преподавании английского языка студентам неязыковых вузов. В статье рассмотрены подходы некоторых зарубежных исследователей к данному вопросу в процессе обучения.

Ключевые слова: навыки интеграции, дискурсивное обучение, обучение на основе задач, коммуникативный подход.

TO'RTTA KO'NIKMALARNI BIRLASHTIRUVCHI METODOLOGIK VA LINGVISTIK MASALALAR

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Ushbu maqola nofilologik OTM talabalarini ingliz tilini o'rgatish bo'yicha to'rtta ko'nikmalarni birlashtiruvchi metodologik va lingvistik masalalarni o'rganishga bag'ishlangan. O'qitish jarayonida ba'zi chet ellik tadqiqotchilarning yondashuvlariga murojaat qilingan.

Kalit so'zlar: Integratsiya ko'nikmalari, diskurs va vazifaga asoslangan ta'lim va kommunikativ yondashuv.

English is not only used as an official language in many nations but also the key to broaden horizons, search information, learn about different cultures, and obtain future success for non - native speakers in the world.

In Uzbekistan higher education reform in the educational sector, and a wave of globalization throughout the world have increased interest in learning the English language among students. Hence the English language is considered an essential requirement for getting a job or increased opportunity in the workplace even in the domestic labor market, apart from good professional skills.

This means that in Uzbekistan, like other parts of the world, the number of students who want to learn English as a foreign language (EFL) is increasing day by day. Like many other Asian countries, English has been taught in Uzbekistan as a foreign language and compulsory subject, both in general secondary schools and higher educational establishments. Particularly, great attention is paid to teaching English to law students of Tashkent state university of law.

As early as the 1970s, many researchers and methodologists noted that the teaching of language skills cannot be conducted through isolable and discrete structural elements (Corder, 1971; 1978; Kaplan, 1970; Stern, 1992). In reality, it is rare for language skills to be used in isolation; e.g., both speaking and listening comprehension are needed in a conversation and, in some contexts, reading or listening and making notes is likely to be almost as common as having a conversation. The central innovative characteristic of the communicative approach in second or foreign language teaching was the integration of the four macro - skills and their components.

A foreign scientist Widdowson (1978) was one of the first linguists to call for integrating the four language skills in instruction to raise learners' proficiency levels and enable advanced language learning. In his proposal for integrated and communicative language teaching in general and in particular in English for specific purposes, Widdowson emphasized that virtually all language uses take place in the form of discourse and in specific social contexts.

Although, he notes that the separated teaching of language skills is probably more administratively convenient, as in "divide and rule" (1978: 144), language comprehension and production does not, in fact, take place in discrete "units." Thus, to attain proficiency, learners need to develop receptive and productive skills in both spoken and written discourse. Widdowson's (1978) strong emphasis on the integration of the four skills, as well as discourse-based teaching, have had a considerable impact on the emergence of discourse - oriented curricula and teaching methods in English for specific purposes and English for academic purposes.

Widdowson's (1978) and Halliday's (1978) early work and their insights into the importance of discourse in language usage provided highly influential theoretical foundations in linguistic analyses and language teaching. These works have led to the subsequent rise and prominence of content-based and integrated language instruction, especially in English as a second language in Australia, in the U. K., and, to some extent in North America and Europe.

In the sphere of linguistics in the 1990s, a great deal of elaboration and refinement took place in communicative and integrated teaching of the four skills. In light of the fact that opportunities for meaningful communication in the language classroom are limited - particularly so in the regions where English is taught as a foreign language - a great need arose for integrated communicative activities. These had to be interaction -

centered and as authentic as possible to enable students to use the language for purposeful communication (Savignon, 1983; 1990).

The need for integrated activities led to the evolution of task - based instruction in teaching English. At present, the ubiquitous language practice exercises for groups or pairs of learners typically combine listening and speaking, reading and speaking, or reading, writing, and speaking. Such integrated classroom activities (also called tasks), include, for example, listening to language tapes, playing games, or working on information gap and problem - solving exercises.

These types of practice require learners to engage in interaction and integrated language usage because group - or pair - work can be carried out only if the participants share and discuss, or read and pool their information. Task - based teaching is probably the most widely adopted model of integrated language teaching today, and it is often considered to be the closest classroom simulation of real - life interaction.

In his highly acclaimed book, Nunan (1989) outlines the principles that should guide the design of teaching materials and modules for integrating a variety of language skills. According to Nunan, effective integrated modules are characterized by uses of authentic language models and exemplars, continuity of language work from comprehension to production, explicit connections of classroom language practice to real world uses (e.g., a business presentation or a job interview), and a systematic language focus that enables learners to identify and analyze language regularities. In his later work on designing integrated syllabuses, Nunan (2001) explains that the first step is to identify the contexts and situations in which learners will need to communicate.

After the communicative events are identified in general terms, the next phase should work toward learners' functional goals along with the linguistic elements required to achieve them. According to Nunan, in integrated instruction, language skills are taught and practiced depending on the students' learning objectives, rather than in the context of the four separate instructional areas. In this paper we are not going to discuss the consequences of integration skills but the importance of teaching and learning vocabulary through integration skills.

Learning a new foreign language is a difficult task demanding a lot of time devoting to studying. Learners have to develop all four language skills: reading skills, listening skills, speaking skills, and writing skills at nearly the same level.

In the process of teaching English all four language skills (reading, listening, speaking, writing) are from the pedagogical and methodological reasons perceived as independent units, but in the real life we use all these skills together and in the communication between a speaker and a listener they are interwoven: when one person is talking, the other one is listening to him or her, similarly when someone is reading the text, there is a person who has written the text.

We may call it indirect communication. So, in human communication all four skills have their own peculiarities. Writing as a language skill differs from speaking as a productive skill and from receptive skills; it has its own specific features on both cognitive and socio - cultural levels, but in cooperation with other language skills it forms a union of all language abilities for a successful communication.

To conclude, we would like to point out, that the central innovative characteristic of the communicative approach in foreign language teaching is the integration of the four skills and their components. Integrating the four language skills in instruction raises learners' proficiency levels and enables advanced language learning. It enables students

to use the language for purposeful communication. In language learning motivation also plays the main role. It pushes students forward in language learning with enthusiasm and willingness. It is one of the prevailing factors affecting students' performance of English language learning. Integrating the four skills in teaching English to students, teachers of English should motivate their students to learn English and master their English.

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