

INTEGRATING LANGUAGE SKILLS LEARNING IN ENGLISH CLASSES

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Abstract

The article presents content and language integrated learning where subjects are taught through the medium of a foreign language. The author differentiates the aims of language learning and subject content learning. There are also two main types of assessment in project based learning. The article gives examples of tasks dealing with subject content in project based learning lesson. There are some recommendations in lesson planning. The author makes conclusion about language teacher's role and subject teacher's role in integrated learning.

Key words: PBL, integrated learning, foreign language, knowledge assessment.

The President of the Republic of Uzbekistan Shavkat Mirziyoyev said that "Uzbekistan should be competitive in the world in the field of science, intellectual potential, modern personnel, and high technologies."

Our Uzbekistan's Development Strategy for 2017-2021 has been adopted following public consultation in the improving the quality and effectiveness of higher education institutions through introduction of international standards of training and assessment of the quality of teaching, gradual increase in admission quota.

It is known that the new trend of teaching English as a foreign language is largely based on a communicative approach.

The main elements of the researching of integrating language skills through project based learning are contained in the works of Mahwah, Lawrence Erlbaum Associates Handbook of research in second language teaching and learning ,Nunan, D. in his Classroom research. The authors like E. Hinkel (Ed.) and Prabhu N.S. with "Second Language Pedagogy" are investigated in sour of the main topics. Richards, J.C. & Rodgers, T.S "Approaches and Methods in Language Teaching " advocate claim that this educational approach improves L1 and L2 development. Sheedlagh Deller and Christine Price in "Teaching Other Subjects Through English" promoted the learning of a more extensive and varied vocabulary.

The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest or merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people. This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms. Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages and backgrounds.

Even if it were possible to fully develop one or two skills in the absence of all the others, such an approach would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language. An extreme example is the grammar-translation method, which teaches students to analyze grammar and to translate (usually in writing) from one language to another. This method

restricts language learning to a very narrow, non-communicative range that does not prepare students to use the language in everyday life.

The current educational strategy in foreign languages in Uzbekistan requires an overall reconsideration of the attitude to teaching and learning English through implementation of new approaches aimed at developing socio-linguistic competence as an inalienable component of the FL teaching competence.

The integrating language skills competence allows the speakers to select the proper linguistic means expressions depending on the situation, communicative aim and intention of the speaker. It encompasses socio-cultural competence which provides the ability to identify the nationally specific features of the foreign language and culture, helps to properly understand and behave in dealing with the foreign language and its native speakers in various communicative discourses. Knowledge of the integrating language skills facilitates the development of intercultural awareness and helps to adapt to other cultures and traditions. Statistical indicators confirm that the modern world constantly speaks with metaphors including idioms. That is proved by their extensive use in oral or written communications. Consequently, nowadays, new epochal challenges and powerful cultural expansion raise the importance of learning foreign languages for communicative purposes. Language educators believe that the study of “integrating language skills” is of great importance in language teaching and learning, as language and culture are inseparable, and therefore culture must constitute a weighty component of the foreign language curriculum.

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