INTEGRATION OF LANGUAGE SKILLS: SPEAKING AND WRITING

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Annotatsiya. Chet tilini o'rganishda til ko'nikmalarini, xususan, gapirish va yozishni birlashtirish bir necha sabablarga ko'ra juda muhimdir. Ushbu ikki til ko'nikmalari bir-biri bilan chambarchas bog'liq va umumiy til bilimini yaxshilash yo'llari bilan bir-birini to'ldiradi. Nutqni yozma sinf bilan integratsiyalash o'quv dasturini dolzarb qilish, asosiy og'zaki ko'nikmalarni mustahkamlash va oxir-oqibat talabalarni maqsadli tilda haqiqiy muvaffaqiyatga tayyorlashning muhim usuli bo'lib, bu barcha ishtirokchilar uchun foydali tajriba bo'lishini va'da qiladi. Ushbu maqola til o'rganish darslarida nutq va yozish integratsiyasining hayotiyligini ta'kidlaydi va buni amalga oshirish uchun muayyan strategiya va usullarni taklif qiladi.

Kalit so'zlar.integratsiya, til malakasi, tilni bilish, samarali muloqot, til tuzilmalari

Аннотация. Интеграция языковых навыков, а именно устной и письменной речи, в процессе изучения иностранного языка очень важна по нескольким причинам. Эти два языковых навыка тесно связаны и дополняют друг друга, улучшая общий уровень владения языком. Интеграция устной речи с уроком письма — это важный способ сделать учебную программу актуальной, укрепить ключевые речевые навыки и, в конечном итоге, подготовить учащихся к реальному успеху в изучении целевого языка, что обещает стать полезным опытом для всех участников. В этой статье подчеркивается важность интеграции устной и письменной речи на занятиях по изучению языка и предлагаются определенные стратегии и методы для этого.

Ключевые слова. интеграция, языковые навыки, владение языком, эффективное общение, языковые структуры

Abstract. The integration of language skills, namely speaking and writing, in foreign language learning is very crucial for several reasons. These two language skills are closely connected and supplement each other in ways that improve overall language proficiency. Integrating speaking with the writing classroom is an essential way to make the curriculum relevant, reinforce key verbal skills, and eventually prepare students for real-world success with the target language, which promises to be a rewarding experience for everyone involved. This article highlights the vitality of

ISSN 3030-3907

speaking and writing integration in language learning classes and suggests certain strategies and techniques to do it.

Key words. integration, language skills, language proficiency, effective communication, language structures

Introduction

Combining these skills is so essential because first of all, this combination reinforces language structure and vocabulary. Speaking aids learners to practice pronunciation, intonation and fluency. It's mostly spontaneous therefore it helps learners use vocabulary in real-time, enhancing their capability to remember certain words and phrases. Writing provides learners with time to reflect and organize their thoughts and ideas. It permits them to target on grammar, syntax, and vocabulary choices in a controlled way. Once both these skills are in integration, learners can internalize language structures well because they need to recall them both in oral and written forms.

Besides, this integration encourages active use of language. Both speaking and writing require active engagement with the language. Speaking helps with immediate communication and boosts confidence in real-life interactions. Writing, on the other hand, allows for careful consideration of sentence structure and vocabulary. Using both simultaneously helps students practice real-world language tasks more effectively. Speaking and writing integration also improves communication skills. When learners can speak and write proficiently in a foreign language, they have a more holistic understanding of communication. For example, writing helps learners organize ideas, and speaking helps with how to express those ideas verbally and fluidly. The integration of these skills helps learners be more adaptable and effective communicators, whether they're talking face-to-face or communicating in writing. Furthermore, it promotes cognitive benefits for learners. The cognitive processes involved in speaking and writing are interconnected. Writing allows learners to carefully construct sentences, which can improve their ability to produce language correctly while speaking. Speaking, in turn, provides immediate feedback and helps learners adjust their understanding of language structures as they interact. Together, these processes enhance overall language retention and understanding.

In real-world settings, language learners often need both speaking and writing skills. Whether it's composing an email, engaging in a conversation, or writing a report, the integration of both allows learners to meet these diverse communication

ISSN 3030-3907

needs. By practicing both skills together, learners are better prepared to navigate various situations in the target language.

The last but not least, this integration builds motivation and confidence in learners. When learners see progress in both speaking and writing, they feel more confident in their abilities. They can communicate more effectively and express themselves in a variety of ways, which boosts motivation. The integration of both also makes language learning more dynamic and rewarding.

Literature review

Even though writing is usually taught as a distinct skill, the connection between speaking and writing has gained attention from foreign language educators and researchers, coinciding with the evolution of writing instruction in classrooms (Hubert 2011). Previously, advocates of process theory viewed writing as an individual task, where students progressed through various stages of the writing process. However, scholars like Atkinson and Weissberg highlight the significance of social and cultural contexts in teaching writing. Atkinson (2002) views language acquisition as a social experience linked to the wider world, while Weissberg (2006) suggests that second-language writing is most effectively learned through a dialogic classroom model that encourages social interaction.

Even though speaking and writing skills differ, Harmer (2001) points out main similarities between these two skills, including the need to structure language, follow rules and norms, employ different styles depending on the context, interact with an audience, and use strategies such as improvising and paraphrasing in order to manage difficulty. Together, these perspectives demonstrate the potential benefits of teaching both speaking and writing.

Methods

Incorporating speaking activities into a writing-centered course can create a more dynamic and engaging learning experience. It helps students develop their language proficiency in a holistic way, ensuring they are able to both write and speak with confidence. There are several strategies and techniques to integrate speaking activities within a writing-focused language lesson.

Pre-Writing Discussions

Before teachers divide into writing tasks, they need to engage students in group or pair discussions about the topic they are going to write about. This can give students an opportunity to organize ideas and thoughts verbally, check vocabulary and expressions and clarify possible uncertainties on the topic. What is beneficial from this technique is that speaking helps activate prior knowledge and gives

ISSN 3030-3907

students a clearer idea of what to write about, improving the quality and fluency of their writing.

Peer Review and Feedback

Initially, teachers can pair students to provide oral feedback on each other's written drafts before they submit them. It is useful because learners will be able to discuss their strengths and weaknesses in each other's writing. They could also ask questions and clarify points about the text, making the feedback process interactive. This is beneficial as peer review in speaking form stimulates active listening, critical thinking, and oral communication skills as well as enhancing learners` skill to express their constructive feedback.

Presenting Written Work

In this technique, teachers ask students to present their written pieces to the class or to small groups. After writing an essay or story, learners can present it orally, either fully or by summarizing the main points. This gives students a chance to practice speaking in front of the audience and helps them become more confident in expressing their ideas. It also strengthens the coherence and clarity of their writing.

Writing-Related Role Plays

This strategy uses role plays based on situations or topics students wrote about. This can be possible when students wrote on argumentative topics like business or tourism. Teachers can organize a role-playing activity where learners argue about the points and arguments they wrote in their essays. This kind of activity helps students to practice language in different contexts and make connection between written and spoken forms.

Debates and discussions

Another activity language teachers could do is debates or discussions on the topics which students are writing about. Students are asked to write about a current event, social issue, or controversial topic, after which teachers organize a class debate where students discuss arguments related to these issues orally. This activity gives students an opportunity to think critically.

Collaborative Writing and Speaking

Teachers can ask students to work in pairs to co-write and discuss their ideas orally as they go along. Students should work together to brainstorm ideas, plan, and write in collaboration. When they discuss and negotiate their ideas, they can use speaking to help organize their writing. This activity encourages communication and teamwork as well as allows students to get the connection between writing and speaking.

ISSN 3030-3907

Results and Discussion

By integrating speaking with writing, students can have more opportunities to connect these two skills and get mutual benefits. These strategies will also help them become more confident in using the language both orally and in writing. When teachers and learners use these strategies to integrate speaking activities into a writing lesson, both can experience a range of positive outcomes. First of all, through this integration, students are more likely to be engaged and motivated. The interactive speaking exercises adds diversity to the class and makes it more dynamic and engaging. It guarantees increased participation because speaking activities often encourage more students to take part than traditional writing lessons.

This also gives teachers more chances for better assessment of students. Teachers can take advantage of speaking activities, such as discussions and peer feedback, to assess students in real-time. They can easily learn about which students are struggling with certain language features and provide immediate help and feedback. This in turn provides a more holistic assessment of learners' language proficiency.

The integration also has a crucial role in fostering critical thinking abilities of learners when they are asked to discuss, present, or role-play based on writing topics. This gives students a chance of sharpening their analytical skills because they articulate, defend, or challenge ideas through both writing and speaking. Also, learners can have a chance to get their fluency and confidence improved as speaking regularly aids students form confidence in using the language. When learners are able to discuss, present, or explain their written work, they become more comfortable with real-time communication. This confidence often carries over into their writing, as students feel more empowered to express their thoughts freely.

Conclusion

In summary, integrating speaking and writing in foreign language learning creates a balanced and comprehensive approach. It enhances communication skills, reinforces language structures, and prepares learners for real-world situations, fostering a deeper and more practical understanding of the language. This article presents strategies for incorporating speaking activities into a writing-centered course, aiming to enhance students' proficiency in both language skills. Teachers can integrate speaking through diverse activities, fostering a student-focused environment that blends communicative language teaching with task-based cooperative learning. Highlighting both speaking and writing skills in the language

ISSN 3030-3907

classroom allows teachers to make lessons more dynamic and create an opportunity for students to practice multiple forms of communication. Inquiring students to apply what they learn to contexts beyond the original task creates opportunities for higher-level thinking to occur. By incorporating speaking and writing together, teachers are able to link the two language skills and build competency in ways that are relevant outside school. For teachers and students who are not used to integrating speaking into a writing course, those above-mentioned activities could be really helpful.

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ISSN 3030-3907