"ADVANCED JOURNAL OF UNIVERSITY SCIENCE AND CREATIVE INNOVATIONS"

THE ROLE OF AN INTEGRATIVE APPROACH IN THE DEVELOPMENT OF LINGUISTIC COMPETENCE OF PRIMARY CLASS STUDENTS

Haydarova Maftuna Murodilla kizi
PhD student of Namangan State University
E-mail: haydarovamaftuna1992@mail.ru
https://doi.org/10.5281/zenodo.17907518

Abstract. *In primary education, special attention is paid to the development of linguistic competence of students based on an integrative approach, to the effective use of modern pedagogical and informational approaches in the educational process. In scientific studies, it is recognized that the development of linguistic competence of elementary school students in foreign language classes, including English classes, based on an integrative approach, is of scientific and methodological importance. Taking this into account, this article covers the issues of using an integrative approach in the development of linguistic competence in the English classes of elementary school students of general secondary schools. It is also important to effectively organize English lessons based on an integrative approach, use games and playful situations in the course of the lesson, and increase students' interest in learning English. Such situations bring the speech activity of elementary school students closer to the natural state, and help to develop their communication skills.*

Key words: *integration, integrative approach, grammar games, lexical games, phonetic games, orthographic games, linguistic competence, interactive methods, integrated exercises.*

Introduction.

During the period of development of all fields, 70% of the countries of the world are widely using educational programs and textbooks of an integrative nature in the education system. Including integrated science in Australia, integrated science in Hungary, integrated science in Korea and Switzerland, integrative science in the UK education system, Hong Kong, Wales, Germany, Japan, the Netherlands and Northern Ireland from an integrative approach to the teaching of academic subjects. use, the need for Accent Language Center (language learning through motivation and comprehensive approach), English-medium Instruction (learning English through instructions), Content and Language Integrated Learning (integrated language learning based on texts) is explained.

Now, in our country, in the field of education, especially in the teaching of English, using an integrative approach, meaningful organization of lessons and finally achieving the intended goal is becoming one of the main goals. aimed at developing the linguistic competence of its students based on an integrative approach.

Organization of the educational process on the basis of integrative programs and textbooks, as well as the use of an integrative approach in the teaching process, it is intended to achieve efficiency as a result of the learning process, in which it is appropriate to use different levels of integration. For example:

1. Integration based on the sequential presentation of topics, in which the principle of concentrism is followed in the presentation of educational materials, that is, the previous educational material complements the next one. This does not mean that they repeat each other. As a result of such integration, students' knowledge, skills and abilities regularly develop and enrich.

2. Integrative programs, these types of programs provide for the combined presentation of topics related to several educational subjects or academic subjects.

3. Cross-curricular integration, in which learning materials from one course are combined with learning materials from another course that are essentially similar.

Literature analysis and methods.

The scientific methodical basis of the integrative approach in increasing the effectiveness of the educational process is Gulyamova M.Kh[3], Akhmedova N.M[2], Abdullayeva N.M[1], Mavlonova R.A., Rahmonkulova N.H[4], Maksimova V.N[5], Chapayev N.K[6]. researched by scientists.

Scientists such as K.P.Murthy, M.V.Ragha Ram[7] highlighted the positive aspects of the integrative approach in education. The scientific research and research work of all the above-mentioned scientists is of great importance from the point of view of the problem being solved.

Integration in education can be expressed as follows:

1. Creating a holistic view of the whole being (integration is considered as an educational goal here);

2. Finding a common platform for convergence of different scientific knowledge (where integration is used as a tool);

3. As a means of developing education;

4. As a means of universal, national education. In the establishment of connections between two academic subjects and their integration, one or another subject serves as a basis from time to time. The organic connection and logical interrelationship of topics in different academic subjects should be the basis of integrated lessons.

Any skills and competences are implemented gradually with the help of special exercises and texts, that is, with the help of exercises directed from simple to complex.

The use of integrated exercises and tasks, interactive methods is of great importance in improving the effectiveness of lessons in general secondary education schools. Including "Role plays", "find the problem", "Guided interview", "Mime and gesture", Act out, The use of exercises such as TPR (Total Physical Response), "Listen and draw" (Listen and draw) and integrated interactive methods guarantee to raise the quality of education to a higher level.

It is important to use games and playful situations in order to organize the lesson process in an interesting way and prevent students from getting bored. Such situations bring the speech activity of elementary school students closer to the natural state, help to develop their communication skills.

Grammar games. These types of games have the following goals:

1. Pupils overcome certain grammatical difficulties and communicate in speech.

2. Creating natural situations for applying the necessary grammatical events.

3. Development of speech activity of students.

Lexical games are performed for the following purposes:

1. To teach students to practice vocabulary in situations close to natural situations.

2. Activation of students' verbal thinking process.

3. Development of speech reaction.

Phonetic games. Such games are designed to establish correct pronunciation, and they have the following goals:

1. To train the students to pronounce English sounds correctly.

2. Teaching to speak quickly and read poems sonorously and burro. Spelling games help to develop students' literacy skills.

The intelligent and effective use of the game method greatly increases students' interest in learning English, working and acting as a team, treating each other with respect, and being able to listen to others' opinions. perfects qualities.

Results and discussion.

In conducting the experimental work of our research, the main attention was paid to the improvement of the effectiveness of the development of the linguistic competence of the 3rd-4th grade students of general secondary schools in English based on an integrative approach.

At the first stage of the experiment, a test control was conducted in order to check the students' mastery of the English language. The students were asked to complete 15 tests of the English language. These tests are aimed at determining the level of students' knowledge of the English language. The tests given to students were conditionally divided into 3 levels of complexity, and a total of 15 test tasks were taken, 5 of each. 4 (A, B, C, D) answer options were given for the test tasks, 2 minutes on average, 30 minutes for a total of 15 test tasks. Also, each test task requires imagining and analyzing various processes on the basis of knowledge, as well as using the acquired skills and competencies. As can be seen from the obtained preliminary test results, the test results are almost the same in the experimental and control groups (Table 1).

Groups	Number of students	Correct answers to test questions															In % of total
		Tests of the 1st level of complexity					Tests of the 2rd level of complexity					Tests of the 3rd level of complexity					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Experimental group	28	71 %	70 %	74 %	78 %	90 %	68 %	75 %	61 %	63 %	78 %	53 %	54 %	65 %	53 %	60 %	66.6%
Control group	29	68 %	66 %	70 %	71 %	88 %	64 %	69 %	55 %	59 %	73 %	49 %	53 %	64 %	51 %	54 %	64.2%

Table 1. Indicators of pre-test mastery of students' linguistic competence in English according to the level of development.

English lessons were conducted in the traditional way in the control group selected during the experimental work. In the experimental group, lessons based on an integrative approach were organized in English classes. At the end of the section, students were given a test control on the lessons organized on selected topics. Unlike the first phase of the experiment, in order to

determine the extent to which the students mastered the learning material, for each test item, one completely correct answer and three incorrect answers were given. The achieved result can be found in the following table: (Table 2)

Groups	Number of students	Correct answers to test questions														
		Tests of the 1st level of complexity					Tests of the 2rd level of complexity					Tests of the 3rd level of complexity					In % of total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Experimental group	28	79 %	80 %	67 %	87 %	92 %	68 %	72 %	66 %	67 %	78 %	68 %	66 %	68 %	67 %	69 %	71.7%
Control group	29	71 %	70 %	65 %	79 %	81 %	61 %	68 %	54 %	59 %	73 %	53 %	60 %	62 %	56 %	57 %	65.8%

Table 2. Indicators of students' acquisition of linguistic competence in English after the experimental test.

s can be seen from the results of the above table, the overall result of the experimental group in the initial test was 66.6%. The result was 71.7% when the test was conducted at the end of the experimental work after the lessons were conducted for primary school students based on an integrative approach to English. In the control group, we conducted the training without any changes. In the end, we conducted a science test from this group and the result was 65.8%. It can be seen that there was no significant change in the control group.

At the final stage of the experiment, the positive aspects of teaching based on the integrative approach were identified:

- conditions were created for students to work independently and develop their creative abilities;
- the gaps that appeared before in the process of learning English were filled, knowledge was deepened, as a result, the effectiveness of the lesson increased;
- as a result of lessons and trainings conducted on the basis of an integrative approach, it was observed that the interest and motivation of students in the experimental groups increased.

We can say that the factors that influenced the increase of the quality index in the experimental groups in the above way are the organization of English lessons for elementary school students based on an integrative approach.

Suggestions and recommendations.

Based on the scientific results of the research, the following scientific-practical recommendations are offered for the development of linguistic competence of elementary school students of general secondary schools:

1. It is recommended to carefully plan the pedagogical activities of English language teachers, to take into account the real personal capabilities of each student in English language classes, and to have a creative approach to classes in the development of linguistic competence of primary school students of general secondary schools.

2. Creating textbooks based on an integrative approach to teaching English for elementary school students of general secondary schools.

3. Today, it is necessary to teach students to think freely without putting pressure on them, without providing ready-made answers, to create an opportunity for them to find out independently, to use interesting and colorful materials and teaching methods.

The recommendations developed on the basis of the results of the research will serve to improve the indicators of the technology and results of the assessment of the results of the development of the linguistic competence of the 3rd-4th grade students of general secondary schools in our republic.

Conclusion.

The research process led to the following conclusion:

1. Curriculum documents on the development of linguistic competence in teaching English in 3-4 grades of general secondary schools, legal and regulatory documents on communicative and competence approaches in our republic, foreign language teaching scientific-theoretical ideas related to the methodology serve as a methodological basis for this research.

2. To ensure the effectiveness of teaching in the development of linguistic competence of 3rd-4th grade students in English, to improve the quality of English lessons, for this, it is necessary to widely use an integrative approach that has a positive effect on the cognitive activity of students.

3. The appropriateness of using an integrated system of exercises and tasks in the development of linguistic competence of elementary school students in English classes, in which positive results are expected as a result of students working on various authentic materials.

REFERENCES

1. Abdullayeva N.M. The use of integrated technology in improving the effectiveness of primary education is the abstract of a dissertation written for the degree of Doctor of Philosophy (PhD) in Pedagogical Sciences. - Namangan - 2020.
2. Akhmedova N.M. Improvement of professional training of future teachers based on an integrative approach.// dis. (PhD). Tashkent-2020.
3. Gulyamova M.Kh. An integrative approach to the development of students' communicative competence in English language teaching. Pedagogy is a science. Candidate dissertation abstract.-T., 2019. p. 45.
4. Mavlonova R.A., Rahmonkulova N.H. Integrated pedagogy of primary education.// (Study guide). Tashkent-"ILM ZIYO"-2009.
5. Maksimova, V.N. Integration in the education system / V.N.Maksimova. - St. Petersburg: Publishing House of the State Pedagogical University named after A.I.Hertsen, 2000.
6. Chapaev, N.K. Integration of education and production: methodology, theory, experience: monograph / N.K. Chapaev, M.L. Weinstein. - Chelyabinsk: CHIRPO; Yekaterinburg: IRRO, 2007.
7. Murthy P.K., Raghu Ram M.V. Integrated Approach to English Language Teaching in L2 Classroom: A Conceptual Framework// Veda’s journal of English Language and Literature-JOELL 2.4.(2015) P. 101-104.