

INTEGRATED FOUR LANGUAGE SKILLS IN PRIMARY SCHOOLS

*Shoxsanam Tuxtasinova**Teacher of the department of Uzbek language and literature**Andijan Machine-building Institute**e-mail: toxtasinova95@bk.ru**tel: +998972343701*

ABSTRACT: This article provides information on indicating the developing integrated four language skills in primary schools. Integration of skills is a very important practice in the teaching any language. A kind of relation exists in the way we use primary skills of language, identified as listening, reading and writing. It emphasizes the interconnected nature of these skills and their role in fostering holistic language development. The piece highlights various strategies for implementing this approach, such as thematic teaching, task-based learning, collaborative activities, and the use of technology.

Key words: language, skill, listening, speaking, reading, writing, interaction, student, approach.

Language teaching has a number of dimensions, which include the development of oral expression, written skills, literature, and creativity. All are part of the language curriculum in our schools. Our aim in primary schools is to encourage and assist pupils to use language fluently and freely and to express their ideas clearly. We teach children to read both for information and for pleasure. We seek to provide learning support or resource teaching for children who have difficulties. Teaching English as a second language to non-national pupils is new for many of us. Whereas language-support teachers have the main responsibility for devising language learning programmes, the inclusion of children with little English is a challenge many class teachers face today. A decision to introduce modern languages in the primary school can only take place in the context of an overall policy on language and education.

There is no doubt that the initial evaluation of the pilot project has shown the teaching of modern languages to be successful, but it is early days yet, and there are many questions to be answered. Early learning (and the Primary School Curriculum avers that learning begins before birth) is based on sensory experience. There is a growing body of evidence that children begin to form concepts at an early age. This is based directly on a range of interactive sensory experience. The rate and extent of children's learning in the early years is greater than at any other period in life. One of the most impressive features of this range of learning is the extraordinary amount of language a child acquires during the first three and a half to four years. By the time a child has reached this age s/he will have not only acquired an impressive vocabulary but will have mastered the grammar and syntax of the mother language. The child will still make 'grammatical errors'. A three-year-old may very well say "the dog runner after me," but will be giving unquestioned evidence that s/he has mastered the inflection for the past tense.

The question as to how children learn so much of the mother tongue in such a short time has exercised psychologists, linguists and educationalists, and has resulted in a number of theories. However, the consensus at the moment, if such exists in a field as contested as this, would seem to lean towards the model proposed by Noam Chomsky.

He would claim that the human brain has an innate capacity for language learning. He argues that the mastery of language a child achieves by the age of three and a half or four years cannot be explained in terms of imitation or teaching, whether that is formal or informal. Both

imitation and teaching play a role. However, in the absence of an innate language ability, they could not on their own result in the level of language that children acquire, coming as they do from back grounds that offer widely disparate social and cultural experience, and bringing with them into the world a wide range of natural ability and intelligence.

A particularly important feature of language learning is the development of literacy. The ability to read and comprehend text is central to success in current and future education and to an ability to function effectively in modern society. Successive national and international surveys have raised questions in relation to the levels of literacy being achieved through the Irish educational system, although the results of the PISA 2000 study have been more encouraging. However, it is important to bear in mind that all of these studies refer to the literacy attainments of children who experienced approaches to the teaching of emergent reading and reading that were current prior to the introduction of the Primary School Curriculum. Central features of English in that curriculum are the approaches it espouses to the acquisition of literacy, the comprehension of text, and how children should respond to text. The English curriculum is based on two fundamental principles:

- Language is indivisible;
- Children not only learn language but learn through language.

The curriculum is structured in a way that reflects these principles. In order to emphasize the first, oral language, reading and writing are inextricably linked in language use and language learning. The main divisions of the curriculum, the strands, are not these three skills but four wider language learning goals. The strands are:

- receptiveness to language;
- competence and confidence in using language;
- developing cognitive abilities through language;
- emotional and imaginative development through language.

In each strand there are three strand units based on activity in oral language, reading and writing. In this way, each of the strands represents an integrated language experience for the child in which the three skills interact and cross fertilize one another.

The second principle is also reflected in the organization of the strands. In broad terms the first two, Receptiveness to language and competence and confidence in using language, are directed at the child's language learning. The other two, developing cognitive abilities through language and emotional and imaginative development through language, are concerned with stimulating the child's learning through language. However, such is the centrality of the first principle and such is the complexity of language and the process of language learning, both learning language and learning through language are of necessity addressed in all the strands.

The ideas presented in this paragraph are oral language is a crucial element of experience in each of the strands and at every level. It has a crucial role not just in both reading and writing activities as part of the English curriculum but as a teaching strategy in every curriculum area. Much or a language work will be accomplished in these two contexts; nevertheless, it is envisaged that the teacher will also need to devote discreet time to oral language in mediating the English curriculum.

Although discussions on the teaching of the four language skills below are placed in four different sections, it does not mean that the four language skills are isolated process. In reality, each language process enhances students' ability to use the others. Listening to other people use language enhances children's ability to speak. Reading helps students develop skills for communicating through writing. Through reading they have incidental contact with the rules of

grammar. Reading also enables students to develop a sense for the structure of the language and grammar and increase their vocabulary. Writing helps in developing phonic knowledge and enhances reading fluency, because young children always associate written language with oral language they have mastered. Thus, the separation of the four language skills in the following sections is only for the sake of easiness for discussion.

Listening. Although speaking is the most common form of communication, due to several reasons, listening is the first skill to master in order to be proficient in a language. First, no one can say a word before listening to it. Thus, the teacher must take into account that the level of language input (listening) must be higher than the level of language production (speaking). Smith emphasizes: —... good listeners often speak more exactly and more creatively than poor listeners; they have more words at their command. Second, in a conversation, one can respond accurately only after listening precisely. Our daily interactions prove that poor listening can lead to unnecessary arguments and problems. Third, listening constitutes half of the communication process. Fourth, children get the majority information through listening. Finally, children spend more than half the time they are in the classrooms by listening.

Despite its importance, listening to a foreign language sounds is possibly the skill which learners usually find the most difficult. This is quite natural since the sounds they hear, at least in initial stages, are unfamiliar. Thus, to get the message sent through an expression, they always feel under unnecessary pressure to understand every word. Another prominent cause that makes listening to a foreign language sounds difficult for children is the fact that children, whether in or out of the classrooms, are subjected to endless number of sounds. To a higher extent, these sounds do not belong to the foreign language they are learning. As a consequence, the learners cannot concentrate on comprehending the sounds of the foreign language they are learning.

Speaking. First of all, as it has been stated in the previous section, in language learning the learners are expected to have higher level of language input (listening) than the level of language production (speaking). Thus, the majority of speaking activities used in the first levels should be designed to enable pupils to participate with a minimal verbal response. However, in the last levels, e.g. grade six, pupils are encouraged to begin to manipulate language and express themselves in a much more personal way. Based on my experience, there are three main types of speaking activities we can suitably use in primary schools. The first type is songs, chants, and poems—which are very effective to encourage young learners to mimic the model they hear on the cassette or video. This helps pupils to master the sounds, rhythms, and intonation of the English language through simple reproduction. Steiner emphasizes the importance of using poetic language in the first three classes. Based on the experiences of teachers who have [been] teaching young learners for a long time, he explains that poetic language, based on rhythm and rhyme, is learned far more easily by children than is prose language. Along with songs, poetic language introduces the children to the flow of the new language and familiarizes them with its prosodic elements: emphasis, intonation, pitches, etc. In addition, a great number of songs or poems also contain certain grammatical points. Well selected songs or poems can be integrated into lessons for reinforcing grammar points.

To succeed any speaking activity, children need to acknowledge that there is a real reason for asking a question or giving a piece of information. Therefore, the teacher should make sure the activities she presents to the pupils provide a reason for speaking, whether this is to play a game or to find out real information about friends in the class. When the activity begins, make sure that the pupils are speaking as much English as possible without interfering to correct the mistakes that they will probably make. Try to treat errors casually by praising the utterance and

simply repeating it correctly without necessarily highlighting the errors. Finally, always offer praise for effort regardless of the accuracy of the English produced.

Reading. Although reading is generally after listening and speaking in the hierarchy of communication abilities to be developed, the teaching of English in primary school should make reading one of the first priorities to develop. This is not only because reading enables learners to access information from many written texts but also because reading proficiency contributes to one's self realization and the development of his personal-social adjustment. And since —reading is a very complicated process involving a variety of factors that interact with one another, it should be developed in graded and sequential phases. The factors involved in reading include sub-reading skills (such as word recognition, skimming, scanning, sentence comprehension, getting the topic, etc.) and background knowledge. Brindley emphasizes the essence of background knowledge factor in reading by saying:

Writing. In a first language situation, children rarely write what they do not say or read. Young children listen for sounds as they attempt to use letters to record their ideas on paper. Thus, a writing program in such setting is always preceded by rich, broad and meaningful program in oral expression and sensible and interesting reading activities. In contrast, since writing is less threatening than speaking in that children need not be afraid of mispronouncing an unfamiliar word, in a second or foreign language learning children can have their first experiences of producing written statements in English well before they start speaking in the language. According to Gordon,—Second language literacy experts recommend that literacy instruction should start early in the ESL classroom, before children develop full proficiency in a second language.

In primary schools, EFL pupils progress from writing isolated words and phrases, to short paragraphs about themselves or about very familiar topics (family, home, hobbies, friends, food, etc.). Since many pupils at this level are not yet capable either linguistically or intellectually of creating a piece of written text from scratch, it is important that time be spent building up the language they will need and providing a model on which they can then base their own efforts. The writing activities should therefore be based on a parallel text and guide the pupils, using simple cues. These writing activities generally appear towards the end of a unit so that pupils have had plenty of exposure to the language and practice of the main structures and vocabulary they need.

The writing of primary school pupils, whether done in class or at home, will invariably contain mistakes. Again, the teacher should try to be sensitive in his/her correction and not necessarily insist on every error being highlighted. A piece of written work covered in red pen is demoralizing and generally counter - productive. Where possible, encourage pupils to correct their own mistakes as they work. If there is time, encourage pupils to decorate their written work and where feasible display their efforts in the classroom.

Summing up, the trend of lowering the age of students to learn English in Indonesia and around the world as well has made the field of teaching English to young learners flourish. However, since the field of is relatively new, it is very dynamic. Therefore, it is very important for those involved in the field to find more helpful ideas for teaching English to young learners.

The objective of teaching English to elementary school pupil is to enable the learners to use it as a means of communication, the program needs to be focused the four language skills — listening, speaking, reading and writing. To achieve the goal, it is imperative for teacher to suit the materials, activities, and teaching techniques with the students' interest, needs, and language

skills levels. In addition, the four language skills should be taught as separated things, because each language skill process enhances students' ability to use the others.

REFERENCES:

1. Gatego C. Teaching Foreign Languages in Schools: The Silent Way. – N.Y Longman, 1972 – p 45.
2. Nunan, D. Designing tasks for the communicative classroom.— Cambridge, UK: Cambridge University Press, 1989.
3. Peregoy, S. F., and Boyle, O. F. Reading, writing, and learning in ESL. New York: Addison Wesley, 2001- p 28.
4. Radley, Paulson and Savignon. Mode 1, 2 and 3. Integrating skills at every levels. – Harlow: Addison Wesley Longman; 1983. – p 105.
5. Smith, James A. Creative teaching of the language arts in the elementary school. —Boston: Allyn and Bacon, 1975.
6. Tuxtasinova S. IMPROVING ENGLISH SPEAKING SKILLS //International Conference on Scientific Research in Natural and Social Sciences. – 2024. – C. 54-57.
7. To'xtasinova, S. A. (2024). TA'LIM TIZIMIDA XORIJIY TILLARNI O 'QITISHDAGI ZAMONAVIY METODLAR. Talqin va tadqiqotlar, 1(1).
8. To'xtasinova, S. A. (2023). ZAMONAVIY TILSHUNOSLIKDA ETNOS MADANIYAT VA TIL TUSHUNCHALARI. Educational Research in Universal Sciences, 2(13), 290-295.
9. www.teachingenglish.org.uk