

## **INTEGRATED APPROACH IN TEACHING FOREIGN LANGUAGES IN TECHNICAL HIGHER EDUCATIONAL INSTITUTIONS**

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### **Abstract**

The article under discussion reveals integrated approach in teaching foreign languages in technical higher educational institutions. The author of the article considers that the use of integrated approach in teaching process leads to increased motivation for learning general subjects and a foreign language itself, and to the formation of readiness for professional activity in the context of integration processes in the economic, social and political spheres of life.

**Keywords:** vocational education, requirements, teachers, students, teaching methods, teaching methods and technologies, integration, educational process.

### **Introduction**

The modern system of vocational education and training requires constant updating and improvement, as the requirements for education are changing annually, technical means in the field of education are developing and new, modern means and technologies of education are appearing. In connection with these changes, approaches to teaching methods and technologies are also changing, and requirements for both teachers and students in terms of improving general and professional knowledge are increasing. This means that a modern teacher should be in constant search for new knowledge, use modern teaching methods and technologies and skillfully apply new technical means to enhance students' knowledge.

### **Main part**

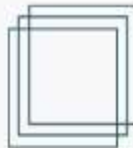
The article under discussion is devoted to methods and technologies of integrated classes, implementation of the principles of integrated method of teaching a foreign language (English) to the students of technical higher educational institutions

The concept of "integration", in its general meaning coinciding with the concept of "integrativity", means the process of combining individual parts into a single whole, which is subject to the laws of the relationship between the whole and its parts. The closest characteristics of integrativity may be integrity and mutual influence, and the property of integration is the principle of system formation [5].

The Dictionary of Linguistic Terms defines "integration" as bringing languages closer to each other, leveling out their differences in the process of unification into one language [9].

The word "integrated" in a New Glossary of Methodological Terms and Concepts (from Latin integer - whole) is defined as teaching that denies the division of knowledge into separate disciplines and is associated with a holistic perception of the surrounding world [7].

Scientists state that the term "integrative" is in close proximity to its synonym "wholeness", stressing the interest not in the external manifestation of wholeness, but



in the more powerful reasons for the presence of this property. Integrative factors that preserve consistency are referred to as system-forming factors, the most important of which are heterogeneity and contradictory elements [8].

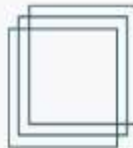
Thus, "integration" is the process of combining the parts in science and the emergence of new concepts as a result of this process. If we apply the notion of "integration" to the subject of "a foreign language", we can say that in the classes of this discipline when applying the integrative approach, we can widely use examples from other fields of knowledge, other academic subjects. These can be extracts from history and literature texts, mathematical tasks, the use of maps, audio and video materials, etc. The examples used can not only arouse and maintain students' interest, but also have a positive impact on their outlook and motivation, increase their cognitive activity, contributing to the improvement of their knowledge and skills. The nature of integration is an object of consideration for many researchers. For example, V.A. Ergelhardt has defined three steps in integrating parts and a whole: a) a system of connections and relations between parts; b) when parts lose their initial identification qualities when they become part of a whole; c) new properties emerge in the integrating whole. Speaking about integration in the educational process, one cannot ignore the works of Y.A. Shrader who examines the nature of interrelation of social and natural sciences, where the main thing, in his opinion, is not cooperation of independent partners, but mutual "sprouting" [5].

It is known that integrative processes in modern education imply the universalization of functions of each of its spheres, their systemic development, harmonization of relations between them. Each subsystem of the modern educational paradigm should thus increase the level of system integrity, which, in its turn, will lead to the formation of a global holistic system.

The study of a foreign language subject, especially English, as well as other academic subjects in non-linguistic (technical) specialities, has its own specific aims and objectives. Without setting these goals and objectives, learning a given subject in these specialities cannot be incomplete.

In technical higher educational institutions, however, the aim of teaching a foreign (English) language has its own specifics: the main aim is to develop foreign language communicative competence and professional competence, involving the ability of the learner to organize their foreign language activities adequately to the situations of professional communication [8].

In accordance with the principle of communicative orientation, foreign language teaching is structured in such a way as to involve students in oral and written communication. In order to make such communication possible, a conducive environment is created in practical classes and extracurricular activities, such as classes of the Student English Communication Club, educational material is carefully selected and organized, possible situations and work techniques are thought through to stimulate communication. The learning tools always include authentic video, audio or printed material, and the tasks for the texts to be listened to or read are mainly communicative in nature, setting a communicative goal. Media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos [1].



Thus, students' attention is focused not on the form of a statement, its lexical and grammatical content, but on the content, which, with little or no teacher intervention or supervision, ensures successful communication.

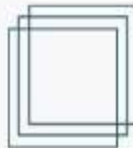
Due to the existence of specific requirements for practical mastery of each type of speech activity in foreign language classes a certain distinction is made in teaching listening, reading and writing (differentiated approach), which is expressed in the selection of special exercises contributing to the formation and development of the required skills and abilities, appropriate training tools and is considered when drawing up tasks of current and final control.

Besides in the process of forming communicative competence in teaching various types of speech activity not only differentiated but also integrated approach is implemented: if any particular task or practical lesson in general is focused on a certain type of speech activity, a series of other tasks or lessons that are coming out to all its other types inevitably follows from them. In some cases, it is more appropriate to start with listening or reading instead of speaking, to learn language material or to introduce a new topic of conversation. The choice of receptive or productive types of speech activity is determined by the conditions under which one or another approach can ensure the greatest effectiveness and quality of teaching.

The main methods of teacher's work in a foreign language classroom should include familiarization, practice and application, as well as control accompanying each main technological operation, including correction and evaluation. Familiarization with teaching material may include the following methodological techniques:

- direct demonstration of an object or action, facial expressions, gestures;
- presentation of illustrative material (a drawing on the blackboard, object cards, illustrations from books and magazines, an image on a computer screen, etc.);
- explaining (using different visual aids as well);
- using situational context to clarify the meaning of a word, phrase or grammatical structure;
- translation into the native language with prior examples of the use of a word, phrase or structure in a foreign language;
- linguistic guessing with the help of linguistic knowledge students already have (dictionary definitions, synonymic/antonymic phrases, word formation, etc.) or similarities with their native language;
- extraction of information as a result of solving a problem situation followed by formulation of a rule by students.

The aim of the training is to provide repeated perception and reproduction of all possible actions and operations on the learning material in learning situations created for this purpose in order to build the necessary language and speech skills and to develop automaticity in their use. Students do exercises that allow them to focus on the language units they are learning (their sound, spelling, meaning and use), memorize them and then reproduce them in speech and writing. The key word in this system is the transfer of knowledge, i.e. the movement from top to bottom, from teacher to learner [2].



Intensive training in listening, pronunciation, reading, writing is done to the extent necessary to develop the skill and can be provided by the following exercises:

- differentiation, highlighting words, phrases, structures not similar to neighbouring ones;
- transformation;
- substitution;
- repeated assertion;
- rebuttal;
- interrogation;
- conclusion;
- repositioning;
- enlargement;
- compression;
- controlled dialogues, etc.

The writing process, in comparison to spoken interaction, imposes greater demands on the text, since written interaction lacks immediate feedback as a guide [3].

Since the training phase is a skill-building phase, the focus is on the correct use of the learning material by the students. In training a special role belongs to control, which is carried out either by direct observation of the students' performance of a training exercise (warning and correcting errors when they occur) or by delayed verbal or written verification. Most often the most cost-effective form of control is tests (printed or computer-based), which are compiled by the teacher, a methodological association of teachers or taken from external sources (test collections, specialized Internet sites, etc.). Such training creates the necessary conditions for applying the acquired knowledge and developed skills in communicative tasks, i.e. in communicating in a foreign language.

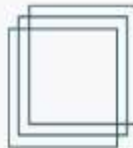
At the application stage, the focus is on the content of meaning and not so much on the correctness of the language forms as on the development of speech skills: listening comprehension, speaking, reading and writing. It is assessed how the student can practically use each of them. In other words, the emphasis is not on correctness, but on fluency.

Among the methodological techniques used in the application phase, functional communicative exercises and tasks aimed at social interaction should be distinguished. While the former aim at communicating only for the sake of obtaining missing information and stimulate only the use of the language stock needed to achieve this goal, the latter involve students in certain social relations and interactions. Consequently, all the diversity of language that is characteristic of its various forms of use in a social context and that corresponds to the main goal of learning to speak - oral fluency - is needed here.

Among the functional communicative exercises, the following are the most frequently used in the classroom:

- guessing games;





- identifying and restoring missing details in pictures, missing information in tables, texts in pair work;
- identifying identical pairs in small groups;
- identifying a picture (scheme, diagram, etc.) that a partner has (from a suggested set)
- sequencing of objects, pictures, events by one partner by communicating with another partner who has information about this sequence.

The most popular social activities with students are invariably simulations and role-plays, ratings as well as discussions and communicative games. Slightly less common are writing letters, articles, reviews, constructing stories, 'consensus building', coaching, and project work. The latter are more common in Communication Club sessions than in classroom sessions, as they are time-consuming.

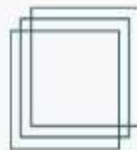
### **Conclusion**

Thus, the training of qualified specialists with knowledge of a foreign language and a broad worldview depends on the correct selection and organisation of each teaching material. When teaching a foreign language to students of technical higher educational institutions using the integrated method, the specifics of the method should be strictly taken into account.

The introduction of integrated courses in the practice of foreign language teaching promotes communicative and cognitive motivation, which feeds the interest in mastering a foreign language. The leading role here should be that of teaching a foreign language as a means of communication, all aspects of which should be subordinated to communicative objectives. There is a definite relationship between communicative skills and integration. Integration is both the basis for the formation of communicative skills and the result of the implementation of communicative skills and the result of the implementation of communicative activities.

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