

## METHODICAL SYSTEM OF IN-DEPTH TEACHING OF FOREIGN LANGUAGES BASED ON AN INTEGRATIVE APPROACH

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**Annotation:** Foreign language teaching and learning have changed from teacher-centered to learner/learning-centered environments. Relying on language theories, research findings, and experiences, educators developed teaching strategies and learning environments that engaged learners in interactive communicative language tasks. A shift in foreign language pedagogy from a specific foreign language method to the measurement of language performance/competency has resulted in a change in the role of the teacher from one of authority/expert to that of facilitator/guide and agent of change. Current developments point to public pedagogy, social media, and action research as additional ways to foster intercultural competence and language learning.

**Keywords:** Education, knowledge, foreign languages, integrated approach, forms of training, efficiency, personal-oriented training.

### INTRODUCTION

Foreign language learning and teaching refer to the teaching or learning of a nonnative language outside of the environment where it is commonly spoken. A distinction is often made between 'foreign' and 'second' language learning. A second language implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term second language acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired. Scholarly inquiry into the acquisition of a nonnative language includes the disciplines of psychology, linguistics, language pedagogy, education, neurobiology, sociology, and anthropology. Inquiries of learning and teaching innovations have provided new insights into successful language learning strategies and environments designed to increase language achievement and proficiency [1].

### MATERIALS AND METHODS

The most avid pursuit in research occurred in investigations of the role of motivation in learning language and the learner's attitude toward the target language and culture. Using Gardner and Lambert's differentiation between integrative and instrumental motivation, researchers reported no significant advantage for an integrative (intrinsic) motive and others reported an advantage when the learner was

driven by instrumental (extrinsic) motives. Integrative motivation was defined as one in which the target language was being learned by an individual in order to be accepted by the native speaker community. Instrumental motivation was one in which the language was being learned for external benefits, such as securing a better job [2].

Pair work, group work, cooperative/collaborative learning settings, authentic materials, culturally integrated lesson content, and interactive tasks focused on the cognitive and affective domains were integrated into foreign language classrooms. In addition, there has been a call for the reconceptualization of theoretical underpinnings related to use of the target language for language instruction.

### RESULTS AND DISCUSSION

Almost all researchers, revealing the relevance of this problem in the theory and practice of training and education, rely on the positive that integration brings. The idea of integrated learning arose as a result of a search for optimal learning tools and forms that stimulate their motivation. Recognizing the priority of the student's personality, his right to express his interests and views, and, consequently, the formation of a new model of education, focused on the potential development of the personality, personality-oriented training and education of the student, taking into account their inclinations and abilities, allowed us to develop the idea of integrated learning. Integration is a system that offers the unification, connection, approximation of the educational material of individual related subjects into a single whole. Integrated learning is both a goal and a learning tool. As a goal of learning, integration helps students holistically perceive the world, learn the beauty of the surrounding reality in all its diversity. Integration as a means of teaching students contributes to the acquisition of new knowledge, ideas at the junction of traditional subject knowledge. As a single holistic system, integration is an effective means of educating children on the basis of more advanced methods, from idea to the result of techniques, forms and new technologies in the educational process. This training system includes elements of various elements, the combination of which contributes to the birth of qualitatively new knowledge, mutually enriching subjects, contributing to the effective implementation of the triune didactic goal, integration helps to relieve stress, strain, and student fatigue by switching them to a variety of activities during the lesson. Integrated lessons have certain advantages: increase motivation, form a cognitive interest, which helps to increase the level of knowledge and education of students; contribute to the formation of a holistic scientific picture of the world, the examination of the subject, the phenomenon from several sides: theoretical, practical, applied; allow you to systematize knowledge. All types of these lessons have common goals: training in the ability to highlight certain properties and phenomena of the surrounding world and try to give them an explanation; training in a system of general concepts on the basis of which students could independently

analyze facts and phenomena; training to find an independent way to solve the problem. As applied to English lessons, two types of integration can be talked about. The first type is associated with a large number of topics studied in the program related to other subjects and represents the development of unified universal lessons uniting the content of these subjects [3].

### CONCLUSION

Many linguists agree that integrated courses have obvious advantages:

For a certain unit of time, students gain knowledge not only in a foreign language, but also in several subjects in a complex. So Integrated Learning contributes to the implementation of the didactic principle of systematic learning. With integrated training, the formation of new knowledge and skills is based on existing experience in other activities, the content, means and methods of training expand, situations vary and individualization opportunities appear. The inclusion of various types of activities, integrated classes, lessons in the educational process contributes to its effectiveness, since each of them, in its own way, activates the learner, encourages him to become independent, promotes the development of inclinations in a particular subject area, including mastering a foreign language, deepens and expands interest in knowledge and learning in general. At the same time, there is an increase in motivation and cognitive interest of students in the study of the subject. The use of integrated courses in the study of a foreign language leads to the formation of readiness for professional activity in the context of integration processes in the economic, social and political spheres of life.

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