

IMPROVING STUDENTS' LANGUAGE SKILLS THROUGH NEW INTEGRATED APPROACHES IN MODERN LANGUAGE TEACHING

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Annotation: The study refers to creative solutions for enhancing students' language skills by incorporating new pedagogies. Traditional methods fail to address differentiated learning needs and modern demands such as application in everyday life and fluency. The study proposes the use of technology-based learning, interdisciplinary pedagogy, and experiential training to create speaking, listening, reading, and writing abilities.

Keywords: language skills, integrated approaches, technology-enhanced learning, interdisciplinary methods, collaborative learning, fluency, student engagement, language acquisition.

Аннотация: Данное исследование рассматривает инновационные стратегии для улучшения языковых навыков студентов посредством интеграции современных подходов к обучению. Традиционные методы часто не удовлетворяют разнообразные потребности учащихся и современные требования, такие как беглость и практическое применение. Исследование предлагает сочетание технологий, междисциплинарных методов и совместных заданий для совершенствования навыков говорения, аудирования, чтения и письма.

Ключевые слова: языковые навыки, интегрированные подходы, технологии в обучении, междисциплинарные методы, совместное обучение, беглость, вовлеченность студентов, освоение языка.

Annotatsiya: Ushbu tadqiqot zamonaviy ta'lim usullarini integratsiyalash orqali talabalarning til ko'nikmalarini yaxshilash uchun innovatsion strategiyalarni o'rganadi. An'anaviy usullar ko'pincha turli xil o'quvchilar ehtiyojlari va zamonaviy talablarni, masalan, ravonlik va amaliy qo'llashni qondira olmaydi. Tadqiqot texnologiyaga asoslangan ta'lim, fanlararo usullar va hamkorlikdagi vazifalarni birlashtirishni taklif qiladi, bu esa gapirish, tinglash, o'qish va yozish ko'nikmalarini rivojlantiradi..

Kalit so'zlar: til ko'nikmalari, integratsiyalashgan yondashuvlar, texnologiyaga asoslangan ta'lim, fanlararo usullar, hamkorlikdagi ta'lim, ravonlik, talabalar qiziqishi, tilni o'zlashtirish.

Introduction. Language skills of speaking, listening, reading, and writing are vital to personal development, educational success, and global communication in an increasingly interconnected world. With further accelerating globalization, language skill, particularly second or foreign languages, is now a required skill for students progressing through school and work environments. Traditional grammar translation methods, derived from discredited pedagogic models, prize grammatical correctness above communicative competence, and ultimately leave students unready for use in natural contexts.[1;19]

This thesis would aim to investigate how the new holistic approaches could enhance language competence of the students more forcefully than traditional avenues.

Literature Review. The purpose of this review is to establish a theoretical framework for developing language proficiency with new integrated solutions in modern language teaching and to identify research needs. The Grammar-Translation Method, which emerged in the 19th century, emphasizes translation of texts and memorization of grammatical norms. Successful as it is with the understanding of written words, it has a tendency to ignore speaking and listening, limiting learners' communicative potential.

Task-Based Learning (TBL) is another recent technique where students work on real-world tasks project work or problem-solving that require all the skills of the language. Perhaps the most important among gaps is the lack of implementation of integrated approaches to a range of classroom contexts. Such shortcomings indicate the need for additional study into the way integrated methodologies can be adapted and reproduced. This thesis complements existing literature and advances a new, holistic approach that combines contemporary strengths with emergent trend.

Methodology. The objective of this thesis is to establish the effectiveness of holistic methods in modern language learning compared to conventional methods towards the improvement of linguistic ability for English as a Second Language (ESL) learners. Mixed methods are particularly well-suited to this study because it records the richness of qualitative observation as well as the precision of measurable data so that the analysis of the effectiveness of combined approaches to teaching would be robust.[2;21]

1. Literature Review. A thorough review of previous research work will be conducted to identify the theoretical basis and areas of gaps in the integrated approach literature at present. These will comprise peer-reviewed journals, books, and conference proceedings in the areas of Communicative Language Teaching (CLT), Task-Based Learning (TBL), and technology-enhanced language teaching.

2. Case Study. A case study will be conducted on a specific teaching program that employs integrated methods. The selected program will employ technology (e.g., language learning applications or AI chatbots), interdisciplinary materials, and

collaboration. Data will be collected from class observation, semi-structured interviews with teachers, and examination of teaching materials and student projects. This method will provide grounded understanding of the implementation of integrated methods and their influence on language learning.[3;45]

Proposed Integrated Approaches. The purpose of this section is to present new solutions that enable language skills through the overcoming of the shortcomings of traditional language learning methods, such as a lack of personalization, little use in real life, and low interaction levels. The three methods proposed technology-Enhanced Learning, Interdisciplinary Integration, and Collaborative and Task-Based Learning are described in full detail below, followed by a model that integrates them into an overall framework.

Technology-Enhanced Learning (TEL) makes use of computer-based resources to enhance learning through interaction, individualization, and accessibility of languages.

Interdisciplinary Integration is the teaching of language skills within the context of other school subjects, such as science or history, and by incorporating language learning into content that is meaningful. These advantages include contextual learning, where language is acquired as a tool for conveying and understanding subject-specific material, thus making it more functional and memorable[4;67], increased engagement.

Task-Based and Collaborative Learning emphasizes task work and collaborative group work in order to learn language in meaningful communicative settings, with emphasis on language being used as a tool for solving problems and for communication, not as a destination. Advantages include enhanced fluency since repetition in group context ensures fluency and confidence building, students developing the ability to respond spontaneously, utility, as real-life scenarios are recreated in the tasks. In order to take advantage of the benefits of these three methods, the present thesis proposes a Blended Curriculum Model, where Technology-Enhanced Learning, Interdisciplinary Integration, Collaborative, and Task-Based Learning would form a composite framework intended to create a unified, adaptive, contextual, and interactive language learning experience.

Conclusion. This thesis has examined integrated approaches in modern language teaching, which enhance students' skills, strengthen the shortcomings of traditional methods and meet the modern global requirements. In summary, integrated approaches are key in reforming the language education field, addressing traditional deficiencies and creating pathways for students to communicate effectively in the real world. We hope this Blended Curriculum Model will be implemented and further researches in the near future will encourage better results.

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