

INTEGRATIVE APPROACH TO TEACHING ENGLISH IN HIGHER EDUCATION INSTITUTIONS

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Abstract:

An integrative approach allows for the complex development of language skills, increasing student motivation and the formation of practical skills. This article explores the theoretical foundations and practical significance of an integrative approach to teaching English. The advantages of the integrative approach, methods of implementation and recommendations for teachers are also presented. The study is based on the analysis of literature dedicated to the integrative approach, the criteria for assessing its effectiveness and the experience of teachers who apply it in practice are studied. The article opens up the possibility of making the learning process more interesting, effective and practice-oriented by applying an integrative approach to teaching English.

Keywords: English, integrative approach, Language Teaching, communicative competence, task-based education, project-based education, content-based education, educational methods.

Introduction

Even today, a different approach to language learning is one of the pressing issues. In education, the choice of one approach or another does not mean that other approaches are not entirely appropriate, but that it depends on educational goals, and the main focus is on a more effective result. In our opinion, each of the above approaches is considered important in the study of foreign languages, providing

language learners with the opportunity to successfully carry out speech activities in a foreign language in any situation. It is from these approaches that, taking into account the interaction of all types of speech activity, an integrative approach aimed at the complex teaching of both productive and receptive language skills is of particular importance in the teaching of foreign languages.

In the modern world, English has become an important tool for global Communication, scientific research and professional development. And effective teaching of English is one of the important tasks of the educational system. Traditional language teaching methods are often based on memorization of grammar rules and mechanical repetition of words, which does not adequately develop students' practical communication skills. The integrative approach, on the other hand, focuses on teaching language through its use in a variety of contexts, in real-life situations, enabling integrated development of students' language skills. This article explores the essence, advantages and ways to put it into practice of an integrative approach to teaching English.

Literature review

The concept of "integration" in education has long been widely used all over the world. This concept was first introduced in the XVIII century by G. Spencer commented that he defined certain fragments as well as elements as their conjugation, integrity[1].

Integration as a complete scientific concept appeared in pedagogy in the first half of the 80s against the background of interconnected processes in the economic, cultural and other spheres of society. By this time he was already firmly established in philosophical and scientific literature[2]. Like any category, "integration" was formed in the process of historical development of knowledge on the basis of social practice and acquired a specific meaning at each stage.

The word "integration" actually comes from the Latin word" integer "i.e." whole, Perfect", which means combining parts, elements into one whole. In the literature, the concept of integration is interpreted as follows:

- 1) the state of connection of individual differentiated parts and functions of the system;
- 2) the process of convergence and bonding of disciplines that occur together with differentiation processes[3].

The concept of "integration" by the types of its manifestations is inherent in complex, complex, multi-stage factors. For this reason, this concept requires analysis from a philosophical, psychological and pedagogical point of view.

The integrative approach is based on a number of studies in linguistics and education. Many scientists, including H. Douglas Brown (H. Douglas Brown), Dayana Larsen-Freeman (Diane Larsen-Freeman), and Jane Willis (Jane Willis) have noted the importance of integration and communicativity in Language Teaching in their work.

In their opinion, it is necessary to teach the language not only as a set of rules and words, but as a means of communication. The integrative approach also draws on theories of cognitive psychology and constructivism, theories that emphasize that students actively build their knowledge and learn better through the use of language in practice.

- H. Douglas Brown, Principles of language learning and teaching: this book details the basic principles of language learning and teaching methods, including the theoretical foundations of an integrative approach[4].
- Diane Larsen-Freeman, Techniques and Principles in Language Teaching: this guide outlines the different methods of language teaching, their advantages and disadvantages, as well as the ways in which the integrative approach is put into practice[5].
- Jane Willis, a Framework for Task-Based Learning: this book explores the theoretical foundations and practices of task-Based learning, an approach that is one of the essential elements of integrative teaching[6].

In pedagogy, an integrative approach is a specific method that refers to the mixing, addition and interlocking learning of different sections of science. The word "integration" also represents the Union of individual pieces[7].

Integrative unification in education is usually applied interdisciplinary, but when this method is implemented within the discipline itself, it is in teaching that much more advanced results are achieved. An example of integration within science is the Association of grammatical units with phraseological units, or, assignments presented through problem situations that cultivate thinking, with dictionary memorization. About this in pedagogy Y.A. Kamensky said: "the knowledge that a person learns should not be separated, fragmented, but focused on interdependence and integrity", "integration means not only linking educational

elements, but also solving problems that have not been answered using one particular science using the proportionality of other disciplines" [8].

In a lesson with an integrative approach, an attempt is made in the mind of the student to improve skills in the principle of creativity, personal development, independent education. It is understood that debating, teaching to fantasize is promoted. The main goal of such a modern lesson is to activate the activities of students in the educational process, it is to achieve a high level of assimilation of educational material.

Integration prevents the fragmentation of knowledge in its place. It should also be noted that there are also negative aspects of integration in education.

Above, only positive aspects of this direction were highlighted. The downsides of integration include: increased lesson density, decreased detail, spending too much time preparing for the lesson. Therefore, when teaching integrative education, the educator is required to have a higher level of learning and universality in classes.

Research methodology

This article is based on an analysis of existing literature devoted to an integrative approach to teaching English. During the study, the theoretical foundations of the integrative approach, methods of implementation and criteria for assessing its effectiveness were studied. Also analyzed were the experience of teachers who applied the integrative approach in practice and the opinions of students.

Result and discussion

The results of the study show that the integrative approach has a number of advantages in teaching English:

Integrated development of language skills: an integrative approach allows you to simultaneously develop all language skills, such as reading, writing, listening and speaking.

Increased motivation: the use of language in real-life situations increases students' motivation for learning.

Practical skills formation: an integrative approach helps students form skills to apply the language in different contexts, professional and social. * Development of cognitive activity: integrative language learning develops students' critical thinking, problem solving, and creative abilities.

When applying the integrative approach to practice, the following methods can be used:

Task-Based learning (Task-Based Learning): students are offered to complete tasks they face in real-life situations.

Project-Based Learning (Project-Based Learning): students learn the language by working on long-term projects.

Content - Based education (Content-Based Instruction): study the language in other disciplines (history, geography, biology, etc.) through learning.

Of course, we will continue. It will be advisable to further explore the practicality of the integrative approach and make additional practical recommendations for teachers. Further recommendations for the practical implementation of the integrative approach:

- Curriculum planning:

When planning a curriculum, it is necessary to take into account the previous level of knowledge, interests and learning goals of students.

It is necessary to set specific learning goals for each lesson and explain them to students.

It is necessary to associate educational materials with real-life situations and show their practical significance.

For the complex development of language skills, it is necessary to plan various exercises and types of activities.

- Selection of teaching methods:

Task-Based learning (Task-Based Learning) allows students to learn the language by completing tasks they face in real-life situations. For example, students are offered to draw up a travel plan, write a resume, advertise a product and perform other practical tasks.

Project-Based Learning (Project-Based Learning) allows students to learn the language by working on long-term projects. Students can undertake research projects, prepare presentations, create websites, develop video boards, and other creative projects.

Content - Based Instruction (Content-Based Instruction) in other subjects (history, geography, biology, etc.) implies learning through. This gives students the opportunity to practice the language and expand their knowledge in other fields.

Problem learning (Problem-Based Learning) offers students to solve real-life problems and find solutions. It develops their critical and creative thinking skills.

* - Application of assessment methods:

The assessment should serve to monitor the growth and improve the educational process, in addition to determining the knowledge of students.

Assessment methods to be diverse (tests, projects, presentations, verbal responses, etc.k.) and should be aimed at a comprehensive assessment of students' performance.

The assessment should take into account not only grammatical correctness, but also communicative ability, correct expression of thought and practical skills.

It is important to give timely feedback to students and celebrate their success.

- Use of technology:

In the educational process, it is necessary to effectively use modern technologies (computers, internet, interactive whiteboards, online platforms).

Online resources, video lessons, interactive exercises and virtual laboratories help make the learning process more interesting and effective.

Social networks and online forums can be useful for enhancing collaboration between students and developing their communication skills.

Role of teacher:

The teacher must be a person who not only gives knowledge, but also guides students, arouses their interests and encourages independent thinking.

It is necessary that the teacher is able to adapt the teaching methods, taking into account the individual characteristics of each student.

The teacher must constantly improve his knowledge and be familiar with modern teaching methods.

The teacher must be friendly with the students and respect their opinion.

Role of students:

Students must actively participate in the educational process, ask questions, discuss and independently seek knowledge.

It is necessary for students to take responsibility and collaborate with the teacher to improve their knowledge.

Students should not be afraid of mistakes and try to learn from them.

In the future, it is advisable to conduct research in this area in the following areas: Study of the impact of the integrative approach on the academic performance of students of different ages and at different levels.

Identify the most effective ways to put the integrative approach into practice. Research on the possibilities of applying an integrative approach to online education.

Assessment of the level of training of teachers in an integrative approach and the development of ways to improve their skills.

The integrative approach provides new opportunities in teaching English and helps ensure student success. Teachers can take this approach in their practice and make the learning process more interesting, productive and practice-oriented.

Conclusion

An integrative approach to teaching English is an effective method that meets modern requirements. It allows students to develop language skills comprehensively, increase their motivation and form practical skills. A variety of methods can be used to put the integrative approach into practice, which are important to adapt to the needs and teaching objectives of the students. In the future, it is necessary to conduct new research in this area and further study the effectiveness of the integrative approach.

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