

**ORIENTAL JOURNAL OF PHILOLOGY**

journal homepage:

<http://www.supportscience.uz/index.php/ojp/about>**ASSESSMENT OF STUDENTS' FOREIGN LANGUAGE READINESS THROUGH THE INTEGRATIVE DEVELOPMENTAL APPROACH****Gulnoz O. Maksudova***PhD., Senior lecturer**Tashkent State Pedagogical University**Tashkent, Uzbekistan***ABOUT ARTICLE**

Key words: student, foreign language, preparation, assessment, integrative development tools.

Received: 27.08.22**Accepted:** 29.08.22**Published:** 31.08.22

Abstract: Integrated teaching of English in elementary school contributes to the child's positive awareness of himself as a person. He has the opportunity to feel his involvement in the linguistic and cultural community of people. The organization of integrated teaching of a foreign language at the initial stage can become one of the most effective means of significantly improving the quality of education.

ИНТЕГРАТИВ РИВОЖЛАНТИРУВЧИ ЁНДАШУВ АСОСИДА ТАЛАБАЛАРНИНГ ХОРИЖИЙ ТИЛ ТАЙЁРГАРЛИГИНИ ТАКОМИЛЛАШТИРИШ**Гулноз О. Мақсудова***катта ўқитувчи, PhD**Тошкент давлат педагогика университети**Тошкент, Ўзбекистон***МАҚОЛА ҲАҚИДА**

Калит сўзлар: талаба, чет тили, тайёргарлик, баҳолаш, интеграл ривожланиш воситалари.

Аннотация: Бошланғич мактабда инглиз тилини интеграллашган ҳолда ўқитиш боланинг шахс сифатида ўзини ижобий англашига ёрдам беради. У одамларнинг тил ва маданий ҳамжамиятидаги иштирокини ҳис қилиш имкониятига эга. Бошланғич босқичда чет тилини комплекс ўқитишни ташкил этиш таълим сифатини сезиларли даражада оширишнинг энг самарали воситаларидан бирига айланиши мумкин.

НЕКОТОРЫЕ ВОПРОСЫ ПОВЫШЕНИЯ ИНОЯЗЫЧНОЙ ГОТОВНОСТИ СТУДЕНТОВ

Гулноз О. Максудова

старший преподаватель, PhD

Ташкентский государственный педагогический университет

Ташкент, Узбекистан

О СТАТЬЕ

Ключевые иностранный оценивание, развития.	слова: язык, средства	студент, подготовка, интегративного	Аннотация: Комплексное обучение английскому языку в начальной школе способствует позитивному осознанию ребенком себя как личности. У него есть возможность почувствовать свою причастность к языковому и культурному сообществу людей. Организация комплексного обучения иностранному языку на начальном этапе может стать одним из наиболее эффективных средств значительного повышения качества образования.
--	------------------------------------	---	--

INTRODUCTION

Integration is a relatively new approach in pedagogy, the introduction of which can increase the level of the educational process of the younger generation. Integration in pedagogy and education is, first of all, the interaction of various elements of any system in order to obtain something holistic, new. The concept of "system" in modern pedagogy can be used in different aspects, for example: an educational institution as a system; system of training sessions; the system of relationships between children and teachers, etc. As noted by A.S. Makarenko, no means can be considered separately from the system.

Integration in pedagogy is traditionally considered in two aspects:

- 1) as a state, which is characterized by consistency, orderliness and stability of relationships between various elements;
- 2) as a process that leads to a given state.

Thus, integration in pedagogy is a very important indicator that indicates the effectiveness of the entire education system; it acts as a criterion for its integrity.

THE MAIN RESULTS AND FINDINGS

The interaction of various elements in the educational process is a rather complex and multilevel process. In connection with these in pedagogy, there are different approaches to the definition of the concept of integration.

So, according to V.S. Bezrukova, integration is the highest form of interconnection, expressing the unity of all elements that make up the education system and determining its content. As the researcher O.G. Gilyazov, integration, from the point of view of pedagogy, is an integral

system of organically interconnected disciplines, built by analogy with the world surrounding the child.

In the above definitions, integration appears as a state. According to the next researcher, I.S. Serdyukova, integration is, first of all, as a process of communication and convergence of sciences, which represent the highest form of transition to a higher quality level of education [1].

So, integration in pedagogy is a well-structured, multi-component and carefully organized connection of all elements of the education system, the ultimate goal of which is the student's self-development.

All elements in the education system serve one goal - the versatile development of the child, they contribute to the satisfaction of their interests and abilities, provide coordination of influence on the motivational, emotional, effective-practical and volitional spheres of the child's personality. Thus, summarizing all that has been said, we can say that the concept of "integration" in pedagogy means: a comprehensive description of the goals of education, a combination of pedagogical tools used both in educational and extracurricular activities, integrity in achieving planned results, the relationship of the main and additional education, the flexibility of organizing educational activities using various methods and forms of extracurricular activities; the creation of creative circles, as well as the introduction of integrative courses, the interaction of all elements of the educational process.

The priority task of influencing the child in the learning process is to prepare him for the perception of the surrounding reality as a whole. In other words, students must take into account the relationship between objects and phenomena before drawing a big picture. In addition, the child must be able to perceive phenomena from different angles.

The effectiveness of children's cognitive activity depends on certain conditions, including the fact of using integration in pedagogy.

There are different types of integrations in pedagogy. Intra-subject implies integration within any particular discipline. At the same time, separate, disparate concepts and facts from one field of knowledge are combined into a system. Thus, the educational material is built in the form of a view of large blocks. This form of integration provides the student with complete information on the material being studied. The lesson is more capacious. Intra-subject integration involves the construction of a spiral structure in the presentation of the material. At the same time, the process of assimilation of the new proceeds both from the general to the particular, and vice versa. The teacher presents new information in portions, which gradually helps to deepen and also increase the student's already existing horizons in this subject. Modern pedagogy speaks of the conduct of the educational process through consolidation and the simultaneous study of various topics and subjects related to each other. And also the student is invited to link or summarize some of the

exercises and the tasks received, the implementation of independent actions based on similarity, induction, comparison, the development of the necessary tables, graphs, diagrams or other schematic images.

Intrasystem integration is another type of integration. It is characterized by the fact that students develop the ability to use the material of one subject while studying another. The child acquires knowledge in a complex way, perceiving general scientific categories and approaches as a whole. Here integration can be carried out in different ways. The first of them - horizontal - establishes interdisciplinary connections based on the same scientific knowledge. This avoids repetition and saves study time. Another approach, respectively, is vertical. It is characterized by the fact that interdisciplinary connections serve to form similar types of thinking, for example, humanitarian-environmental, physical-mathematical, etc.

In addition, "integration" in pedagogy is also divided by form into internal and external. Internal integration is characteristic of the internal educational process. External - is carried out in the interaction of an educational institution with other structures and with society.

Internal, or intra-school, integration is the interconnection of a variety of pedagogical tools used at several levels: establishing internal communications (for example, intra-subject); implementation of interaction between educational means (for example, between subjects); connection of material on one subject to the study of another (conducting an integrated lesson); introduction of new teaching aids (conducting classes in groups of different ages, etc.).

The effectiveness of the learning process is increased due to several important factors, namely: an increase in various educational functions in the classroom, which will serve as an increase in moral qualities in children, as well as influence social development; increasing the cognitive, mental element during extracurricular activities; the use of various auxiliary, namely educational, means that help not to distinguish between the student's educational and extracurricular activities, but rather bring them into a single whole, which serves to ensure the versatile development of the individual. All this is possible with a well-built integrated approach.

To implement a complex impact on the formation of personality, it is necessary to develop a multi-level model of interaction, which provides for various stages of growing up of children. For example, at the initial stage of school education, a primary school teacher helps kids to get acquainted with some concepts and phenomena of basic educational spheres. The competent organization of this stage of training contributes to the further mastery of subjects at the next stages at a deeper level. It should be noted that the use of an integrated approach at this stage contributes to the development of special abilities in children and the identification of abilities.

Combining the intra-school stages of education, teachers carry out comprehensive educational activities aimed at the comprehensive development of the child and his education. At

the same time, the main task of the school is solved - to release from its walls a person with stable skills, knowledge and social skills. As a result of the joint activities of general and additional education, creative and gifted individuals are revealed. In this case, differentiation and integration are widely used. At the same time, pedagogy determines the direction of the child's activity and strives for its comprehensive development.

To top it off, it should be noted that at present social integration has become relevant in the educational policy of Russia. It implies, first of all, that children with disabilities receive education together with ordinary students. This approach helps the socialization of special children, and also teaches healthy children to be tolerant. The implementation of such a condition at school, starting from the elementary grades in relation to children with disabilities, will prepare the child for integrated education in a mass educational institution at all its stages and realize his natural potential.

CONCLUSION

Thus, integration in pedagogy implies the interaction of various elements of a system in order to obtain something holistic. Integration is considered in two aspects: as a state and as a process. Integration can be intra-subject and intra-system. Distinguish between internal and external integration.

REFERENCES

1. Serdyukova I.S. Integration of studies in elementary school.//Primary school. - 1994. - No. 11 - P.45.
2. Bezrukova V.S. Pedagogy: Textbook / V.S. Bezrukov. - Rn / D: Phoenix, 2013. - 381 p.
3. Imogene Forte, Marjorie Frank, Joy Mackenzie, Kids' stuff, Reading & language experiences – Intermediate – Jr. High. USA: Incentive Publications, 1973.
4. Longman Dictionary of Contemporary English // Electronic resource, access mode: <http://www.ldoceonline.com/>
5. Sarah Hudelson, Teaching children, Arizona State University, USA.
6. Lazareva E.V. Early teaching of English by means of art: education of human nature // Foreign languages at school - 1996. - No. 2. - P. 41-49.
7. Ikhamova I. N. Forming intercultural competence of the future teacher of English in the higher educational establishment // Science and world. 2016.– P. 88–90.
8. Ikhamova I.N Concept lesson as organizational form of design and creativity training of a future teacher // The Way of Science. Volgograd. – 2016.
9. Maksudova G.O. Improvement studying students of foreign languages by an integrative approach // European Journal of Research and Reflection in Education Sciences. –2020. -Б. 56-58.(13.00.00 № 2,2020)

10. Maksudova G.O. Selecting authentic materials in teaching English // The American Journal of Interdisciplinary Innovations and Research – 2020. -Б. 294-297. (Vol 2 No 04)