MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL

INTEGRATED APPROACHES TO TEACHING LANGUAGES

Kamola Jonuzokova
Jizzakh State Pedagogical University
Jizzakh, Uzbekistan
E-mail: jonuzokova@mail.ru

ABOUT ARTICLE

Abstract: This article discusses the process of teaching a foreign language by an integrative approach. An integrative approach to the process of learning a foreign language is considered as a set of circumstances and internal, leading to an increase in the quality of education. The article also considers the material of fairy tale texts as a valuable resource in the study of foreign languages, in particular English. Fairy tales are a fertile source of early foreign language education. They clearly express the identity of the people, their culture, customs, moral principles, features of national life and way of life. At the same time, the fairy tales of the English-speaking countries, along with their cultural diversity, reflect universal human values that are instilled in children from an early age. Examples of possible methods of using fairy tales in the article are given to increase the motivation of students in teaching communicative skills.

INTRODUCTION

The current research work is a study whose aim was to observe emerging behaviors of foreign language literacy in a foreign language in a preschool setting. Therefore, we set about developing and implementing an integrated approach to teaching English, using a methodology inspired by the action-research paradigm understood here as an opportunity for pedagogical innovation and teacher training. The study was launched concurrently in elementary schools, with the main goal of comparing the attitudes of older students in regards to their foreign language literacy behavior. The data collected through lesson observation and audio recordings are further transcribed, research diaries, questionnaires, portfolios and semi-structured interviews of specialists in foreign and second

language pedagogy. The accepted procedure for analyzing the corpus was the application of content analyzes methods.

The results demonstrate the value of playful integrated approaches in enhancing reading and writing emerging behaviors, thereby stimulating preschool children's intrinsic motivation in learning the target language and culture. Thus, the observed emerging reading and writing behaviors allow us to establish an analogy with bilingual children, given that in the process of learning a foreign language, they develop at the same time their mental flexibility as well as self-regulating behaviors in several areas of knowledge.

MATERIALS AND METHODS

At present, the development of national education is characterized by a variety of innovative schools. One of the areas in student-centered learning, along with differentiated instruction and variable organization of the educational process, is the construction of the learning process on an integrative basis. Integrative educational activities are a specific type of educational work, during which some integrative tasks in the field of educational theory and practice are updated [1].

Integrated didactic approaches aim to help students make connections between the limited number of languages that are studied as part of the school curriculum. Integrated didactics work on a central principle that advocates pluralistic approaches by capitalizing on what is already known in order to gain access to what is less known: the language of instruction to access the first foreign language, which can then be used as a springboard for facilitation.

Acquisition of a second foreign language, etc., bearing in mind that mutual support between languages goes both ways. This approach does not neglect, either, the students' home languages, especially when they are explicitly taught. Therefore it is possible to have two (or even three or four) languages that are being "solved" at the same time.

Thus, the main implications of this study indicate the possibility of giving the right to preschool children to the education of foreign languages, during this period is understood as unique in preventing reading and withering failure in learning a foreign language. Thus, preschool education can be considered as a foundation stage in the children's language future, in the perspective of lifelong education.

This was the approach supported as early as the early 1980s in the work of E. Rule. This is also the direction taken by numerous projects investigating the idea of German after English when they learned as foreign languages (cf. studies concerning tertiary language learning). Other studies examine ways of linking the language of instruction and other languages being taught in an integrated perspective. It is also present in some approaches to bilingual education that seek to make learners identify similarities and differences between languages used in instruction, regardless of the subject being studied.

RESULTS AND DISCUSSION

The idea of integrating foreign language lessons is very relevant.

Firstly, because one of the traditional as well as modern problems of education is in the perception of students a holistic picture of the world, while at present the learning process is built mainly on a topic that is not a holistic basis. Therefore, it is necessary to find ways to limit the construction of teaching to only one subject in order to move integrated learning [2].

Secondly, modem education is defined as the process of becoming the whole person, and that is why the search for such important educational models that would ensure the full development of the individual and self-development.

Thirdly, the construction of an integrated educational process covers much more technological possibilities. In the context of convergence and merging of different qualities of knowledge, ways of life, ways of thinking, etc. And these parameters are inherent in the integrative learning process easier to create, for example, a problem situation or emotional relationships in the classroom, to provide mutual learning immersion exercises i.e. use proven training modem

technologies.

As for teaching English at the basic level, it is advisable to single out M.N. Ryskulov interdisciplinary (interdisciplinary communication) and internal disciplinary methods of integration (forms and means of teaching) integration. Interdisciplinary integration based on the implementation of the integration of communities of structural elements of the content of education, as well as the commonality of concepts, ideas and concepts in the representation of individual sections of the curriculum. The best ideas, concepts provide material for studying internal unity, the function of backbone connections in the content of school subjects, they are a kind of core around which concentration and unification of this educational material takes place. To carry out such a level of integration of the content of academic disciplines, it is necessary to highlight a part of the differentiated (basic, inherent only in this issue), and integrated, which can become a structural element and other elements (for example, the study of history, ecology, geography, etc. English lessons language). The integration of content at this level avoids duplication in the presentation of the material of a number of subjects, allows a more concentrated study of many issues and topics.

As for English lessons, we can talk about two levels of integration. The first refers to a large number of studied program topics related to other objects (social research. History, world art culture, literature, ecology, geography, etc.). In addition, it is a development of common universal lessons that combine the content of these elements. For example, topics such as "youth issues" in the UK. The USA and Uzbekistan can become the basis for the development of an integrative cycle of English lessons for students along with social science. The topics "Countries of the World and Nationalities", "Natural Disasters" are the basis of the integration cycle of English lessons for students in grades 7-

8 in combination with geography. The current topic "Protection of the environment" should be integrated with the lessons on ecology.

Thus, integrated lessons will help form a more holistic picture of students in the world, in which it will perform a certain function of a foreign language - to serve as a means of learning and communication. These lessons contribute to the broad and holistic development of children through educational associations, educational and developmental opportunities of various subjects: in addition, integrated lessons, expand the content of the foreign language teaching plan and lead to the formation and development of children's broader interests, their inclinations and abilities for various activities [3]. Finally, these lessons create conditions for the motivated practical application of foreign language knowledge, skills and give children the opportunity to see the results of their work, to get joy and satisfaction from it. Practice shows that the interest of students in learning a foreign language has decreased since the year of study. If at the initial stage, students show great interest in the study of this subject, due to the novelty and specificity of this educational stage, this is already at the required level of secondary additional search motivation. Decreased interest among students caused specific age and socially determined individual characteristics of students. In addition, it was at this time that the levels of students' learning, their individual abilities to overcome difficulties, began to be clearly defined in their study, interfering with the influence of their native language. She believes that one of the reasons for the loss of interest of most students in this topic is the lack of natural needs and the real possibility of its application. The use of various integration courses can solve this problem to some extent.

Among the problems theoretically and experimentally solved by the method of foreign languages, communicative competence and ways to achieve it are one of the most relevant. Modern interpretations of communicative competence in the field of teaching foreign languages go back to the definition of the American Scientist D. Himes, according to which, "communicative competence is what the speaker needs to know in order to communicate in culturally significant circumstances." It is very difficult to master communicative competence in English without being in the country of the language being studied [2, 90].

Therefore, an important task of the teacher is to create real and imaginary situations of communication in a foreign language lesson, using various methods and techniques for this (role-playing games, discussions, creative projects, etc.) [6,76].

No less important is the task of familiarizing students with the cultural values of the people - the native speaker. For this purpose, the text and illustrations to it are of great importance. The undoubted advantage of modern English textbooks for educational establishments is the saturation of their country-specific information. A significant place among the texts is occupied by such types as letters, advertisements, signs, questionnaires, menus. All facts and phenomena, all information about

different areas of reality in English-speaking countries were selected taking into account the age of the students and their interests. Mastering this material will allow students to better navigate in the country of the language being studied in case of a real visit to it.

Along with this, it is important to give students a visual representation of the life, traditions, and linguistic realities of English-speaking countries. Fairy tales can serve this purpose, the use of which contributes to the implementation of the most important requirement of the communicative methodology "... to present the process of language acquisition as comprehension of living foreign language reality..." [10, 146].

Moreover, the use of fairy tales in the classroom contributes to the individualization of learning and the development of motivation for the speech activity of students. When using fairy tales in foreign language lessons, two types of motivation develop: self-motivation, when the fairy tale is interesting in itself, and motivation, which is achieved by showing the student that he can understand the language he is learning. This brings satisfaction and gives confidence in their strength and desire for further improvement.

It is necessary to strive to ensure that students get satisfaction from the fairy tale precisely through understanding the language, and not only through an interesting and entertaining plot [5, 23].

Another advantage of the fairy tale is the power of impression and emotional impact on students. Therefore, the main attention should be directed to the formation of students' personal attitude to what they read. Successful achievement of such a goal is possible only, firstly, with systematic reading, and secondly, with methodically organized reading.

The effectiveness of using a fairy tale in teaching speech depends not only on the exact definition of its place in the learning system, but also on how rationally the structure of the lesson is organized, how the learning opportunities of the fairy tale are coordinated with the learning objectives.

In the structure of the lesson for teaching oral speech, four stages can be distinguished:

1) preparatory - the stage of preliminary removal of linguistic and linguistic and cultural difficulties;

2) the perception of a fairy tale during the initial reading - the development of skills for the perception of information;

3) control of understanding of the main content;

4) development of language skills and oral speech skills.

The fourth stage may be preceded by a second reading.

As an example, we give a possible version of working with a fairy tale

1. Preparatory work.

Students are given the title of the story and asked to guess what the movie will be about. Then new vocabulary is introduced, which is necessary for understanding the fairy tale and intended for active possession. New vocabulary is introduced before reading each act.

Particular attention is paid to phraseological units:

Regional commentary is being carried out

2. *Perception of a fairy tale (in parts). Before reading each part (act), students receive an installation.*

-Who is the main character

-How do we feel about it?

-What did he do

3. *Check understanding of the main content.*

First, students answer questions posed to the teacher before reading.

Then you can use exercises like "Choose the correct answer", "Put the sentences in a logical sequence", etc...

4. Development of skills and abilities of oral speech.

Communicative speaking can be stimulated through various tasks.

-describe the main character

- act out dialogues between characters

- comment on the behavior of the hero

-what idioms will we use when describing the hero

The characters in fairy tales are endowed with a certain character, they act in specific conditions. The absence of redundant information makes it possible to unambiguously semantize the linguistic material with an image-drawing. This is one of the advantages of a fairy tale over a complex literary work. Psychologists have found that caricatures that exaggerate various features of an object are recognized much faster than photographs of the same object. This is because there are too many details, too much information in the photographs [4, 79].

A fairy tale makes it possible to easily penetrate the essence of real things and phenomena and convey information to students in a simple visual form.

In fairy-tale dialogues, the necessary repetition of linguistic material is ensured, which is achieved by the plot construction of a fairy tale.

Recreation of typical situations of communication ("Acquaintance", "Away", "Going in for sports, etc.) allows you to stimulate the speech activity of students, their communicative activity.

The undoubted advantages of fairy tales are their:

1) authenticity;

2) informative saturation;

3) concentration of language means;

4) emotional impact on trainees, etc.

The effectiveness of the use of fairy tales depends on the rational organization of classes.

The structure of the lesson can be divided into the following stages:

1. *Preliminary work, including a linguistic and regional commentary, an orientation towards understanding.* For example, before reading the fairy tale "The Jungle Book", students are given brief information about R. Kipling and his work.

2. *Reading a fairy tale.*

3. *Checking understanding of the content through questions.*

4. *Activation of language material with the help of tasks.*

a) Dividing the tale into main episodes

b) Work on episodes with the task to repeat the lines of the characters.

c) Determining to whom the remarks uttered by the teacher belong and to which episode they refer.

d) Role-playing game: distribution of roles, reading for the purpose of pronouncing replicas. Dramatization of dialogues and individual scenes.

5. *Retelling the content in oral and written form.*

Exercises after reading are designed not only to consolidate, but also to expand the material. The final part of the task should be the speech activity of students, when all students become participants in verbal communication during a role-playing game. Therefore, the most complete understanding of the tale is necessary.

Based on the foregoing, it is worth concluding that fairy tales are a great and valuable resource in the study of foreign languages. They are fun, engaging and concise. With their help, students learn aspects of grammar, new vocabulary, morality. Fairy tales create motivation for learning and make language classes more interesting.

CONCLUSION

In addition to all this, the creation of integrated lessons to some extent solves the problem of developing and implementing methods of accelerated learning and professional training, which is important in today's conditions, when humanity is looking for ways to shorten the learning process [4].

As for the second type of techniques and methods of teaching integration. In particular, this applies to computers and the Internet used in the educational process, which have truly unlimited possibilities for integrating all components of the educational process. One of the effective ways of integration in the modern educational process should recognize multimedia technologies, namely electronic media, CD and video information that allows you to return, pause to connect information

to new channels of material perception. Practice shows that informative technologies in teaching English have a number of advantages over others, allowing you to enjoy authentic texts, develop reading speed when performing tests, increase motivation for language learning, literacy and develop regional geographical erudition through acquaintance with a large number of videos and audio material.

The second aspect of interdisciplinary integration is mainly carried out at the level of content, and the level of techniques, methods and forms of education. Among the various innovative forms and methods of conducting classes in English, as practice shows, the most effective is the technology of joint learning in combination with the method of mini-projects. The integration of these methods of educational activity can not only achieve success in optimal assimilation of the material, but also create conditions for the speech activity of each student. Limited time learning session does not allow the quality of the project as a whole in the classroom, use as part of the integration of mini-projects allows us to summarize the learned material and discuss it until the end of the class. Effective and appropriate teaching of students in English seems to be an integration of critical thinking technology and traditional communicative methodology.

REFERENCES:

[1]. Danilyuk A. Ya. "Theoretical and methodological foundations of integration in education." Rostov-on-Don, 1997.

[2]. Zagornaya L. P. "On the development of an integrated course "Foreign Language artistic development"//Foreign languages at school, 1992, No. 3–4.

[3]. Pulbere A., Gukalenko O., Ustimenko S. "Integrated technologies

gii "// Higher education in Russia, 2004. - No. 1.

[4]. Rachenko I. P. "Integrative Pedagogy". http://bspu.ab.ru

[5]. Ashliman D.L. Folklore and fairy tales. Greenwood Press, 2004.89 p.

[6]. Aryioki K. Methods of activating young students in English classes // Early teaching of the English language: theory and practice. - St. Petersburg: 2004. - P. 90-95

[7]. Gudkova L.M. Poems and fairy tales in English lessons in elementary school. - M.: 2005. - P. 8-85.

[8]. Kolesnikova I.L., Dolgina O.A. English-Russian terminological reference book on the methodology of teaching foreign languages. - St. Petersburg: 2001. - P. 77-127.

[9]. Lyubchenko A.S. Non-standard English lessons at school. - Rostov-on-Don: 2007. - P. 23-64.

[10]. Malkina N.A. Foreign Language Development Environment and Its Characteristics // Early English Language Teaching: Theory and Practice. - St. Petersburg: 2004. - P. 76

[11]. Sedelnikova L.M., Ziman L.Ya. English Literary Tale: Textbook. - M.: 2009. - P. 18-76

[12]. Sharipov, Shavkat (2020) "Symbiosis of civilizations as an important factor in the formation and development of scientific thinking in Uzbekistan," *Mental Enlightenment Scientific-Methodological Journal*: Vol. 2020:Iss.1,Article33.Availableat: https://uzjournals.edu.uz/tziuj/vol2020/iss1/33

[13]. Sharipov, Shavkat and Rakhmonova, Gulrukh (2021) "Successive Development of the Creative Person in the Continuous Education," Mental Enlightenment Scientific-Methodological Journal: Vol. 2021 : Iss. 4 , Article 1. Available at: https://uzjournals.edu.uz/tziuj/vol2021/iss4/1

[14]. JABBAROVA, A. The Importance of Using Advanced Pedagogical Technologies in Teaching the Social Sciences. PROCEEDINGS E-BOOK, 40.

[15]. Anora, J. (2020). Methodology And Methods Of Cultural Linguistics. In International Engineering Journal For Research & Development, 5 (CONGRESS) (pp. 3-3).