



## THE IMPORTANCE OF INTEGRATED TASKS IN LEARNING ENGLISH

Gavhar Turdikulovna Melikova

Teacher of Shahrizabz State Pedagogical Institute

### **Abstract:**

The article states that comprehensive language teaching is a science-based philosophy of teaching the four skills: listening, reading, writing, and speaking, where each skill is taught in conjunction with the other three skills. research was carried out.

**Key words:** language, exercise. learning, qualification, comparison, learning teacher.

### **Аннотация:**

В статье утверждается, что комплексное обучение языку — это научно обоснованная философия обучения четырем навыкам: аудированию, чтению, письму и разговорной речи, где каждый навык преподается в сочетании с тремя другими навыками.

**Ключевые слова:** язык, упражнение. Обучение, квалификация, сравнение, обучение учителя.

One of the practical goals of a pedagogue is to teach a language learner to read. It is known that learning to read is more difficult than learning to speak, because a language learner likes to talk. Therefore, when solving the problem of teaching to read, the teacher should teach the language learner to read by teaching the language learner to read sound by sound, letter by letter, word by word. and language learners should remember to understand what they read. Thus, it is necessary to combine reading, speaking, listening, writing techniques.

A teacher can teach multiple skills, such as reading and speaking, at the same time: for most language learners, knowing more about words or reading those words is more important. It's easier to talk about what you read. To make learning more interesting, the teacher asks the language learner to predict the events of the story and then test their predictions. After reading the story, the teacher offers various activities to develop speaking, writing and listening skills.

How to implement comprehensive language teaching.

I. Assignments before reading.

1. "I call this story..."





Divide the class into groups of 3-4 people. Write the titles on the board and ask your students to read them and suggest a suitable title for the story. Then ask each group to explain their decision and write their options on the board to see who is closest to the correct name.

The correct answer doesn't really matter. The teacher's goal is to practice reading, speaking, listening, and writing to express different points of view.

## 2. "Guess from the pictures"

Divide the class into pairs. Choose 3 or 4 pictures from the story. Distribute a set of pictures to each pair. Ask them to answer the following questions (they can be written on sheets of paper):

- Where does this story take place?
- What relationships are evident in the pictures? Do these people like each other?
- What seems to be happening in the picture?

Then ask your students to arrange the pictures to tell a short story. Find out if anyone has changed their mind about the title of the story.

## 3. "Dictionary Crossword"

Before reading, ask students to remember all the words related to the topic of the story. Find all the examples in the text and ask the students to say them. If they don't know the meaning, help them. When all the words have been found, divide the class into groups of 4 and give each group the words from the previous stories along with the new words. Let them distribute with certain names, which will lead to a subjective response. Then the students do the crossword puzzle.

## II. Assignments while studying.

### 1. "What is the story about?"

Divide the audience into 3 groups. Write three summaries of the story for your students to read. As they read, they are asked to agree or disagree with the points in this summary.

The lesson is a part of the child's life, and living in this life should be carried out at a high level of social culture. A forty-five-minute moment of life is a continuation of home, street life, which is "part of the history of the child's personal destiny."

Subject programs, unfortunately, are structured in such a way that the child's knowledge remains fragmented, artificially divided by subject. The need to overcome these contradictions led to attempts to develop an integrated system of lessons.

The introduction of an integrated system helps to form a well-educated person with a more holistic worldview, independent systematization of his knowledge and an





unconventional approach to solving various problems than traditional science education.

Youth is a period when a person has to choose a life path. It is at a young age that a person strives to define himself both as a person and as a future professional. Students develop an internal position related to understanding themselves as members of society, accepting their place in it. At this age, students first become aware of time: they lived for one day, today, and now they make plans for the future. It follows that the leading activity among young people is vocational education, and the process of self-determination of a young man or woman is based on the choice of the field of future activity.

The above facts leave a certain mark on the educational activity of high school students - it will be educational and profiled, it will fulfill the professional and personal aspirations of children, and it will have the characteristics of selectivity and awareness in this regard.

The problems of professional self-determination are acute, especially in the 11th grade, when there is very little time left to choose a profession and prepare for exams. Nevertheless, high school students will do their best to achieve their goals and get into the university of their choice. The most important thing for students during this period is everything related to preparing for the unified state exam.

One of the main tasks of the school administration, methodologists and teachers is to prevent study loads and memory overload among students of 10-11 grades. In order to reduce the cognitive load of students, it is necessary to take into account their individual psychological characteristics.

On the other hand, this method of teaching is also very attractive for teachers: it helps to better assess the child's ability and knowledge, to understand it, and encourages them to look for new, non-traditional forms and methods of teaching.

Live speech in English should be heard in the lesson. Using listening exercises is very important. During this exercise, students will face a number of challenges:

- primary understanding of the text (depending on the level of knowledge of lexical and grammatical units of the language);
- adaptation of hearing ability to foreign speech;
- filling in the text (dialogue) with missing information;
- repeating the content;
- expressing one's position on the given problem;
- getting to know the social and cultural aspects of the life of the country of the studied language.





Therefore, without a doubt, an integrated approach is very important. Students, as a rule, have a lot of questions about the culture and life of the country, and if you answer them, perform appropriate types of work, interest them, then motivation will increase and training will be filled with success.

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