
Approaches To Communicative Language Teaching Through Integrated Way

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Abstract: This article describes the integrated approach used in the education system to teach various subjects and an integrated English course; substantiates the importance of studying a foreign language for the integration processes in education. Moreover, the integration of a foreign language component in the professional activities of students; the importance of integrated classes in the educational process in the English language is determined. It is shown that the didactic principle of systematic teaching is fully observed when conducting integrated training.

Key words: foreign language; systematic training; integrated approach; integrated lesson, communicative teaching, integration.

One of the most relevant and fruitfully developed modern directions, integrating a whole range of branches of knowledge and having an interdisciplinary nature, is to communicative language teaching through the integrated way. The behavior of participants in integrated language teaching is determined by various aspects of the interaction of language and communication. Language education in conditions of real contacts between students and integration of numerous language skills puts forward the task of searching for new forms of interrelation of academic disciplines, through the assimilation of which it is possible to comprehend the deep processes of language in integration. It is the potential of the educational areas “foreign language” that is rich in cultural, aesthetic and linguistic filling.

The communicative approach is aimed at everything related to communication. It focuses on speaking and listening comprehension. This



approach is relevant and common today. People who study the communicative approach know that it is primarily aimed at overcoming the language barrier, relieving people from the fear of communicating, and at the same time developing various communicative skills. First, we need to find out what “communicativeness” is.

Communicativeness is a kind of learning process for the communication process. At the same time, communicativeness "does not come down only to the establishment of social contacts through speech, it is the familiarization of the individual with the spiritual values of other cultures." The communicative approach is aimed at the formation of students' semantic perception and understanding of foreign speech, as well as the study of the use of language material for constructing speech utterances.

The communicative approach is based on the ideas of communicative linguistics, psychological theory of activity, the concept of personality development in the dialogue of cultures, which defines the ultimate goal of teaching a foreign language - mastering a foreign language culture in the process of intercultural communication. The peculiarity of the approach is manifested in an attempt to bring the language learning process closer to the process of real communication. The teacher plays an important role in the communicative approach. He creates situations in which he himself is a listener, and makes students speak. D. Larsen-Freeman writes: “The teacher plays the role of assistant, adviser. Its main function is to direct students to a specific speech task, after which he acts only as an observer, from time to time monitoring the process and asking some questions. He can make notes of mistakes made by students so that they can be read later. ”

The main thing to emphasize is that the teacher creates an atmosphere in which students become interested in their activities. Interest makes students

responsible and inspires confidence in the continued use of a foreign language. It should also be noted that the desire of students to strive to speak is important. Creating the conditions for communication is a must for students to learn speech communication.

The communicative approach, like any other approach to the study of foreign languages, has its pros and cons. It should be noted that the communicative approach is associated with speech activity, therefore it is widely used when we cover reading, writing, speaking, listening, translating and other types of speech activity.

1. Practical speech orientation combines both the goal and the means, where both of them are interconnected.

2. The communicative approach can be interpreted as combining the methods of learning foreign languages, which is used more often in our modern society than any other approach.

3. The goal of the communicative approach includes removing the language barrier and developing the student's desire to speak. Despite this, the grammatical aspect is studied in this approach in the process of communicating in a language.

Nevertheless, despite the advantages, the communicative approach has negative features. Since the inception of the communicative approach, as a language cognitive approach, it has been criticized by some part of the public due to the fact that this approach is rapidly replacing all the old, proven approaches that have been used in teaching for a long time. Students forget about compliance with grammar standards in the rapid pursuit of fluency in speaking the language.

The above-mentioned features of the communicative teaching approach allow us to conclude that the subject of this approach is speech activity in a foreign



language. It, in turn, forms a series of speech speaking skills of students and offers exercises for their further formation.

Teaching foreign language communication in a specialized university is closely connected with the use of literary texts. However, as a rule, the focus on home reading classes is on the disclosure of the factual, substantive outline of the work, on the analysis of its linguistic, stylistic design. The didactic possibilities of a literary text as an artifact of culture often remain unfulfilled.

The main feature of the communicative approach is not memorization of words, phrases and proper use of grammar, but real communication between students, during which the material will be memorized during speech activity.

Deep penetration into a foreign language teaching with the help of an appropriate integrated analysis, a vision of a work of communication at a certain level of communicative competence formation will allow students to recreate, interpret and internalize foreign cultural content at a qualitatively different level. Therefore, it seems to us a fruitful idea to integrate the study of a foreign language in an integrated way as one of the most important conditions for the formation of students' communicative competence.

Abroad, integrated training ideas from different disciplines are represented more in the 70-80th of the XX century: Henry Wintrop (1973), Blum A. (1981), Irving Deer (1973), James E. Alatis (1978), Colin Wrings (1978) and others. A significant contribution to the development of the problem of an integrated approach to teaching foreign languages was also made by Russian researchers: "Foreign language and ecology for students" (Zenya L.Ya., 1991), "The world around and foreign language (English) for elementary school" (Trubaneva N.N., 1992), "A foreign language and Areal Studies" (Tambovkina T.Y., 1996), "A foreign language and children's literature"

(Milrud R.P., Denisenko O.A., 1999) and others. An analysis of these research works indicates that the problems of integrating a foreign language in a language teaching process are far from being resolved. The potential of integrated language competence in the process of learning a foreign language has not been adequately assessed.

An integrative approach means the implementation of the principle of integration in any component of the pedagogical process, ensures the integrity and systematic nature of the pedagogical process. The integration principle implies the interconnection of all components of the learning process, all the elements of its system, and is the leading one in the development of goal setting, defining the content, forms and teaching methods.

Integrative processes are processes of qualitative transformation of individual elements of the system or the entire system. Therefore, many studies in the theory of training and education rely on the above provisions in the development of specific ways to improve the educational process.

In teaching a foreign language, an integrated approach is manifested in the combination of personal, developing and professionally significant learning goals; general educational goals with the individual educational route of a particular student, his personal preferences in educational strategies and joint communicative and reflective activities to solve the problem, development of linguistic knowledge, communicative and verbal skills; co-study of a foreign language and culture, interdisciplinary character in the content of a foreign language course.

An integrated approach allows achieving the effect of methodological synergy, the essence of which is that, through the integration of methods having a common methodological basis, conditions are created for a greater increase in the effectiveness of training than when using one, even the most advanced



approach. The concept of synergism accurately characterizes both the state of society as a whole and the current situation in education.

Understanding the principle of synergism provides an interpretation of the processes that occur during the transition of higher education to a qualitatively new state by tracking the stages of formation, the interaction of some structures and ideas with others. V.P. Bepalko notes that the creation of a learning environment at a university will be more efficient there, where “the initial variety of forms and methods is supported”, and in this case, “opportunities are created to change goals and perform various actions to achieve results”. Such a synthesis makes it possible to adjust the learning objectives as a response to a social order, and methods as a way to achieve the goal due to the combined (synergetic) effect of self- development, self-organization of participants in the educational process.

A high level of professional training is an urgent task of modern higher education. One of the aspects of this problem is the formation of the readiness of the future teacher to solve professional problems, which is a key component of professional tasks. The common structure of the links between the educational and professional activities of undergraduates contributes to the differentiation of these types of activities. The content of educational and professional activities differ. A characteristic of professional activity is labor activity aimed at the production of spiritual or material values. Educational activity is aimed at the formation of cognitive qualities and motivation to receive information as a sign system. Currently, the education system often uses an integrated approach for teaching various subjects. E.Yu. Sukharevskaya defines integration as submission to the unified goal of upbringing and training of the same parts and elements of content, methods and forms within the educational system at a certain level of education (preschool, primary, secondary, senior) [5].



In modern education, an integrated approach continues to evolve. We believe that the application of this approach is most appropriate when studying various subjects, especially foreign languages. V.A. Shershneva writes that the exercises offered in textbooks should have real practical value, which allows them to look informal and arouse interest among students using a computer, practical tasks are solved, and lexical-phonetic exercises are performed. Performing exercises using technical means allows us to strengthen the practical orientation of both a foreign language subject and an informatics subject. It should be noted that integrative approaches reflect modern research methods in these branches of scientific knowledge and contribute to the sustained interest of students in the subjects studied [7]. The integrative approach was reflected in the works of M.A. Cold, where the integration process is characterized as a state of connectedness of differentiated elements, as well as a process leading to such a state. M.A. Cold defines integration as the organization and ordering of individual learning elements in an integrated education system, which leads to the emergence of qualitatively new properties, to the emergence of qualitatively new properties in the student. [7] The integrative approach is actively used at the second stage of higher education - the magistracy. Using this approach leads to the active formation of professional qualities among undergraduates. In his research, V.V. Levchenko [4] notes the importance of the foreign language itself for integration processes in the educational process as a whole, since in the presence of different cultures and different languages, communication is complicated by ignorance of foreign languages.

The knowledge of the external world and its integrity can flow through the study of a foreign language as a basis for pedagogical integration, where the general cultural meaning of special scientific pictures of the world and the possibility of their understanding by researchers working in various sciences are the conditions for their synthesis into an integrated general scientific picture of the



world. Modern higher education is constantly being improved along the path of integration and inter-subject communications are becoming relevant.

The essence of integration is manifested in the construction of an inextricably linked creation of a single whole. In the learning process, integration is carried out by summing up the foundations of the sciences. Also, the integrative process is manifested when merging in one course study subjects and revealing complex topics. Most linguists agree that integrated courses have obvious advantages. An undeniable advantage is the fact that undergraduates receive knowledge in several subjects in a complex, not only in English. Based on existing experience in other activities, integrated training forms new knowledge, skills, expanding the content, means and methods of training. At the same time, it becomes possible to individualize training. The inclusion of integrated classes in the educational process contributes to its effectiveness, as it activates the undergraduate, encourages to become independent in mastering the English language, deepens and expands the interest in knowledge. At the same time, integrated courses have a positive effect on motivation to the cognitive interest of undergraduates in studying the subject. The use of integrated courses in the study of a foreign language leads to the formation of readiness for professional activity in the context of integration processes in the economic, social and political spheres of life. With the introduction of integrated courses, speech and communication skills of undergraduates develop, as well as memory, attention, thinking, imagination. [6] When conducting integrated classes in English, you can create a basis for the further formation of the lexical and grammatical base, pronunciation and intonation skills. Integrated English language courses form a communicative - cognitive motive that contributes to the formation of professional competence and successful professional activity. All its aspects are subject to communicative goals.



The main goal is to teach a foreign language as a means of communication. When embarking on the development of various kinds of integrated courses, it is necessary to have a clear idea of the structure of the proposed educational activity, educational trajectory; determine the general system of interdisciplinary concepts, develop the main stages of activity. This process involves the construction of a holistic model and strategy of the educational process, as well as a systematic analysis of activities. Among the educational tasks, it is worth highlighting the selection of material, specific sections and topics, the establishment of interdisciplinary ties that represent the possibility of implementing the principles of integration in training.

An integrated English course promotes the acquisition of theoretical knowledge and their practical implementation in the process of professional activity of a graduate student. In integrated courses, English is a means of acquiring knowledge in other disciplines. The integration of training creates a unified system of knowledge and skills, which helps to form professional competence among undergraduates. Integrated classes allow you to teach undergraduates communicative functions within the framework of a speech act, without interrupting reality, which allows you to use daily situations to express or request various information.

A feature of the foreign language component of the undergraduate training program in terms of integration is the introduction of special vocabulary, consideration of the features of reading and writing scientific texts, solving educational problems, and discussing issues of professional problems. Integrative training is carried out in the context of active professional communication on topics devoted to undergraduate research.

The integration of the foreign language component into the professional activities of the undergraduate contributes to the activation of latent lexical



knowledge and motivation for further improvement. But often the vocabulary acquired in foreign language courses is unclaimed by undergraduates in their professional activities due to the non-adaptation and disconnection of courses with professional competence. To solve this problem, it is necessary to integrate scientific knowledge in the professional field with the foreign language component of the course, by introducing foreign language vocabulary and professionally relevant information into the learning process in direct connection with public knowledge in the field of professional activity.

Recently, more and more scientists are inclined to believe that it is necessary to develop models of foreign language education for undergraduates of non-linguistic universities. As practice shows, the development of a learning model should be based on the real needs of higher education graduates and satisfy the social order of society. The development of mankind has led to an increase in the volume of scientific knowledge. An increase in the volume of scientific knowledge has led to a complication of the structure of various disciplines and duplication of the content of education. As a result, the further development of scientific knowledge, its study (education) and use is slowed down, although there is a need for universal specialists and, accordingly, for universal knowledge. Currently, using the integrative approach, the problem of the interaction of related disciplines is being solved. This is what determines the use of an integrative approach in the study of foreign languages.

Summarizing the above, we believe that the methods and approaches analyzed will allow us to effectively solve the tasks set by society in front of a foreign language education, the main provisions of which are that the student recognizes the integrated language learning, but also enrich, accumulate, contributing to its forward movement.

The analysis of the evolution of the methodology of teaching foreign languages, depending on the changing objective demonstrates the need to apply the productive provisions of the above methods and approaches within the framework of a unified concept of teaching foreign languages based on cognitive linguistics, communicative and personally oriented paradigm shift.

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