

GENERAL LANGUAGE SKILLS INTEGRATION INTEGRATING THE FOUR LANGUAGE SKILLS IN COMMUNICATIVE LANGUAGE TEACHING

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Skills in Communicative Language Teaching
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Annotatsiya: Ushbu maqolada chet tillarini o'qitishning kommunikativ metodikasida to'rtta asosiy til ko'nikmasi — eshitish, gapirish, o'qish va yozishni integratsiyalashgan holda o'rgatish masalalari yoritilgan. Til o'rganuvchilarning nutqiy kompetensiyasini rivojlantirishda ushbu ko'nikmalarning o'zaro bog'liqligi va dars jarayonida ularni samarali integratsiyalash usullari tahlil qilinadi. Shuningdek, talabalarning real muloqot muhitiga moslashishida integratsiyalashgan yondashuvning afzalliklari va zamonaviy pedagogik texnologiyalar yordamida til ko'nikmalarini rivojlantirish bo'yicha tavsiyalar berilgan.

Kalit so'zlar: kommunikativ til o'qitish, integratsiyalashgan ko'nikmalar, til o'rganish strategiyalari, nutq kompetensiyasi, eshitish, gapirish, o'qish, yozish, pedagogik yondashuv.

Abstract: This article discusses the integration of the four primary language skills — listening, speaking, reading, and writing — within the framework of Communicative Language Teaching (CLT). It analyzes the interconnectedness of these skills in developing learners' communicative competence and explores effective methods for their integration during the classroom process. Furthermore, the article highlights the advantages of an integrated approach in helping students adapt to real-life communication environments and provides recommendations for enhancing language skills using modern pedagogical technologies.

Keywords: communicative language teaching, integrated skills, language learning strategies, communicative competence, listening, speaking, reading, writing, pedagogical approach.

Аннотация: В данной статье рассматриваются вопросы интеграции четырех основных языковых навыков — аудирования, говорения, чтения и письма — в рамках коммуникативной методики обучения иностранным языкам. Анализируется взаимосвязь этих навыков в развитии речевой компетенции учащихся и исследуются эффективные методы их интеграции в учебный процесс. Кроме того, подчеркиваются преимущества интегрированного подхода в адаптации студентов к реальной коммуникативной среде и даются рекомендации по совершенствованию языковых навыков с использованием современных педагогических технологий.

Ключевые слова: коммуникативное обучение языку, интегрированные навыки, стратегии изучения языка, речевая компетенция, аудирование, говорение, чтение, письмо, педагогический подход.

In the era of modern globalization, the methodology of teaching foreign languages is undergoing significant transformations. Today, language learners are required not only to master grammatical rules and expand their vocabulary but also to effectively apply their knowledge in real-life communicative situations. The Communicative Language Teaching (CLT) approach serves this primary purpose, where the integration of the four main language skills

— listening, speaking, reading, and writing — plays a crucial role in developing overall linguistic competence [1, 15].

Traditional teaching methods often treated these four skills as isolated components, taught in a fragmented manner. However, in contemporary pedagogy, their interconnectedness has become a central focus because human linguistic activity is naturally a holistic process. For instance, in daily communication, we often receive information through listening (receptive skill) and immediately provide an oral response (productive skill). This natural flow should be reflected in the classroom. An integrated approach moves the learning process away from artificiality, bringing it closer to authentic speech situations and prioritizing "communication in the language" over mere "language study" [3, 56].

According to the theoretical foundations of integrated skill instruction, working on one skill directly influences the development of others. For example, lexical and grammatical units acquired during an analytical reading task serve as a foundational base for activating speaking skills. Researchers emphasize that integrated tasks enhance students' cognitive abilities, as they are simultaneously engaged in receiving information, processing it, and presenting it in a new format [4, 112].

Furthermore, this approach allows for a variety of classroom activities, which prevents student boredom and sustains motivation. By seamlessly linking the four skills, learners begin to perceive different aspects of the language (phonetics, lexis, stylistics) as a unified whole. This increases the rate of language acquisition rather than just conscious learning [2, 34].

The purpose of this article is to analyze the pedagogical advantages of integrating the four language skills within the communicative language teaching framework. It also provides practical recommendations on how to effectively combine pairs such as listening and speaking, or reading and writing, within a single lesson. The relevance of this study lies in the fact that an integrated approach allows learners to feel more confident in real-life communication environments and helps them overcome language barriers more efficiently [5, 47].

The integration of the four language skills is not merely a combination of different activities but a strategic approach to language acquisition that reflects how people use language in the real world. In a communicative classroom, the separation of listening, speaking, reading, and writing is often artificial, and to achieve a high level of proficiency, learners must experience these skills as interdependent tools. The relationship between receptive skills, such as listening and reading, and productive skills, like speaking and writing, is fundamental to this integrated approach. Receptive skills provide the necessary input, serving as a model for language patterns, vocabulary, and cultural nuances. For example, when students listen to a recorded conversation, they are not just hearing sounds; they are absorbing intonation, sentence structure, and social context which then facilitates their own production [3, 62]. This input is effectively transformed into productive output when students are asked to summarize a discussion or role-play a similar situation based on what they have heard or read. Research consistently shows that learners who receive rich, integrated input are more likely to produce accurate and fluent speech in the long term [2, 41].

Furthermore, several major models facilitate the integration of these four skills, notably Content-Based Instruction and Task-Based Language Teaching. In these frameworks, the focus is on learning through the target language rather than just learning about it. For instance, a complex task like planning a travel itinerary requires students to read brochures to find

destinations, listen to announcements, speak with peers to negotiate plans, and finally write a formal itinerary. Such tasks ensure that students move fluidly between skills, mirroring the natural complexity of real-life language use and helping them to see the language as a unified whole rather than fragmented rules [4, 125]. Integrating skills also offers significant psychological benefits by catering to various learning styles. While visual learners may benefit more from reading, auditory learners excel in listening tasks; an integrated lesson ensures that every student can engage with the material through their preferred modality while simultaneously strengthening their weaker areas [5, 53].

Moreover, this approach promotes a greater depth of processing during the learning cycle. When a student reads a complex text and is subsequently required to write a critical response or discuss it with a partner, they are forced to process the information at a much deeper level than if they had simply answered isolated comprehension questions. This cognitive engagement leads to better long-term retention of language structures and creates a sense of continuity within the lesson. Instead of a series of disjointed exercises, the educational process becomes a coherent narrative where one activity naturally leads into the next, keeping students motivated and deeply engaged in the communicative process [2, 45]. To successfully implement this in the classroom, teachers must design scaffolded lessons that bridge the gap between comprehension and production. By breaking down the barriers between these four skills, the communicative classroom transforms into a dynamic environment where language is treated as a living entity, allowing students to develop a more authentic and robust communicative competence [3, 75].

In conclusion, the integration of the four language skills — listening, speaking, reading, and writing — represents a fundamental shift from traditional, fragmented teaching methods toward a more holistic and authentic communicative approach. As analyzed throughout this article, these skills do not function in isolation in real-world communication; therefore, they should not be separated in the educational environment. By linking receptive and productive skills, educators can provide a richer linguistic experience that mirrors natural language use and fosters deeper cognitive processing among learners. The evidence suggests that students taught through an integrated approach demonstrate higher levels of motivation, better retention of complex structures, and a more robust ability to navigate real-life social and professional interactions in the target language.

Furthermore, the implementation of integrated skill instruction through task-based and content-based models ensures that the classroom becomes a dynamic space for meaningful communication. It allows learners to build confidence by using the language as a tool for solving problems and sharing information rather than simply memorizing abstract rules. To achieve the best results, it is essential for teachers to continue developing scaffolded, interactive materials that encourage students to move fluidly between different modes of communication. Ultimately, the successful integration of these four skills is the key to developing true communicative competence, enabling students to become proficient, versatile, and confident speakers in a globalized world.

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