

INTEGRATION OF FOUR SKILLS OF THE ENGLISH LANGUAGE AND ITS INFLUENCE ON THE PERFORMANCE OF THE LANGUAGE LEARNERS

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ABSTRACT

This article sheds light on the integration of four skills of the English language and its influence in the performance of the language learners. The goal of continuing education is seen in the formation and development of a person ability to adapt to the transformations taking place in economic, professional, social, cultural and other spheres of life.

Key words: *Language, competency, interaction, method, skill, integration, learner.*

With the spread of Internet technologies and accessibility a significant amount of information in foreign languages in general and English in particular, with the expansion and development of international cooperation, the acquisition of foreign languages in the process of continuous language education is becoming relevant for many. When determining the content of English language teaching, it is necessary to determine what should be taught in language and speech aspects; how to build the process of mastering communication: sequentially, from mastering language tools to speech practice with their application or comprehensively, mastering speech skills directly in the process of solving communicative tasks.

According to G. V. Rogovoy, "the study of language as a linguistic phenomenon can provide knowledge of the language system, but it does not lead to the use of this system for communication purposes" [6,39].

Thus, the purpose of teaching high school students should not be considered language learning, which is appropriate for philological education in a special university, but speech as "a way of forming and formulating thoughts and as a means of social speech interaction" [6,41].

U. M. Rivers defines speech interaction as "the impact of people on each other in for the purpose of inducing verbal responses or not speech actions. If there is no interaction, there is no communication" [7,14].

The realization of a communicative goal requires appropriate learning technologies. Interactive learning technology can be considered as one of such technologies, the key concept of which is interaction or interpersonal communication.

In order for speaking not to turn into educational speech, when communication is unlikely to take place, the process of teaching foreign language speaking using interactive learning technology should be implemented taking into account a number of conditions. Communication should not be limited to the "teacher–student" role repertoire. It is necessary to model the conditions of real everyday speech behavior of a person, taking into account the emerging needs for genuine communication that provides communicative motivation. The creation of conditions for high school students to show activity, initiative in speech foreign language activities is largely predetermined by the favorable trusting atmosphere of communication created and maintained in the classroom. Speaking is a speech activity that can be realized only in the process of direct speech interaction, interaction of communicants.

At the present stage of development of the methodology of teaching foreign languages, there is a tendency to move from a communicative approach to its variety – an interactive approach. At the same time, methodologists still have not developed an unambiguous understanding of the concept of "interactive approach". K. Rogers and some other foreign authors believe that the interactive approach can be identified with the communicative

approach, believing that "the interactive model of mastering a foreign language assumes that learning takes place in the process of participating in language acts" [6,41].

T. S. Panina holds a different opinion, according to which "the main attention in the communicative-interactive approach should be paid directly to the process of communication and the learning situation" [5,36], while communicative learning takes into account the communicative functions of language.

M. L. Vaisburd believes that the interactive approach is a promising direction in modern methodology and pedagogics and assigns the interactive interaction of all participants in the educational process the role of a factor aimed at improving the effectiveness of teaching communication in a foreign language [5,65].

G. D. Brown defines interactivity as "unification, coordination and complementarity of a communicative goal and result with the help of speech means" [5,48]. In other words, interactivity contributes to strengthening the communicative result of students' interaction in foreign language lessons.

Based on the definition of R. P. Milrud, we conclude that the interactive approach is a means of achieving a communicative goal in English lessons, while it differs from the principle of communicativeness in that with the interactive approach, students actually cooperate, and the main burden falls on the development of communication and interaction skills in group work [4,12]. Based on the above, we come to the conclusion that, in a broad sense, the concept of "interactivity" is one of the basic principles of learning. At the same time, the leading signs and tools of interactive interaction are polylogue, dialogue, mental activity, meaning-making, intersubjective relationships, freedom of choice, the situation of success, positivity and optimism of evaluation, reflection, etc. [4,13], i.e. it can be said that interactivity in learning implies the ability to interact or be in dialogue mode.

During interactive interaction in English lessons, the dominance of one participant of communication over another is excluded. This approach allows students to teach critical thinking, solving complex language problems by analyzing circumstances and relevant information, weighing the proposed opinion, making informed and thoughtful decisions, participating in discussions, discussions and respectful communication with each other. To do this, it is necessary to organize individual, pair and group work in the lessons, use research projects, role-playing games, creative work, etc. as options for conducting lessons.

Thus, an interactive approach to teaching foreign languages in general and English in particular includes active interaction of all students of the group, during which there is a mutually enriching exchange of authentic personally significant information in a foreign language, while interpersonal communication skills are acquired. It should be noted that it is important not only to teach high school students to exchange information in English, but also to teach the process of communication itself, the ability to listen and hear other participants in communication, the ability to logically and argumentatively express their thoughts orally or in writing, respectfully accept someone else's point of view.

The main methodological principles of an interactive approach to teaching English are the following:

- 1) communication in English to receive and produce authentic information that is interesting and important for all students of the group;
- 2) joint activity in which there is a relationship between the speaker, the listener and the situational context;
- 3) changing the traditional role of the teacher in the learning process, which consists in a democratic style of communication;
- 4) reflexivity of learning, conscious and critical comprehension of actions, motives, quality and results by both the teacher and students [2,104].

It should also be noted that the effectiveness of the English language learning process with an interactive approach

is influenced by the implementation of the following principles:

- 1) an integrated approach to the learning process, taking into account the communicative and situational approach;
- 2) interactivity;
- 3) differentiated approach;
- 4) taking into account the individual characteristics of students;
- 5) variability of the mode of work in the lesson;
- 6) problematic (both in the process of organizing educational materials and in the organization of the educational process itself) [1,36].

We believe that the above principles of the interactive approach should form the theoretical basis for conducting foreign language lessons in high school.

The experience of teaching interaction in a foreign language based on the interactive approach proposed by L. K. Geikhman is interesting. Thus, the model of interactive communication learning is a two-phase education in which, in the first phase, interaction training is carried out with the help of communication, as a result of which group dynamics is observed, leading to the development of tolerance and forming the ability to cooperate. In the second phase, there is a purposeful training in direct communication as a specially fixed communication developed on the basis of formed interaction the object. It should be noted that communication at this phase is primarily a goal, not a means of learning [3,10].

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