



THE USE OF AN INTEGRATED APPROACH TO TEACHING FOREIGN LANGUAGES

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Annotation. *The study examined integrated didactic strategies, integrated educational activities, and the integrative nature of learning. The native languages of the learners are also taken into consideration by this approach, especially when those languages are explicitly taught. As a result, it is possible to “track” two (or possibly three or four) languages at once. Today’s national education evolution is characterized by a wide range of innovative schools. One of the elements of student-centered learning, along with individualized instruction and flexible process organization, is the design of a learning process on an integrated basis. The benefits of using an integrated approach while teaching foreign languages are examined in this article. In a sense, this also opens the door for differentiated language instruction and better approaches to meeting the needs of the students. Nevertheless, it can be recommended that future studies go into additional specifics regarding the variety of situations and the effect that English instructors’ training and/or experience has on how they teach in a post-method age. Students are able to establish more solid linguistic foundations for quicker and more effective language learning thanks to English language instruction and the integration of ICT technology into the curriculum. The purpose of the current paper is to clarify the theoretical foundation for ICT integration into English teaching strategies. The advantages, characteristics, and instructional design of an integrated approach to language teaching are also highlighted.*

Key words: *transdisciplinary and internal disciplinary activities, methodology, intrinsic motivation, and integrated didactic techniques.*

The expansion of national education is currently distinguished by a diversity of innovative schools. One of the elements of student-centered learning, along with individualized instruction and flexible process organization, is developing a learning process on an integrated basis. A special sort of educational work, during which updated certain integrative duties in the field of educational theory and practice, is an example of a specific type of integrative educational activities. [1]

INTRODUCTION

A small number of subjects offered in the school curriculum are connected in a limited number of ways via integrated didactic techniques. Utilizing what is already known to gain access to what is less known is the central tenet of

pluralistic approaches, and it forms the foundation of integrated didactics. For example, using the language of instruction to gain access to the first foreign language can then be used as a launching pad to make learning a second foreign language easier, and so on. Always remember that languages may help each other out. When native languages are explicitly taught, this method does not disregard them. This makes it possible to “tack” on two (or even three or four) languages simultaneously

MATERIALS AND METHODS

In the present study, emergent foreign language in a preschool context is seen. Since we saw this as a chance for pedagogical innovation and teacher training, we set about devising and executing an integrated approach to teaching English using a methodology based on the action research paradigm. The primary objective of the study, which is concurrently taking place in elementary schools, is to compare older students’ perceptions toward their foreign language literacy efforts. Lesson observation, audio recordings that were later transcribed, research diaries, questionnaires, portfolios, and semi-structured interviews with specialists in foreign and second language instruction were all used to obtain data. In order to analyze the corpus, content analysis methods were applied.

Due to the fact that modern education is characterized as a comprehensive process, there is a quest for such fundamental educational models that would facilitate the full development of the self and of the personality.

Third, much more advanced technical skills are required for the creation of an integrated educational process. For example, the problematic situation or emotional attitudes in the classroom, to provide mutual learning exercise dive t.e., are inherent parameters that make integrative educational process easier to create in the context of convergence and fusion of different quality knowledge, ways of life, ways of thinking, etc. Use the most recent, effective educational tools

According to M.N. Ryskulova’s research, when teaching English at the basic level, it is best to allow time for both transdisciplinary and internal disciplinary integration. The integration of community structural components of educational material, as well as the generality of concepts, ideas, and concepts in the presentation of different curricular sections, underpins interdisciplinary integration. Top ideas, concepts, notions provide internal unity to the information being studied, serve as backbone linkages in school topic matter, and are a type of pivot around which there is a focus, the association of this educational material. To reach this degree of integration in academic discipline material, a portion of the differentiated (basic, inherent only in the topic) and integrated, which can become a structural element, and other items must be allocated. (for example, the study of history, ecology, geography and so on English lessons). Integration of the content at this level avoids duplication in presenting the material a number of subjects, allows a more concentrated study many topics and themes.

Regard to the lessons of the English language can speak of two levels of integration. The first relates to the large number of the studied program topics related to other objects (social studies, history world art culture, literature, ecology, geography, and others.) In addition, represents the development of common universal lessons that combine the contents of these items. For example, topics such as “youth problem” in the UK, the USA, and Uzbekistan can be the basis for the development of integrative cycle English classes for college students together with social science. Theme “Countries of the world and nationality”, and “Natural disasters” are the basis of integrative cycle English lessons for pupils of 7-8 classes in conjunction with geography. A current topic

“Protecting the environment “must be integrated with lessons on ecology. As a result, the integrated courses will assist build the students’ more holistic view of the world in which he will perform a foreign language unique function – serve as a medium of learning and communication. These lessons contribute to the broad and holistic development of children through educational associations, educational and developmental abilities of various subjects; additionally, integrated lessons extend meaningful plans of foreign language teaching and lead to the formation and development of the children’s broader interests, aptitude, and abilities to various activities [1]. Last but not least, these sessions set the stage for a practical application of information and abilities in a foreign language that is grounded in reason. They also provide kids the chance to see the fruits of their labor, which brings them delight and satisfaction. Practice demonstrates that after years of instruction, pupils’ motivation in studying a foreign language has decreased. The novelty and uniqueness of this training phase may have sparked students’ interest in the subject at an early stage, but by the secondary level, extra search incentive was needed. reduction of interest in pupils brought on by their particular age and socially influenced personal traits. Additionally, it was at this point that student learning levels, their particular capacities to overcome challenges in their studies, and the interfering impact of the native tongue started to be clearly recognized. The absence of natural needs and the likelihood of its application is thought to be one of the causes for the majority of students losing interest in this topic. Utilizing several integrative courses might help to tackle this issue to some level.

In addition to all of this, the development of integrated lessons partially resolves the issue of the development and application of techniques for accelerated education and training, which is significant in the current context in which humanity seeks to shorten the duration of the educational process [2]. When it comes to the second group of integration training approaches. This is especially true when employing computers and the internet, which have virtually limitless potential, to integrate all aspects of the educational process. One effective way to include multimedia technologies into the modern educational process is to recognize how they, like electronic media, CDs, and video

information, permit going back and pausing for information linking new channels of perception of the subject. When compared to other methods, using instructional technology to teach English has a number of benefits, including the ability to read real texts, faster reading speed on tests, higher motivation to learn the language, improved literacy, and the development of regional geographic erudition through exposure to a wealth of video and audio.

At the level of techniques, methods, and training formats, as well as at the content level, the second component of interdisciplinary integration is executed successfully. The most effective technology among the several cutting-edge formats and methods for teaching English, according to practice, is collaborative learning mixed with the mini-project method. The highest potential knowledge retention will be achieved by using these learning exercises, which will also encourage each student's own voice activity. Due to time limits, mini-projects are incorporated into training sessions, allowing us to generalize the information gained and have a conversation about it before lessons are through. Effective and appropriate training of students in the English language seems to be technology integration of critical thinking and the traditional communicative method.

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