



IMPROVING INTEGRATIVE SKILLS IN TEACHING FOREIGN LANGUAGES

Niyazova Nozima Ilkhom kizi

TSUE, Senior teacher of

“Teaching Foreign languages” department

Abstract: Integrative skills in foreign language teaching refer to the simultaneous use of various language skills, including listening, speaking, reading, and writing, to promote a more holistic and communicative approach to language learning. This article explores strategies and methodologies for improving integrative skills in the foreign language classroom, emphasizing the importance of a balanced skill development approach and the role of real-life communicative contexts.

Keywords: integrative skills, language teaching, listening, speaking, reading, writing, communicative approach, foreign languages

Introduction: In traditional language instruction, listening, speaking, reading and writing are often taught as separate skills. However, research has shown that language learners benefit more when these skills are integrated and practiced together in real-world contexts. Integrative skills refer to the process of combining these distinct skills to help learners use the language in more natural and meaningful ways. This approach not only reflects how language is used in daily life but also fosters a deeper understanding of the language, promoting fluency and practical communication ability.

D.Larsen-Freeman supports the idea of integrating skills in language teaching. She believes that language is best learned through a dynamic, interconnected process, where boundaries between skills like listening, speaking, reading and writing are fluid. She explains that the development of language skills should not be separated, as language use in real life is inherently integrative. Larsen-Freeman advocates for an approach that reflects the complex and dynamic nature of language acquisition, where skills are interwoven and practiced in context.

J.Scrivener, a well-known language teaching expert, emphasizes the importance of combining skills for effective language learning. He advocates for activities in the classroom that require learners to use multiple skills simultaneously, such as speaking while listening, reading and writing in relation to real-life contexts. Scrivener stresses that by integrating skills, learners not only improve their fluency but also gain a deeper understanding of how language works in practical situations.

Z.Dörnyei, a leading researcher on motivation in language learning, highlights that integrating skills increases student motivation. He suggests that when learners are able to use language in authentic tasks that require them to combine listening, speaking, reading, and writing, they see the practical value of their learning. This integration not only boosts students' confidence in their abilities but also provides a sense of accomplishment, which further enhances motivation. Dörnyei stresses that an integrated skills approach can lead to more engaging and effective language learning experiences.

Language learners often struggle when forced to use a single skill in isolation. For example, reading comprehension exercises may not prepare students to effectively communicate what they have read in a spoken or written form. Similarly, while listening exercises improve understanding, they may not build the ability to engage in a conversation or produce original spoken content. Integrating skills encourage learners to process information in a way that mirrors

authentic communication. Integrative skills are essential because they:

1. Reflect real-life language use, where communication often requires the combination of several skills simultaneously.
2. Support the development of fluency, as students practice switching between different skills in dynamic, real-world settings.
3. Enhance critical thinking and problem-solving abilities, as learners process language from multiple perspectives (auditory, visual, and kinesthetic).

Strategies for Improving Integrative Skills: 1. Task-Based Learning: Task-based learning (TBL) focuses on using language as a tool to complete meaningful tasks. In TBL, learners are given a real-life task, such as planning a trip, conducting an interview, or creating a project, that requires the use of all four skills. This method encourages learners to use their listening, speaking, reading, and writing abilities in a practical, communicative setting. For example, students may read a travel guide (reading), listen to information about destinations (listening), discuss travel plans in pairs (speaking), and then write a travel itinerary (writing).

2. Content and Language Integrated Learning (CLIL): CLIL is a method where subjects such as history, science, or geography are taught in the target language. This approach integrates language learning with subject content, encouraging learners to use their language skills while acquiring knowledge in other areas. In a CLIL setting, students practice integrative skills by listening to lectures, reading texts, discussing concepts and writing reports in the foreign language, all within a subject context. This method not only promotes language acquisition but also helps students use the language in meaningful, subject-specific ways.

3. Authentic Materials and Media: Using authentic materials such as newspapers, podcasts, videos, songs, and radio broadcasts helps integrate skills by exposing learners to real-world language. For example, students can listen to a podcast (listening), summarize the key points (writing), discuss their opinions on the topic (speaking), and read related articles (reading). By using authentic materials, students learn to navigate the language as it is used by native speakers in everyday contexts, improving both their comprehension and production abilities.

Group work, pair work and collaborative projects foster an environment where students must integrate their language skills to complete a task. For example, in a collaborative writing project, students might research a topic together (reading), discuss it (speaking), summarize key points (writing), and present their findings (speaking). These types of activities promote interaction and provide opportunities for learners to practice using their language skills in a supportive, social context.

Providing integrated feedback involves correcting and guiding students on their performance across all language skills, rather than focusing solely on one skill at a time. For example, if a student gives a presentation (speaking), a teacher might provide feedback not only on their speaking performance but also on their reading comprehension (if they referenced written materials), writing (if they prepared notes or slides), and listening skills (if they engaged with other participants during a discussion). This holistic approach encourages students to see their learning as interconnected and fosters a more complete understanding of language use. While integrating skills offers significant benefits, there are challenges in its implementation:

Time constraints: Integrating all four language skills in every lesson requires more time and resources. Teachers may face difficulties in balancing the integration of skills with other aspects of language learning, such as grammar instruction.

Student proficiency levels: Some students may struggle to engage in integrated tasks, especially if they are beginners or intermediate learners. Teachers must adjust activities and tasks to accommodate different proficiency levels, ensuring that tasks are not too overwhelming.

Assessment: Traditional assessment methods often focus on separate skills, making it difficult to evaluate integrative skills effectively. Teachers may need to develop new assessment strategies that account for how students use language in a more interconnected manner.

Integrative skills are essential for effective language learning, as they reflect real-life communication and enhance students' ability to use language in practical, meaningful contexts.

By implementing task-based learning, content-based instruction, authentic materials, and interactive activities, teachers can help students develop their listening, speaking, reading, and writing skills in an integrated way. Although challenges exist, the benefits of improving integrative skills in language education are immense, contributing to more fluent, confident, and communicative language users.

Used literatures;

1. Nunan, D. *Task-based Language Teaching*. Cambridge: Cambridge University Press. 1st Edition. 2004, 230 pp;
2. Canale, M., & Swain, M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1980, 1-47.
3. Larsen-Freeman, D. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. 2000, 318 pp
4. Scrivener, J. *Learning Teaching: The Essential Guide to English Language Teaching*. Macmillan Education. 2011, 3rd Edition, 392pp;
5. Dörnyei, Z. *The Psychology of Second Language Acquisition*. Oxford University Press. 2009, 336 pp;
6. Richard-Amato, P.A. *Making it Happen: From Interactive to Participatory Teaching*. White Plains, NY: Pearson Education. 2003, 2nd Edition, 384 pp