

AN INTEGRATIVE APPROACH TO TEACHING ENGLISH FOR YOUNG LEARNERS

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Abstract: *The main function of integration processes is to achieve a synergistic effect based on cooperation and collaboration that prevail over differentiation and isolation. Integration processes lead to the formation of new elements, changing, transforming the current ones into more effective. Scientists have confirmed the need to create fundamental pedagogical structures, the task of which will be the formation of a general culture of students, preparation for successful professional activity and the development of a holistic worldview. An integrative approach, formed in the domestic and foreign methodology, is presented in this communication is the most productive and effective. He can solve the problem holistic training of future specialists due not only to the integration of disciplines, but also to the fusion of methods, forms and organization of the educational process. consider the structure of an integrative approach to learning foreign language. It includes aspects, principles, goals and the result. Let's consider the components of the integrative approach: methodological, organizational and activity-based and content.*

Keywords: *integrative approach , methodological component, teaching, pedagogical technologies, case technologies, discussion, self-education*

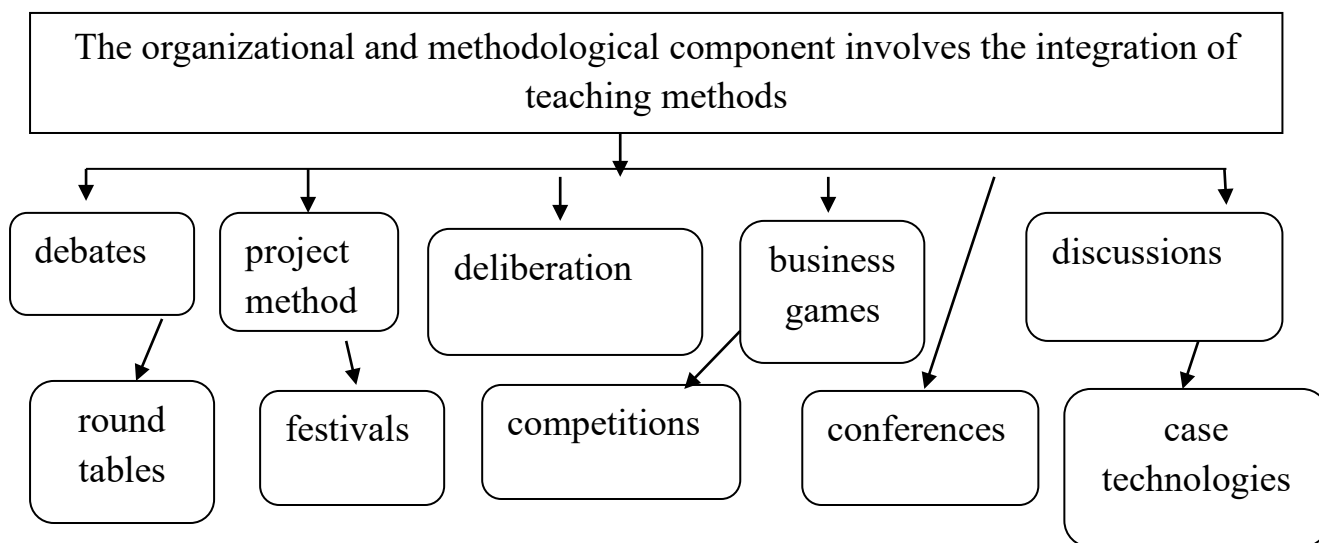
INTRODUCTION

The purpose of the study of academic science is not to acquaint the student with objective novelty in science, but to form in him the knowledge that has subjective novelty. Therefore, the integration of academic disciplines is different from these processes in science. In this sense, integration can be seen as a form of interdependence aimed at correcting the shortcomings of the teaching system into historically composed disciplines due to the differentiation of disciplines. The didactic nature of the integration of academic disciplines is determined by the need to develop the order and laws of pedagogical activities that allow to determine the conceptual structure and methods of formation of new knowledge in different disciplines. In the narrow sense, the integration of disciplines is an integral part of the synthesis of disciplines and scientific knowledge.

METHODS

The main purpose of the integration of academic disciplines is the synthesis of subjective new knowledge, and the main task of the integration process is the development of pedagogical technologies aimed at the synthesis of subjective new scientific knowledge. The main principles of the integrative approach in the study of pedagogical disciplines are: the principle of subjectivity, cultural conformity, creativity, orientation to civil-patriotic values and value relationships, synergy, self-education, dialogue of cultures, variability in the choice of means of interaction between subjects of the educational process, dialogization, feedback.

The components of the integrative approach can be: organizational-methodological, activity-practical and theoretical-content.



The activity-practical component includes the integration of forms of education, which will facilitate the use of creative tasks that contribute to the development of critical thinking and creativity, the formation of personally significant and professional qualities of the individual. The resource-content component integrates the resources necessary for educational and cognitive activities (classroom and extracurricular), determines the content of an integrative special course, which, thanks to its content, means, methods and techniques, will contribute to the formation of professional competence. Among the main goals of the integrative approach in the study of academic disciplines, it seems important to us to highlight the following: the formation of civic consciousness, self-awareness of the teacher's personality, socio-legal, civil-patriotic and moral norms, knowledge; development of research, design, communication, reflective and other skills; education of personally significant and professional personality traits, etc.

An integrative approach in education is implemented when the following dominant principles:

- the principle of interconnection integration and differentiation (expresses the way of self-organization of education);
- anthropocentric principle (reveals the position of students and teachers in the educational environment);
- principle cultural conformity (determines the attitude of education to cultural environment)

1) the principle of the relationship of integration and differentiation - integration and differentiation are dialectically in relation to an indivisible pair of mutually definable categories. Branch integration from differentiation and its consideration as a separate categories is possible only with an extremely abstract approach and testifies to the methodological underdevelopment of the research thinking;

2) the anthropocentric nature of integration allows consider classes as integrated systems, which gives the ability to detect their anthropocentric nature. One of the most consistent presentation of point of view in the student's answer the most striking manifestation of the anthropocentrism of integration;

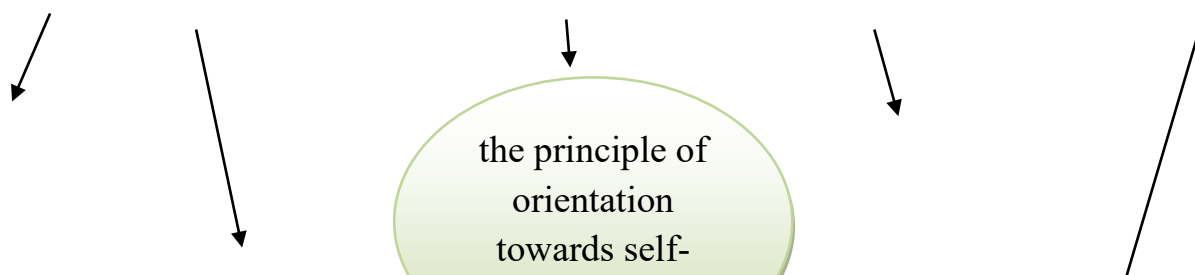
3) cultural conformity of education integration determines culture as a general model of the organization of education and means that modern education through interdisciplinary integration should significantly improve their culture-like character. The the principle of integration raises to a higher level liberal arts education.

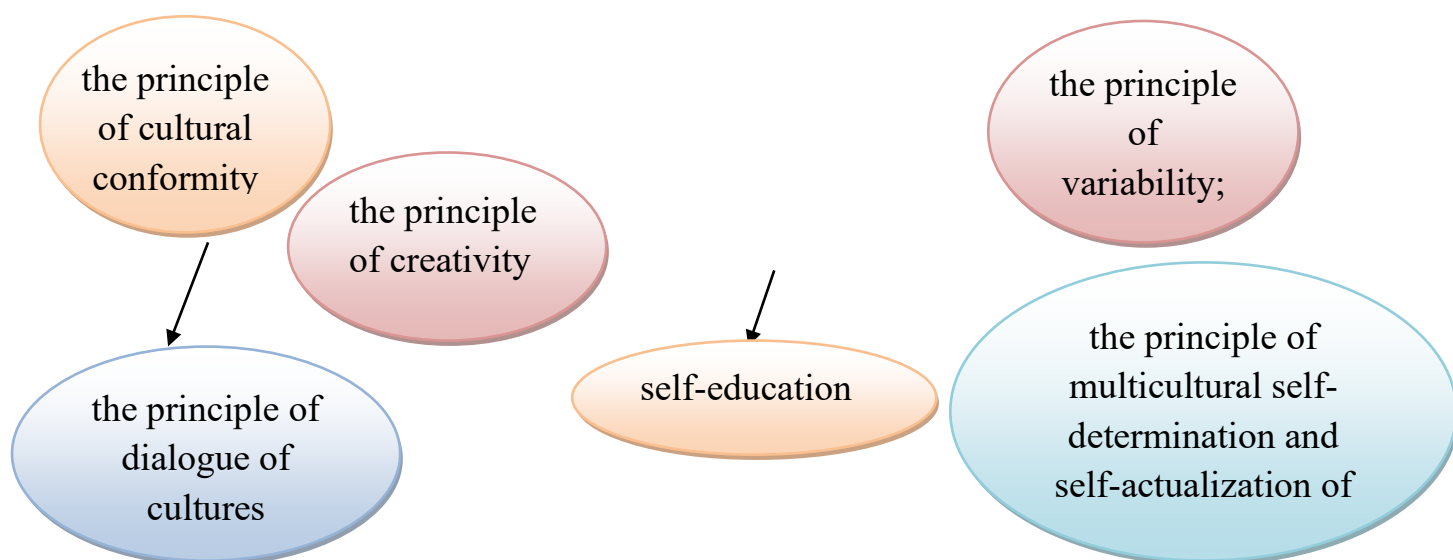
English as the first foreign language is included in the educational primary school plan with the aim of:

- creating conditions for early communicative and psychological adaptation of schoolchildren to a new linguistic world, different from the world of their native language and culture, and to overcome further psychological fear in the use of a foreign language as a means of communication in the modern world;
- acquaintance with foreign children's song, poetic and fairytale folklore and the development and interest of students in participating in theatrical performances.

The main goal of teaching English is development in schoolchildren the ability to use a foreign language as a communication tool in dialogue of cultures.

The following basic principles of an integrative approach in teaching a foreign language can be distinguished:





CONCLUSION

Exercises, integrated with educational subjects, contribute to more effective mastering of a foreign language and involve:

- mastering a foreign language;
- acquaintance with the historical, geographical, economic and cultural features of different countries;
- mastering the rules of speech and speech behavior;
- formation of universal educational actions in the field of communication;
- mastering various forms of work with text;
- activation of speech and thinking activity of students;
- development of skills to work in the steam group;
- formation of respectful attitude towards representatives of other culture;

We can conclude that the problem of integrative interactions is extremely relevant in modern methods, that the integrated course "English and American Literature" contributes to solving the problem of versatile, multicultural development of the personality and is an integral part of the process of building a personality-oriented model of our gymnasium. Integrative processes significantly enrich the educational space of the school. They dictate the use of new methods and technologies.

The presented experience is individually meaningful and practically implemented options for communicative foreign language education, reflecting the integrated nature of language knowledge and the focus of modern language education on the co-learning of languages and cultures. This ensures an increase in the efficiency and quality of education in accordance with the tasks of modernizing education.

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