

**METHODOLOGY OF TEACHING FOREIGN LANGUAGES BASED ON AN  
INTEGRATED APPROACH**

**Abirkulova Nafisa Abdusalamovna, Ashurova Zulfiya Tirkashovna**

English Teacher of Creativa School named after Hamid Olimjon and Zulfiya,

E-mail: [deutsch\\_asr@umail.uz](mailto:deutsch_asr@umail.uz)

**Axmedova Sevara Rakhmankulovna**

National University of Uzbekistan, Jizzakh branch

**Abstract:** The methodology of teaching foreign languages has undergone significant transformations over the years, with the integrated approach emerging as a prominent strategy. This paper explores the integrated approach to foreign language teaching, emphasizing its multidimensional nature that combines linguistic, cultural, cognitive, and communicative elements. We delve into the theoretical underpinnings, practical applications, and empirical evidence supporting this methodology, aiming to provide educators and curriculum designers with insights for effective foreign language teaching.

**Key words:** Methodology, linguistics, foreign language, communication, culture, integrative approach, technology, method.

The demand for multilingual proficiency in the globalized world has catalyzed innovations in foreign language teaching methodologies. Among these, the integrated approach has gained prominence for its holistic nature, blending various elements of language learning into a cohesive educational experience. This approach is characterized by the integration of language skills (reading, writing, speaking, and listening), cultural understanding, and contextual learning.

**The Concept of Integration in Language Learning:** Integration in language learning refers to the amalgamation of various linguistic components and skills. Unlike traditional methods that treat language skills as discrete units, the integrated approach views language learning as a synergistic process where each skill complements and reinforces the others.

**Cognitive Theories Underpinning the Integrated Approach:** Cognitive theories, such as Vygotsky's sociocultural theory and Krashen's Input Hypothesis, provide a foundation for the integrated approach. These theories emphasize the importance of context and social interaction in language acquisition, supporting the notion that language learning is most effective when it is embedded in meaningful, communicative contexts.

**Integrating the Four Language Skills:** The integrated approach involves simultaneous development of the four language skills. Activities like reading a text and discussing it, or watching a video and writing a response, are examples of how these skills can be interlinked in a lesson.

**Cultural Integration:** Language is deeply intertwined with culture. The integrated approach, therefore, includes cultural elements in the curriculum, enabling learners to understand and appreciate the cultural nuances of the language they are learning.

**Technology in Integrated Language Learning:** The use of technology, especially digital media and language learning software, can enhance the integrated approach. These tools offer

diverse resources for immersive language experiences, facilitating a more comprehensive learning process.

#### **Empirical Evidence Supporting the Integrated Approach**

**Research Findings:** Various studies have demonstrated the effectiveness of the integrated approach in enhancing language proficiency. These studies often show improved fluency, comprehension, and cultural awareness among learners who are taught using integrated methods.

**Case Studies:** Case studies from educational institutions that have adopted the integrated approach provide practical insights into its implementation and outcomes. These include improved student engagement, higher achievement levels, and a deeper appreciation of the target language's culture.

**Classroom Activities:** These include interactive discussions, role-playing, and group projects. Activities are designed to mimic real-life scenarios, enabling students to practice language skills in context.

**Technology-Enhanced Learning:** Students engage with language learning software, online forums, and digital resources that complement classroom instruction and offer personalized learning experiences.

**Cultural Exposure:** This involves organizing cultural events, virtual exchanges with native speakers, and study abroad programs to provide students with authentic cultural experiences.

**Challenges and Considerations:** Implementing this approach can be challenging:

**Resource Availability:** Access to technological and cultural resources may be limited in some settings.

**Teacher Training:** Educators need training to effectively combine various methods and technologies.

**Student Differences:** Different learning styles and levels of proficiency among students must be accommodated.

**Benefits:** The integrated approach offers several advantages:

**Enhanced Language Proficiency:** By combining different teaching methods, students gain a more comprehensive understanding of the language.

**Improved Cultural Awareness:** Students develop a deeper appreciation and understanding of the culture associated with the language.

**Greater Engagement and Motivation:** The variety of activities and the use of technology make learning more enjoyable and engaging for students.

#### **Challenges and Limitations**

While the integrated approach offers numerous benefits, it is not without challenges. These include the need for teacher training in this specific methodology, the requirement for resources to effectively integrate technology, and the potential difficulty in assessing language skills in an integrated manner.

#### **Conclusion**

The integrated approach to teaching foreign languages represents a significant advancement in language education. By combining linguistic skills, cultural understanding, and communicative context, this method offers a comprehensive and effective way of learning a foreign language. However, its success depends on careful planning, resource availability, and the skillful implementation by educators.

## References

1. Brown, H.D. (2007). Principles of Language Learning and Teaching. White Plains, NY: Pearson Education.
2. Richards, J.C., & Rodgers, T.S. (2014). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.
3. Chapelle, C.A. (2014). Technology and Second Language Learning. In M. Celce-Murcia, D. Brinton, & M.A. Snow (Eds.), Teaching English as a Second or Foreign Language (4th ed., pp. 443-457). Boston, MA
4. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – Т. 2. – №. 9. – С. 369-373.
- 5.Ахмедова С. Р. и др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари //Science and Education. – 2021. – Т. 2. – №. 10. – С. 492-496.
- 6.Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, 2(11), 1076-1080.
- 7.Rakhmankulovna A. S. PEDAGOGICAL STRATEGY OF DEVELOPMENT OF COMPETITION IN YOUNG PEOPLE OF PROFESSIONAL EDUCATION //International Scientific and Current Research Conferences. – 2023. – С. 18-20.
- 8.Rakhmankulovna A. S. THE ROLE OF EDUCATION AND TRAINING IN PROFESSIONAL TRAINING AND THE IMPORTANCE OF FOREIGN LANGUAGES IN THE FORMATION OF PROFESSIONAL COMPETENCIES OF STUDENTS //International Journal of Advance Scientific Research. – 2023. – Т. 3. – №. 09. – С. 58-62.
- 9.Sevinch A., Sevara A. IJTIMOIIY MULOQOT JARAYONIDA TIL UNSURLARIDAN FOYDALANISH //International Journal of Contemporary Scientific and Technical Research. – 2023. – С. 448-452.
- 10.Raxmonkulovna A. S. DURCH PRÄPOSITIONEN DARGESTELLTE ANHANGELEMENTE //International Journal of Scientific Trends. – 2023. – Т. 2. – №. 2. – С. 137-140.
- 11.Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – Т. 2. – №. 10. – С. 608-612.
- 12.Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.
- 13.Maftuna Norbek kizi, N. ., & Kamola Maksudjon kizi, B. . (2022). UTILIZING OF A WORD AND WORD FORMATION IN A LANGUAGE . *Новости образования: исследование в XXI веке*, 1(4), 277–282. извлечено от <https://nauchniyimpuls.ru/index.php/noiv/article/view/1339>

14. Maftuna Norbek kizi, N. ., & Diyora Jalilovna kizi, A. . (2022). TEACHING THE ENGLISH LANGUAGE WITH MODERN TECHNOLOGIES AND WEBSITES. *Новости образования: исследование в XXI веке*, 1(5), 47–50. извлечено от <https://nauchniyimpuls.ru/index.php/noiv/article/view/2252>

15. Nasiba, P. (2022). THE IMPORTANCE OF TASK-BASED LEARNING IN DEVELOPING SPEAKING SKILLS. *Web of Scientist: International Scientific Research Journal*, 3(11), 793-797.

16. Parmonova, N. (2022). Nasiba THE PHENOMENON OF CONVERSION IN ENGLISH: THE PHENOMENON OF CONVERSION IN ENGLISH. *Журнал иностранных языков и лингвистики*, 4(4).

17. Пармонова N. (2022). Teaching speaking through thinking and enriching vocabulary . *Zamonaviy Innovatsion Tadqiqotlarning Dolzarb Muammolari Va Rivojlanish Tendensiyalari: Yechimlar Va Istiqbollar*, 1(1), 598–601. Retrieved from <https://inlibrary.uz/index.php/zitdmrt/article/view/5361>