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## **THE IMPORTANCE OF DEVELOPING STUDENTS' SPEECH SKILLS BASED ON AN INTEGRATIVE APPROACH.**

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**Abstract.** The implementation of an integrated approach to teaching English seems to be a major task that contributes to the development of professional competencies. The special place of English in the integration of disciplines is explained by the fact that it is closely interconnected with the humanities and natural sciences. Such integration can be carried out at all stages of teaching a foreign language both at the level of the entire educational system and at the level of individual disciplines. Teaching a foreign language in an "integrated" way helps to form a more holistic picture of the world in students, in which the foreign language itself is a means of cognition and communication.

**Key words:** integration, English language, skills, abilities, competencies.

In recent years, in our republic, the training of professionally competent and qualified teachers who can ensure the quality of education in higher education institutions, based on national and advanced foreign experiences, and the improvement of their professional mobility on the basis of modular technology and CEFR qualification requirements are being created. The task of "increasing the quality and efficiency of higher education institutions based on the introduction of international standards for evaluating the quality of education and training" [1]. As a result, opportunities for continuous self-development and improvement at all stages of one's professional life have expanded.

The integrative approach is used in drawing up work programs and teaching aids for disciplines that involve the formation of competencies. The integrative approach is given the role of a modernizer of the educational process in universities. At present, this approach is actively being introduced into the educational process, helps first-year students adapt to various disciplines, etc. Teaching English through interdisciplinary connections[2].

The term "integration" comes from the Latin word integer - "whole" - and is understood as the process of creating a single whole from many parts. In Russian universities, this method is just beginning to develop. Integration is today one of the most significant innovative phenomena in education. It surpasses all other phenomena "in the breadth of experimental implementation, depth of creative conception, duration and dialectic nature of historical development" [3, p. 168].

Integration processes lead to the formation of new elements, changing and transforming current ones into more effective ones. The integrative approach, formed in the Russian methodology, seems in this regard to be the most productive and

effective teaching method in comparison with others. It can solve the problem of the holistic training of future specialists due to not only the integration of disciplines, but also the fusion of methods, forms and organization of the educational process. As V. F. Tenishcheva rightly notes, “integration ensures the movement of the pedagogical system towards its greater integrity and, as a result, leads to an increase in the level of the educational process, which is expressed in the formation of the necessary competencies / competencies of students” [4, p. 21].

According to I. A. Zimnyaya and E. V. Zemtsova, the integrative approach is “a holistic representation of a set of objects, phenomena, processes united by the commonality of at least one of the characteristics, as a result of which its new quality is created” [5, p. 14]. First of all, the integrative approach forms:

- a holistic picture of the world (i.e. students have a deeper understanding of the purpose of studying subjects, realizing the connection between them, thus increasing motivation for the learning process);
- new skills and abilities (due to this, students’ capabilities are expanded);
- moral values of students;
- key competencies (communicative, socio-cultural, educational and cognitive).

The integrative approach intensifies the learning process and also forms a personality ready for effective intercultural communication. Thus, thanks to the integrative approach, an opportunity for self-realization and self-identification of the student’s personality appears. The thinking of students accustomed to thinking according to one scheme changes.

Another particularly important area that should be noted is the activation of the moral sphere of consciousness. By integrating knowledge, it is possible to form new educational courses that meet the needs of modern society [6]. At the current stage of education, interdisciplinary connections are becoming relevant, i.e. education follows the path of integrating knowledge in various subjects. Foreign language classes provide the teacher with great opportunities to form interdisciplinary connections [7]. Newspaper and magazine texts are still worthy material for linguistic observations. Based on the modern British and American press, one can productively study linguistic phenomena. According to R.K. Minyar-Beloruchev, two large groups can be distinguished in the content of education: the first is knowledge, the second is skills and abilities [8]. Knowledge is understood as mastery of language material on various topics, the concept of methods and techniques of speech activity in a foreign language, knowledge of the realities of national culture.

In this article, we analyze the integrative situations of speaking and listening comprehension skills in the process of teaching a foreign language

Communicative and holistic approaches to language teaching promote the integration of speaking, listening, reading, and writing in ways that reflect the natural use of language. Nevertheless, speaking and listening opportunities require structure and planning if they are to support language development. This digest describes what

speaking involves and what good speakers do when they express themselves. It also provides a framework for creating an effective speaking lesson and assessing students' speaking skills.

Outside the classroom, listening is used twice as often as speaking, which in turn is used twice as often as reading and writing[12]. Within the classroom, speaking and listening are the most frequently used skills[9]. Both teachers and students recognize them as critical to functioning in English language contexts. These skills are also logical starting points for instruction when students have low literacy (in English or their first language) or limited formal education, or when they come from a language background with a non-Latin script or a predominantly oral tradition. Additionally, in an effort to incorporate work-readiness skills into adult ESL instruction, practice time is devoted to speaking skills such as reporting, negotiating, clarifying, and problem solving[13].

Speaking is an interactive process of meaning making that involves the production, reception, and processing of information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in particular discourse situations (e.g., declining an invitation or asking for time off from work) can be identified and schematized[11]. For example, when a salesperson asks, "Can I help you?" the expected discourse sequence includes a statement of need, a response to the need, an offer of appreciation, an acknowledgement of appreciation, and a farewell exchange. Speaking requires that learners not only know how to produce specific elements of language, such as grammar, pronunciation, or vocabulary (linguistic competence), but also understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speaking has its own skills, structures, and conventions that are distinct from written language[10, 11]. A good speaker synthesizes this set of skills and knowledge to succeed

The skills and discourse habits of the speaker influence the success of any exchange. Speakers must be able to anticipate and then produce expected patterns of particular discourse situations. They must also manage discrete elements such as turn-taking, paraphrasing, providing feedback, or redirecting. For example, the learner engaged in the exchange with the salesperson described earlier must know the usual pattern that such an interaction follows and must access this knowledge as the exchange unfolds. The learner must also select the correct vocabulary to describe the item being sought, rephrase or emphasize words to clarify the description if the salesperson does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction may involve include the following:



- producing the sounds, stresses, rhythmic patterns, and intonations of language;
- using grammatical structures correctly;
- assessing the characteristics of the target audience, including common knowledge or points of reference, status and power relationships of participants, levels of interest, or differences in views;
- selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- employing strategies to enhance comprehensibility, such as highlighting key words, paraphrasing, or checking for listeners' understanding;
- using gestures or body language; and paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammatical structures to maximize listener comprehension and involvement [9].

Teachers should monitor students' speech activity to determine what skills and knowledge they already have and what areas require development.

Speaking lessons may follow a typical pattern of preparation, presentation, practice, assessment, and extension. The teacher may use the preparation stage to set the context for the speaking task (where, when, why, and with whom it will happen) and to initiate awareness of the target speaking skill (asking for clarification, underlining key words, using contracted forms of words). In the presentation, the teacher may provide students with a preliminary model that facilitates students' understanding and helps them become more attentive observers of language use. Practice involves students producing the target structure, usually in a controlled or highly supported manner. Assessment involves directing attention to the skill being tested and asking students to monitor and assess their own progress. Finally, extension consists of activities that ask learners to use a strategy or skill in a different context or authentic communicative situation or to integrate the use of a new skill or strategy with previously acquired ones[10].

Example Speaking Lesson:

Choosing Appropriate Small Talk Topics

1. Preparation. Show students a photograph of two people talking in a familiar, informal setting. (The setting will be determined by the preliminary needs assessment.) Ask them to brainstorm what people might be discussing (e.g., topics, vocabulary, typical phrases).

2. Presentation. Show several video clips of small talk in informal situations. Ask students to complete a worksheet in which they describe or list the topics discussed, the context in which the speech takes place, and any phrases that seem typical of small talk. Then discuss the types of topics appropriate for small talk, factors in specific situations that influence topic choice (e.g., relationships between

participants, physical setting), and typical phrases used in small talk. Record this information.

3. Practice. Provide students with specific information about the participants and the setting of the scenario in which the small talk will take place. In pairs, ask them to list topics the participants might discuss and simple phrases they might use. Students then engage in impromptu dialogues based on these simple phrases.

4. Evaluation. Give pairs a teacher-prepared dialogue based on their scenario from. Ask them to compare their impromptu dialogues with the prepared dialogue, examining the similarities, differences, and reasons for both.

5. Extension. Have students, individually or in small groups, visit different contexts in the community (work, school, church, bus stop) and record the conversations they overhear. Ask them to report their findings to the class, and then have the class discuss their findings.

Although dialogues and conversations are the most obvious and most frequently used types of speaking in the language classroom, the teacher can choose from a variety of activities. Brown [9] lists six possible categories of tasks:

Imitative - activities in which the learner simply repeats a phrase or structure (e.g., "Excuse me" or "Can you help me?") for clarity and accuracy;

Intensive - activities or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repeating a series of imperative sentences;

Responsive - brief responses to questions or comments from the teacher or learner, such as a series of yes/no questions;

Transactional - dialogues conducted for exchanging information, such as fact-finding interviews, role-plays, or debates;

Interpersonal - dialogues conducted to establish or maintain social relationships, such as face-to-face interviews or role plays with casual conversation; and

Extended - extended monologues such as short speeches, oral reports, or oral summaries.

These tasks are not sequential. Each may be used independently or they may be integrated with one another, depending on the needs of the students. For example, if students do not use appropriate sentence intonation when participating in a transactional activity that focuses on the skill of politely interrupting to make a point, the teacher may decide to follow up with a short simulation lesson that targets this function.

When presenting tasks, teachers should tell students about the language function to be produced in the task and the real-world context(s) in which it typically occurs. They should provide opportunities for interactive practice and build on previous instruction as needed[11]. Teachers should also be careful not to overload the speaking lesson with other new material, such as numerous vocabulary items or

grammatical structures. This may distract students from the main objectives of the speaking lesson.

Verbal speech is the key to communication. By reporting on what good speakers do, what speaking exercises can be used in the classroom, and what special products students have, teachers use an integrative approach to improve their students' speaking, reading, and general oral skills can help improve.

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