

THE ROLE OF AN INTEGRATED APPROACH FOR CREATING AN AUTHENTIC LANGUAGE ENVIRONMENT

Saidova Zilola Urakovna

*Senior lecturer of the Department of Foreign Languages
Journalism and Mass Communications University of Uzbekistan*

Abstract. *The integrated approach aims to provide authentic language opportunities for learners to enhance their listening, speaking, reading, and writing abilities within meaningful contexts. The primary function of language is to facilitate social interactions. In the classroom, educators can establish an authentic environment that encourages social engagement among students. The subjects and learning activities must be both relevant and engaging to the learners. By utilizing various activities, language components can be effectively integrated, building upon students' existing knowledge. This approach prepares students to think independently and tackle challenging tasks.*

Key words. *Linguistic, integrated approach, method, practice, activities, independently*

The integrated approach seeks to offer genuine language experiences for learners to improve their listening, speaking, reading, and writing skills in meaningful settings. The main role of language is to enable social interactions. In the classroom, teachers can create a real environment that promotes student social interaction. Both the subjects and learning activities must be pertinent and captivating for the learners. By employing a range of activities, language elements can be effectively combined, building on students' prior knowledge. This method equips students to think autonomously and confront challenging tasks. It emphasizes language as a process, offering learners numerous opportunities to grasp and practice the concepts that they are introduced to. Mistakes are viewed as a natural part of the learning journey. Teachers create a low-pressure environment that encourages learners to take risks. Corrections may come from modeling by instructors or peers [1]. There are various methods that blend different aspects to form an integrated approach to language learning. Our familiarity with these methods stems from courses focused on the subject methodology. When considering the communicative outcomes of education, we consult integrated approach methods, particularly when our goal is to incorporate grammar into communicative language learning. Thus, we must examine grammar instruction closely, even though much of the teaching methods address grammar in isolation. Research indicates that teaching grammar separately is an ineffective strategy for language acquisition [2]. The grammatical syllabus approach often neglects the practical communicative

elements of learning a second language. Students in traditional grammar-focused classrooms commonly feel that what they have learned cannot be applied in real-life conversations. In grammar-centered methodologies, the meaningful context of learning and the appropriate usage of language are frequently overlooked. Unlike the study of grammatical structures, effective verbal or written communication in real situations necessitates a range of language forms. When students are instructed on only one grammatical rule at a time, they may struggle to apply syntax, semantics, and pragmatics in an interactive manner [2]. Consequently, they might hesitate to make choices while using their second language. In contrast to traditional teaching, which focuses on one grammatical rule at a time, the integrated approach teaches grammatical rules within meaningful learning contexts where learners discuss relevant topics. Additionally, this integrated learning method fosters an authentic learning setting. The term "authentic" refers to its relevance to real-life situations. An authentic environment is characterized by the communicative nature of interactions among teachers and students, as well as between students themselves.

Due to these interactions, students became capable of grasping what they were learning by building on their existing knowledge. Initially, the information is presented in its entirety, and then specific language skills are taught within a relevant context. An authentic environment engages learners in meaning-making strategies rooted in cooperative language learning, such as group work, brainstorming, hands-on activities, problem-solving tasks, and the use of visual aids. This approach prevents teachers from using students' first language for translation purposes. According to Krashen, when teachers resort to using the primary language for translation, learners are likely to disengage from the second language. In a standard composition class, the teacher might write the topic on the board and inquire if students understand it, after which students are typically left to navigate the writing process independently. Many students struggle to develop their writing assignments, which may stem from insufficient guidance from the teacher and limited opportunities to practice writing for diverse purposes. For various reasons, many students face writer's block in composition courses.

Creating an authentic environment in English classrooms entails a transition from rote memorization and repetitive practice to fostering understanding and encouraging the expression of creative ideas. When a new story is introduced, teachers can facilitate a discussion about similar experiences that students may have encountered. Vocabulary can be integrated through classroom discussions. Meaningful discussions can also lead to predictions, guiding learners toward a deeper comprehension of the text. Students are given the chance to enhance their oral fluency in their second language through structured interactions with both peers and teachers. Beyond what is offered in textbooks or

workbooks, teachers can further refine students' verbal and written abilities by having them recreate a new version based on their understanding of the literature or their interpretation of the text. Students are required to present their new version to the class. This recreation can take various forms, including skits, poems, stories, letters, biographies, or illustrated pictures. The final products not only demonstrate how students perceive the story but also showcase their ability to apply what they have learned in a different context. This example illustrates an authentic learning environment that can aid second-language learners in developing language skills effectively.

Teachers play a crucial role in fostering an authentic learning environment that is both suitable and engaging for learners. Unlike the traditional view of students as blank slates, the integrative approach suggests that teachers should encourage students to explore and construct new knowledge throughout the learning process. This can be achieved through an interactive learning environment, characterized by diverse questioning methods, genuine problem-solving tasks, and opportunities for learners to articulate their thoughts both verbally and in writing. When students experience success in expressing their ideas independently, they not only fulfill the communicative function but also build confidence in using the second language.

REFERENCES:

1. Abdujabarova, K. H. Q. (2024). Analysis of Speaking Methods in Teaching Foreign Languages. *Journal of Higher Education and Academic Advancement*, 1(1), 219-223.
2. Khasanova, G. X., & Turgunova, F. M. (2023). PECULARITIES OF INCREASING THE EFFICIENCY OF THE PROCESS OF LEARNING FOREIGN LANGUAGES. *INTERNATIONAL SCIENTIFIC JOURNAL OF MEDIA AND COMMUNICATIONS IN CENTRAL ASIA*, (1).
3. Krashen & Terrell, 1983. Pica, 1994. A theoretical basis for teaching the receptive skills. *Foreign Language Annals* 17: 261-275.
4. Lightbown & Spada, 1993; Long & Porter, 1985. How Languages are learned. 2nd edn. Oxford: Oxford University Press. Lippi-Green, R. 1997. English with an Accent. London: Routledge. 18/3: 373-80.
5. Saidova, Z. U. (2024). ORGANIZATION OF INDEPENDENT EDUCATION IN THE CREDIT-MODULE SYSTEM. *Modern Scientific Research International Scientific Journal*, 2(1), 66-70.

6. Saidova, Z. (2024). The Main Peculiarities of the Integrated Approach and the Role of Teachers in Implementation. *INTERNATIONAL SCIENTIFIC JOURNAL OF MEDIA AND COMMUNICATIONS IN CENTRAL ASIA*.
7. Saidova, Z. O. R. (2024). KREDIT MODUL TIZIMI ASOSIDA TALABALARNING MUSTAQIL TA'LIM KUNIKMALARINI SHAKLLANTIRISH MUAMMOLARI VA HAL QILISH USULLARI. *Results of National Scientific Research International Journal*, 3(2), 141-149.
8. Saidrasulova, S. N. (2021). Development of language competences in higher education students. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(10), 1005-1010.
9. Sultanova, D. B. (2023). ROLE OF INTERACTIVE METHODS IN TEACHING ESL LEARNERS. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(22), 183-187.
10. Swain M., 1985. Communicative competence Some roles of comprehensible input and output in its development (pp. 235-253).
11. Turgunova, F. M. (2023). THE EFFECTIVE USE OF ORAL SPEECH AS A MEANS OF TEACHING FOREIGN LANGUAGES. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(22), 193-195.
12. Zilola, Y. (2022). TEACHING ENGLISH FOR SPECIFIC PURPOSES AND ITS TYPES.