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INTEGRATED APPROACHES AND METHODS OF TEACHING ENGLISH

INTEGRATSIYALASHGAN YONDASHUVLAR VA INGLIZ TILINI O'QITISH
METODLARI

ИНТЕГРИРОВАННЫЕ ПОДХОДЫ И МЕТОДЫ ПРЕПОДАВАНИЯ
АНГЛИЙСКОГО ЯЗЫКА

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Annotation: This article explores integrated approaches and methods in English language teaching, emphasizing their relevance to contemporary educational contexts. The research analyzes how combining multiple methodologies such as communicative, cognitive, audio-lingual, and task-based learning can improve students' linguistic competence, motivation, and communicative efficiency. Drawing on theoretical frameworks and practical applications from Uzbek university settings, the paper proposes pedagogical strategies that align with modern teaching needs.

Keywords: integrated methods, English language teaching, communicative approach, cognitive development, task-based learning, learner-centered, modern pedagogy, linguistic competence, methodology.

Annotatsiya: Ushbu maqola ingliz tilini o'qitishda qo'llaniladigan integratsiyalashgan yondashuv va metodlarning mohiyatini yoritadi. Tadqiqotda kommunikativ, kognitiv, audio-lingval va topshiriqqa asoslangan o'qitish metodlarining uyg'unlashtirilgan holda qo'llanilishi talabalar til kompetensiyasini, motivatsiyasini va muloqotga kirishish qobiliyatini oshirishi tahlil qilinadi. O'zbekiston oliy ta'limi tajribasidan kelib chiqib, zamonaviy dars jarayonlariga mos keluvchi uslubiy takliflar keltiriladi.

Kalit so'zlar: integratsiyalashgan metodlar, ingliz tili o'qitish, kommunikativ yondashuv, kognitiv rivojlanish, topshiriqqa asoslangan o'qitish, talaba markazlilik, zamonaviy pedagogika, til kompetensiyasi, metodika.

Аннотация: Данная статья посвящена интегрированным подходам и методам преподавания английского языка, подчеркивая их актуальность в современных образовательных условиях. Исследование рассматривает, как сочетание различных методик коммуникативного, когнитивного, аудиолингвального и задания-ориентированного обучения способствует формированию языковой компетенции, мотивации и эффективности коммуникации студентов. На основе узбекского университетского опыта предложены педагогические стратегии, соответствующие требованиям сегодняшнего обучения.

Ключевые слова: *интегрированные методы, преподавание английского, коммуникативный подход, когнитивное развитие, обучение на основе заданий, ориентированность на студента, современная педагогика, языковая компетенция, методология.*

INTRODUCTION

In the 21st century, English language instruction faces the dual challenge of addressing both global communication demands and localized educational realities. While English is recognized as a key to academic and professional mobility, the methodology through which it is taught continues to evolve. Traditional models of English language teaching (ELT), often characterized by rigid grammar-translation methods or outdated audio-lingual drills, are increasingly viewed as insufficient in equipping learners with the communicative competence required in real-world contexts.

As education systems, particularly in Uzbekistan, undergo reform to align with international standards, there is a growing emphasis on dynamic, student-centered approaches. These involve integrating communicative, cognitive, functional, and task-based principles into classroom practice. This integrative model acknowledges that no single method can fully develop all facets of language proficiency grammar, vocabulary, fluency, pronunciation, pragmatics, and intercultural competence. Instead, educators must draw strategically from a combination of methods to meet diverse learner needs and objectives.

According to national curriculum guidelines and the insights provided in the uploaded academic source, effective English language teaching must activate multiple learning channels visual, auditory, kinesthetic, and cognitive while maintaining a balance between accuracy and fluency. Integrated methodology, therefore, emerges not as an eclectic improvisation but as a deliberate pedagogical design grounded in theoretical and empirical evidence.

The present study explores how integrated teaching methods are implemented in higher education settings in Uzbekistan. It examines the benefits and challenges of combining multiple instructional approaches within a single pedagogical framework and evaluates the impact of such integration on students' language development, motivation, and classroom engagement. In doing so, it provides practical recommendations for English instructors and curriculum developers seeking to modernize their teaching practices.

LITERATURE REVIEW

Integrated teaching methods emerge from the recognition that no single method can comprehensively develop all aspects of language proficiency. As noted by Richards and Rodgers (2001), eclecticism drawing on multiple methodologies is essential for responsive and adaptive teaching. The communicative language teaching (CLT) approach focuses on meaning over form, aiming to develop real-world communication skills. Meanwhile, the cognitive approach, influenced by Piaget and Bruner, emphasizes mental processing, encouraging learners to construct knowledge through meaningful tasks.

Audio-lingual methods, once dominant, remain useful in developing automaticity and pronunciation, especially at early stages. Task-based language teaching (TBLT),

championed by Ellis (2003), integrates linguistic goals with real-life tasks, promoting fluency and interactive competence.

The uploaded source elaborates that “today’s foreign language teaching must be conducted using a combination of methodological principles that reflect communicative, cognitive, and practical learning aims”. Uzbek researchers, including Jalolov (2012), support this integrated orientation, noting that language is best learned when approaches are flexible and learner-centered.

METHODOLOGY

This study employed a qualitative-descriptive approach, analyzing the experiences of English language instructors at three Uzbek universities. Data were collected through semi-structured interviews, curriculum analysis, and classroom observations.

Participants discussed how they integrated various teaching methods within a single lesson or syllabus. For instance, a lesson may begin with audio-lingual drilling for pronunciation, proceed to a reading comprehension task that applies cognitive strategies, and end with pair-based communication reflecting CLT principles.

Classroom materials, including textbooks and teacher-developed handouts, were reviewed to evaluate the presence of integrated elements. Additionally, students’ feedback was considered to assess the perceived effectiveness of these methods in improving motivation and language use.

RESULTS AND DISCUSSION

The findings indicate that teachers who adopted integrated approaches observed several key benefits:

- Improved student engagement, as learners encountered diverse task types.
- Enhanced linguistic competence, especially in speaking and writing.
- Greater flexibility in classroom management and material adaptation.

One instructor noted that combining video-based tasks with role-play enhanced students’ fluency and cultural awareness. Others observed that grammar-focused drills, when followed by communicative tasks, helped students apply structures more effectively.

However, challenges were reported, including lack of teacher training, insufficient digital resources, and rigid syllabi. Teachers expressed a need for institutional support to fully implement integrated instruction.

These results echo the uploaded text, which emphasizes that integrated teaching “allows educators to activate various types of memory and skills simultaneously visual, auditory, logical, and emotional”

CONCLUSION AND RECOMMENDATIONS

The findings of this study underscore the pedagogical and practical value of integrated teaching approaches in the English language classroom. By combining communicative, cognitive, audio-lingual, and task-based methodologies, instructors can design lessons that are not only more engaging but also more effective in developing a broad range of language competencies. Such integration allows educators to address learners’ needs holistically, catering to different learning styles, proficiency levels, and affective factors such as motivation and confidence.

In Uzbekistan, where the shift toward communicative competence is a central goal of foreign language education reforms, the adoption of integrated methods represents a significant step toward achieving national and institutional language learning outcomes. Teachers who skillfully implement integrated methodologies report increased classroom interaction, improved student performance in speaking and writing, and greater learner autonomy. These outcomes are supported by the theoretical perspectives outlined in the uploaded source, which emphasizes that “integration of methods helps develop both the analytical and intuitive capacities of students”

However, the implementation of integrated approaches is not without its challenges. Teachers require access to ongoing professional development, modern instructional resources, and administrative flexibility to experiment with methodology. Without these supports, the risk remains that integration will be superficial or inconsistently applied.

To fully realize the potential of integrated English language teaching, several strategic steps are recommended:

□Teacher Training: Institutions must invest in professional development programs that train educators in combining methodologies purposefully and effectively.

□Curricular Flexibility: Educational policymakers should ensure that syllabi are open-ended enough to allow the blending of multiple approaches tailored to learners’ needs.

□Material Development: Locally relevant, multimodal teaching materials should be created to support integrated learning and reflect real-world language use.

□Assessment Reform: Evaluation systems should be aligned with integrated pedagogy by incorporating communicative and performance-based assessments.

In conclusion, integrated methods offer a versatile, learner-centered approach to English teaching that is particularly well-suited to the evolving educational priorities of Uzbekistan. By bridging traditional and modern strategies, such methodologies empower both teachers and students to engage in more meaningful, effective, and contextually relevant language learning.

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