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INTEGRATING LANGUAGE SKILLS FOR EFFECTIVE LANGUAGE TEACHING

Buranova Mekkamtohs Kholikulovna,

Denov Institute of Entrepreneurship and Pedagogy, teacher

Tel: +998 91 969 94 32

E-mail: mexkamtohsb@gmail.com

Abstract

This article explores the importance of integrating various language skills—listening, speaking, reading, and writing—in language teaching. It highlights the benefits of skill integration, such as enhanced communicative proficiency, increased student engagement, and the development of critical thinking. The paper discusses several strategies for integrating language skills, including project-based learning (PBL), task-based language teaching (TBLT), and content and language integrated learning (CLIL). Furthermore, it provides practical methods for implementing integrated tasks and offers solutions to potential challenges such as

resource limitations, time constraints, and student resistance. By adopting a holistic approach to language instruction, educators can foster a more realistic and effective learning environment, better preparing students for real-world communication.

Keywords: Language skills integration ,communicative proficiency, project-based learning, task-based language teaching, content and language integrated learning ,critical thinking, teaching strategies, integrated skills activities, productive and receptive skills.

Аннотация

В этой статье рассматривается важность интеграции различных языковых навыков — аудирования, говорения, чтения и письма — в преподавании языка. В ней подчеркиваются преимущества интеграции навыков, такие как повышение коммуникативной компетентности, повышение вовлеченности студентов и развитие критического мышления. В статье обсуждается несколько стратегий интеграции языковых навыков, включая проектное обучение (PBL), языковое обучение на основе задач (TBLT) и интегрированное обучение по содержанию и языку (CLIL). Кроме того, в ней приводятся практические методы реализации интегрированных задач и предлагаются решения потенциальных проблем, таких как ограниченность ресурсов, временные ограничения и сопротивление студентов. Принимая целостный подход к языковому обучению, преподаватели могут способствовать созданию более реалистичной и эффективной среды обучения, лучше подготавливая студентов к реальному общению.

Ключевые слова: интеграция языковых навыков, коммуникативное владение, проектное обучение, языковое обучение на основе задач, интегрированное обучение по содержанию и языку, критическое мышление, стратегии обучения, интегрированные навыки, продуктивные и рецептивные навыки.

Annotatsiya

Ushbu maqola til o'rgatishda turli til ko'nikmalarini - tinglash, gapirish, o'qish va yozishni integratsiyalashning ahamiyatini o'rganadi. U kommunikativ malakani oshirish, talabalarning faolligini oshirish va tanqidiy fikrlashni rivojlantirish kabi ko'nikmalar integratsiyasining afzalliklarini ta'kidlaydi. Maqolada til ko'nikmalarini integratsiyalashning bir qancha strategiyalari, jumladan, loyihaga asoslangan ta'lim (PBL), vazifaga asoslangan til o'rgatish (TBLT) va mazmun va tilni integratsiyalashgan o'rganish (CLIL) muhokama qilinadi. Bundan tashqari, u integratsiyalashgan vazifalarni amalga oshirishning

amaliy usullarini taqdim etadi va resurslarni cheklash, vaqt cheklovlari va talabalar qarshiligi kabi potentsial muammolarga echim taklif qiladi. Tilni o'qitishga yaxlit yondashuvni qo'llash orqali o'qituvchilar yanada real va samarali ta'lim muhitini yaratishi, talabalarni real dunyo muloqotiga yaxshiroq tayyorlashlari mumkin.

Kalit so'zlar: Til ko'nikmalarini integratsiyalashuvi, kommunikativ malaka, loyihaga asoslangan o'rganish, vazifaga asoslangan til o'rgatish, mazmun va tilni integratsiyalashgan o'rganish, tanqidiy fikrlash, o'qitish strategiyalari, integratsiyalashgan ko'nikmalar faoliyati, samarali va retseptiv ko'nikmalar.

In order to replicate the natural processes of skill-mixing which we mentioned at the beginning of this chapter, and also because we want to provide maximum learning opportunities for the different students in our classes, it makes sense to integrate different skills. Speaking as preparation and stimulus: we often ask students to discuss a topic as a way of activating their schemata or engaging them in a topic that they are going to read or hear about. Speaking sessions allow students to investigate their thoughts and feelings about a topic. Frequently, too, speaking is part of a longer planning sequence.

Integrating language skills in teaching involves creating learning activities that combine listening, speaking, reading, and writing, rather than treating them as isolated competencies. This holistic approach reflects real-life communication where these skills are used simultaneously and interdependently. By integrating skills, language teaching becomes more effective, engaging, and applicable to real-world contexts.

Benefits of Integrating Language Skills

1. Enhanced Communication Proficiency: Integrated skills teaching mirrors real-life language use, improving students' overall communicative competence. For example, discussing a text (reading and speaking) enhances understanding and expression simultaneously.

2. Increased Engagement and Motivation: Varied activities that blend different skills can keep students more engaged and motivated, reducing monotony and enhancing learning outcomes.

3. Contextual Learning: Integrating skills provides a context for language use, helping students understand how language functions in different situations. This contextual learning supports better retention and application of language skills.

4. Development of Critical Thinking: Activities that combine multiple skills often require higher-order thinking, encouraging students to analyze, synthesize, and evaluate information.

Strategies for Integrating Language Skills

1. **Project-Based Learning (PBL):** PBL involves students in projects that require the use of multiple language skills. For instance, a project on creating a school magazine would involve reading articles for research, writing content, and speaking and listening during group discussions.
2. **Task-Based Language Teaching (TBLT):** TBLT focuses on tasks that reflect real-world activities, integrating skills naturally. Tasks like planning a trip involve reading travel guides, listening to suggestions, discussing plans, and writing itineraries.
3. **Content and Language Integrated Learning (CLIL):** Teaching subjects like history or science in the target language integrates language skills with content learning, promoting both subject knowledge and language proficiency.
4. **Thematic Units:** Organizing lessons around themes (e.g., environment, technology) allows for the integration of skills within a coherent context. Students might read articles, discuss issues, write reports, and present findings on a theme.
5. **Role-Plays and Simulations:** These activities require students to use multiple language skills to perform roles or simulate real-life scenarios, enhancing their ability to use language dynamically.

A typical procedure for getting students to read a written text or listen to a recording involves both Type 1 and Type 2 tasks. Type 1 tasks are those where we get students to read or listen for some general understanding, rather than asking them to pick out details or get involved in a refined search of the text. Type 2 tasks, on the other hand, are those where we get students to look at the text in considerably more detail, maybe for specific information or for language points. Moving from the general to the specific by starting with Type 1 tasks and going on to Type 2 tasks works because it allows students to get a feel for what they are seeing or hearing before they have to attack the text in detail, which is the more difficult thing to do. The procedure for teaching receptive skills generally starts with a lead in. This is where we engage students with the topic of the reading and we try to activate their schema (plural schemata), a term which was best described by Guy Cook as 'our preexistent knowledge of the world' This is the knowledge that allows many British, Australian, West Indian, Pakistani and Indian people (for example) to make sense of headlines like England in six-wicket collapse

(a reference to the game of cricket), whereas many Canadians would instantly understand what it means to be sent to the penalty box and why being sent there might give another team a power play (both terms come from ice hockey, Canada's national sport). All of us, at whatever age, but especially from late childhood onwards, have this pre-existent knowledge which we bring with us to all encounters with topics and events. The job of the receptive skills teacher, therefore, is to provoke students to get in touch with that knowledge or schema. They can then predict what a text is likely to be about, and what they are going to see or hear. We can provoke this kind of prediction by giving them various clues, such as pictures, headlines or book jacket descriptions. We can give them a few words or phrases from the text and ask them to predict what these might indicate about its content. We can encourage a general discussion of the topic or ask students to make their own questions for what they are going to read about. Whatever alternative we choose, the point is that prediction is vitally important if we want students to engage fully with the text. Once students are ready to read, we set some kind of a comprehension task so that they will read or listen in a general way-trying to extract a mostly general understanding of what, superficially, the audio or written text is all about. The students read or listen to the text and then the teacher directs feedback. Here we may suggest that students go through the answers in pairs or small groups. This is partly so that they get more opportunities to work together, and partly so that when we go through the answers with the class, individual students do not get exposed as having failed in a task. Sometimes the teacher directs a text-related task immediately this Type 1 task has been completed. A text-related task is any kind of follow-up activity and might be either a response to the content of the text or a focus on aspects of language in the text^[8] However, we will usually get the students to look at the text again for a Type 2 task in which they are required to examine it in more detail. The comprehension cycle is repeated and then the teacher involves the students in text-related tasks (of course, it is possible that students might be involved in more than one Type 2 task cycle).

Teachers on the other hand, seem to be divided into two groups. Those that think about technique, and those that think about content. Let me try to represent this visually. The relationship between technique and content is like points on a graph. On the X axis, we have technique represented by this blue line, and on the Y axis, we have content, represented by the red line.

Now, let me ask you a question. University teachers, are they more interested in content or technique?

Well, in my teaching experience, I would say that many university teachers care a lot about content. Perhaps this is because many perceive themselves as researchers, writers of books and articles. I remember hearing one educational expert remark that professors think of their bodies as nothing more than transportation for their brains. As a teacher trainer myself, as I do training, I am often surprised at how few university teachers have received any training about technique at all. Isn't it weird that some of our brightest minds in the world have taken hundreds of courses, but never taken any courses, not one, on how to teach? They would fall into the high content, low technique area of the spectrum. At the other end of the spectrum, let's talk about teachers in primary and middle schools. Do they use techniques? In fact, before primary teachers are ever given a chance to teach students, they are often given many courses on how to teach, and make things both interesting and easily understood for students. They use colors, games, and stories. They use their hands and bodies. Bodies are not just transporting for their brains. They are taught techniques that break down information, and make it easy for a learner to understand. Techniques, such as group work, flash cards, color coded board work. However, the opposite problem can often happen here. While techniques are usually studied and utilized, sometimes primary and middle school teachers are not given the freedom to choose their own books and materials^[7] And thus, they spend most of their time thinking about technique, and not about the content. Another problem in the balance of content and technique is the fun teacher. You know the one. His class is one game after another. You get to laugh a lot, he tells lots of funny stories about his three dogs, but how much have students learned? Do the games provide instruction, as well as, fun?^[9] Do the stories teach a key learning point? Or has much of the valuable class time been more social than educational? This is not meant as a criticism of teachers on either end of the spectrum. Certainly, there are university teachers that use fantastic technique and primary teachers who create amazing content. And a fun teacher can also be an excellent educator. The point is, and what I want you to consider, is who you are. And where you will find the happy balance between both content and technique. As you train yourself, as a language teaching professional, keep in mind the tremendous difference that both content, and technique is important in delivering lessons.

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TEACHER'S PHYSICAL PRESENCE IN CLASS

Maqsudova Shaxnoza Muxsinjon qizi,

FerSu, EFL teacher

Abduraximova Gulsanam Murodjon qizi

FerSu, 1st course , group number 24.102

abduraximovagulsanam01@gmail.com

+998916604979

Abstract:

The physical presence of a teacher in the classroom has long been a subject of interest in educational research. This article examines the importance of a teacher's physical presence and its impact on student learning and classroom dynamics. Drawing on research and theories, it explores how a teacher's direct interaction fosters engagement, enhances communication, and establishes a productive learning environment. Key aspects include emotional connection, classroom management, and the influence on student motivation. Findings show that teacher presence positively correlates with student academic performance.

Keywords: Teacher presence, classroom dynamics, student engagement, motivation, communication, academic performance, classroom management, physical presence, teacher-student interaction, emotional connection.

Annotatsiya

O'qituvchining darsda jismoniy ishtiroki ta'lim sohasida uzoq vaqt davomida muhokama qilinib kelgan mavzu hisoblanadi. Ushbu maqolada o'qituvchining jismoniy ishtirokining ta'lim va sinfdagi munosabatlarga ta'siri o'rganiladi. Tadqiqot va nazariyalar asosida o'qituvchining to'g'ridan-to'g'ri o'zaro ta'siri ishtirokni rag'batlantirish, muloqotni kuchaytirish va samarali o'quv muhiti yaratish kabi jihatlarni ko'rib chiqadi. Asosiy jihatlari: hissiy bog'lanish, sinfni boshqarish va o'quvchilarni motivatsiya qilish. Tadqiqotlar shuni ko'rsatadiki, o'qituvchining jismoniy ishtiroki o'quvchilarning akademik muvaffaqiyatiga ijobiy ta'sir ko'rsatadi.

Kalit so'zlar: O'qituvchi ishtiroki, sinf dinamikasi, o'quvchilarning ishtiroki, motivatsiya, muloqot, akademik muvaffaqiyat, sinfni boshqarish, jismoniy ishtirok, o'qituvchi-o'quvchi o'zaro ta'siri, hissiy bog'lanish.

Аннотация

Физическое присутствие учителя в классе уже давно является предметом интереса в образовательных исследованиях. В этой статье рассматривается важность физического присутствия учителя и его влияние на обучение учащихся и динамику класса. Опираясь на исследования и теории, она изучает, как прямое взаимодействие учителя способствует вовлеченности, улучшает коммуникацию и создает продуктивную среду обучения. Ключевые аспекты включают эмоциональную связь, управление классом и влияние на мотивацию учащихся. Результаты показывают, что присутствие учителя положительно коррелирует с успеваемостью учащихся.

Ключевые слова: Присутствие учителя, динамика класса, вовлеченность учащихся, мотивация, коммуникация, успеваемость, управление классом, физическое присутствие, взаимодействие учителя и учащихся, эмоциональная связь.

In the field of education, the teacher's physical presence in the classroom has been a topic of much interest and debate. While much of modern education has embraced technological advancements, especially with the rise of online and hybrid learning environments, the importance of an educator's physical presence cannot be overlooked. A teacher's direct interaction with students in the classroom can significantly impact student learning, engagement, and motivation. This article aims to explore the role of a teacher's physical presence and how it affects various

aspects of the classroom environment, including teacher-student interactions, classroom management, and student academic performance. The teacher's physical presence is integral to the dynamics of the classroom. Research suggests that in-person teaching fosters a deeper emotional connection between the educator and the students, an element that is often lacking in virtual learning environments (Brown, L.M., 2020). Emotional connections are essential for creating a positive and supportive classroom atmosphere, which can motivate students to engage more actively in the learning process. A teacher's ability to respond to students' needs, provide feedback, and adapt their teaching approach based on student reactions is enhanced when they are physically present. Moreover, the teacher's presence is crucial for maintaining discipline and managing classroom behavior. A teacher's physical proximity to students often creates a sense of accountability, as students are more likely to follow instructions and remain focused when they know the teacher is nearby. This level of control is harder to achieve in remote learning settings, where physical cues and personal supervision are limited. Classroom management, which is pivotal in ensuring that students are engaged and focused on the learning material, is also positively influenced by a teacher's physical presence. Teachers who are physically present in the classroom can more effectively gauge student understanding, address misconceptions in real time, and adapt their teaching strategies accordingly (Brown, L.M., 2020, p. 45). This immediate feedback loop enhances the learning experience for students, helping them to stay on track and achieve academic success. The role of the teacher's presence in enhancing student motivation also deserves attention. Motivation plays a critical role in academic performance, and research suggests that students are more motivated when they feel connected to their teacher and the learning material (Smith, R., 2021). The physical presence of the teacher contributes to creating a sense of belonging and community within the classroom, which in turn fosters intrinsic motivation. This sense of connection is harder to replicate in virtual classrooms where students may feel disconnected or isolated. In this article, we will delve deeper into these themes by exploring the existing literature on the subject and analyzing empirical studies that investigate the impact of teacher presence on student outcomes. We will also examine the differences between in-person and online teaching experiences and highlight the challenges and opportunities presented by each mode of learning. By doing so, we aim to provide a comprehensive understanding of the significance of the teacher's physical presence in the classroom and its influence on various aspects of the educational experience.

One of the most significant impacts of a teacher's physical presence is the quality of interaction between the teacher and students. Studies have consistently shown that direct, face-to-face communication between teachers and students fosters a more engaged and dynamic learning environment. In a traditional classroom setting, teachers can observe students' body language, facial expressions, and reactions to instructional content. This immediate feedback allows teachers to adjust their teaching strategies in real time, ensuring that students are fully engaged with the material. According to Brown (2020), this kind of interaction is vital for promoting student participation, as students are more likely to ask questions and engage in discussions when they feel they are in the physical presence of their teacher. Moreover, teacher-student interactions in the classroom go beyond academic content; they also encompass emotional and social support. Teachers who are physically present can provide encouragement, offer personalized feedback, and build positive relationships with their students. These interactions foster a supportive environment where students feel valued, safe, and motivated to participate actively in the learning process (Brown, L.M., 2020, p. 46). This emotional connection is often lacking in online learning environments, where face-to-face interactions are limited, and students may feel disconnected from their instructors. Effective classroom management is crucial for maintaining a productive and focused learning environment. The teacher's physical presence plays a central role in managing student behavior and ensuring that lessons run smoothly. Teachers can quickly identify and address any behavioral issues that arise, such as students becoming distracted or disruptive, by using non-verbal cues or directly engaging with the students. This presence creates a sense of accountability among students, who are more likely to stay focused and behave appropriately when they know the teacher is physically present (Johnson, P., 2021).

In addition, a teacher's proximity allows them to create a more structured and organized learning environment. Teachers can circulate around the classroom, providing individualized support to students who may be struggling, while simultaneously monitoring group activities and discussions. This level of supervision is not easily replicated in online learning environments, where teachers often struggle to maintain control over student participation and behavior. As a result, the teacher's physical presence is essential for fostering a well-managed classroom where students can focus on learning without distractions. Teacher presence also has a profound impact on student motivation and academic performance. Research has shown that students are more motivated to perform well academically when they have strong, supportive relationships with their teachers. These relationships are often formed through in-person interactions that

allow teachers to understand students' individual needs, interests, and challenges. When students feel that their teacher is invested in their success, they are more likely to be motivated to engage with the material and achieve academic success (Smith, R., 2021). Furthermore, a teacher's physical presence allows for immediate feedback, which is crucial for student growth and improvement. Teachers can provide real-time clarification, answer questions, and offer encouragement during lessons, all of which contribute to a more personalized learning experience. This immediate support is less readily available in online learning environments, where feedback may be delayed or impersonal.

A teacher's physical presence is also instrumental in establishing a positive and inclusive classroom culture. In-person teaching allows teachers to set the tone for the classroom by modeling desired behaviors and creating an atmosphere of respect and cooperation. Teachers can engage in non-verbal communication, such as eye contact and body language, to convey warmth and approachability, which helps create an environment where students feel comfortable expressing themselves and participating in discussions (Brown, L.M., 2020). This sense of belonging is particularly important for students who may feel marginalized or disconnected. Teachers who are physically present can offer emotional support and guidance, fostering a sense of community and inclusion within the classroom. This positive atmosphere can significantly impact student well-being and, ultimately, their academic success. In conclusion, the physical presence of a teacher in the classroom is crucial for fostering meaningful teacher-student interactions, maintaining effective classroom management, enhancing student motivation, and promoting academic performance. The emotional and social support that teachers provide through their physical presence is essential for creating a positive and inclusive learning environment. While technology has made it possible to conduct remote and hybrid classes, it is clear that the teacher's physical presence offers unique benefits that cannot be fully replicated in online learning settings. The teacher's ability to connect with students on an emotional level, provide immediate feedback, and manage classroom dynamics is critical for ensuring that students are engaged and motivated to learn. As education continues to evolve, it is important to recognize the irreplaceable value of teacher presence in the classroom. Future research should continue to explore the various dimensions of teacher presence and its impact on student outcomes, both in traditional and online learning environments.

Ultimately, teachers are not just facilitators of content; they are role models, mentors, and emotional supporters who contribute significantly to the holistic development of students. In this regard, the teacher's physical presence

remains an invaluable aspect of the educational experience, one that will continue to shape the future of teaching and learning.

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ADABIYOTSHUNOSLIKDA KOMPETENSIYAVIY YONDASHUVNING AHAMIYATI

Nursulton Shayxislamov,

Chirchiq davlat pedagogika universiteti

Turizm fakulteti dekan o'rinbosari,

O'zbek tilshunosligi kafedrasida o'qituvchisi, mustaqil izlanuvchi

Annotatsiya

Mazkur maqolada adabiyotshunoslikda kompetensiyaviy yondashuvning nazariy asoslari, uning zamonaviy ta'lim tizimidagi o'rni va amaliy ahamiyati yoritilgan. Kompetensiyaviy yondashuv o'quvchilarda chuqur tafakkur, tahliliy fikrlash, ijodkorlik, hamda kommunikativ ko'nikmalarni shakllantirishda muhim vosita ekanligi asoslab berilgan. Maqolada shuningdek, adabiy matnlarni o'qitishda kompetensiyaviy yondashuv asosida dars jarayonini tashkil qilish usullari haqida ham fikr yuritilgan.

Kalit so'zlar: kompetensiyaviy yondashuv, adabiyotshunoslik, ta'lim, adabiy tafakkur, metodika, integratsiya, kommunikativ kompetensiya

Abstract

This article covers the theoretical foundations of a competency approach in literary studies, its role and practical significance in the modern educational system. Competency approach is based on the fact that it is an important tool in the formation of deep thinking, analytical thinking, creativity, as well as communicative skills in students. The article also reflects on the methods of