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ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ  
ДОЛЗАРЪ МУАММОЛАРИ

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ  
СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

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ACTUAL PROBLEMS OF HUMANITIES  
AND SOCIAL SCIENCES



**ЭЛЕКТРОН ЖУРНАЛ**

ЭЛЕКТРОННЫЙ ЖУРНАЛ

ELECTRONIC JOURNAL

# **SCIENCEPROBLEMS.UZ**

## **ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ**

Махсус сон

*№ S/3 (3)-2023*

## **АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК**

Специальный выпуск

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Special Issue

**ТОШКЕНТ-2023**

## **БОШ МУҲАРРИР:**

Исанова Феруза Тулқиновна

## **ТАҲРИР ҲАЙЪАТИ:**

### *07.00.00-ТАРИХ ФАНЛАРИ:*

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

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Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

### *08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:*

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

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Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

### *09.00.00-ФАЛСАФА ФАНЛАРИ:*

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети.

### *10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:*

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

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Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

### *12.00.00-ЮРИДИК ФАНЛАРИ:*

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Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон

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хузуридаги Судьялар олий мактаби

### 13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети хузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

### 19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Васида Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги

Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

### 22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

### 23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Ҳайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири

## ОАК Рўйхати

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Телеграм канал: [https://t.me/scienceproblems\\_uz](https://t.me/scienceproblems_uz)

**МУНДАРИЖА****07.00.00 – ТАРИХ ФАНЛАРИ***Шоев Иззатулло Хусенович*

СУДЕБНОЕ ДЕЛО В БУХАРСКОМ ЭМИРАТЕ ..... 7-15

*Mirsoatova Sayyora Turg'unovna*

KALTAMINOR MADANIYATINI DAVRIY MADANIY SANALASH MUAMMOLARI (sopol idishlar va uy-joylar misolida) ..... 16-21

*Музаффаржон Мансуров*СОВЕТ ИТТИФОҚИ ЙИЛЛАРИДА ЎЗБЕКИСТОНДА ТАШҚИ ТУРИЗМ  
РИВОЖЛАНИШИНИНГ ЎЗИГА ХОС ХУСУСИЯТЛАРИ ..... 22-32*Qodirova Ra'no Mamirjonovna*

O'ZBEKISTON SSR MAKTABLARIDA TARIX VA IJTIMOY FANLARNI O'QITILISHI (XX asrning 30-yillari) ..... 33-38

**08.00.00 – ИҚТИСОДИЁТ ФАНЛАРИ***Пардаева Шаҳноза Абдинабиевна*ХЎЖАЛИК ЮРИТУВЧИ СУБЪЕКТЛАР МОЛИЯВИЙ ОҚИМЛАРИНИ БОШҚАРИШДА  
СТРАТЕГИК БОШҚАРУВ ҲИСОБИНИНГ РОЛИ ..... 49-45*Камчибеков Фарход Олимжонович*ЭРКИН ИҚТИСОДИЙ ВА КИЧИК САНОАТ ЗОНАЛАРИ ФАОЛИЯТИНИНГ ЖАҲОН  
ТАЖРИБАСИ ..... 46-53*Баратов Махсудали Назиралиевич*МИКРОМОЛИЯЛАШТИРИШНИНГ ЧЕТ ЭЛ ТАЖРИБАСИ ВА ИЖТИМОЙ МУАММОЛАРНИ  
ҲАЛ ЭТИШДАГИ РОЛИ ..... 54-61*Nosirov Ilkhom Abbosovich, Ermatov Ilmidin Toshmatovich*ENVIRONMENTAL MANAGEMENT OF THE USE OF NATURAL RESOURCES IN THE  
SUSTAINABLE DEVELOPMENT OF THE NATIONAL ECONOMY OF UZBEKISTAN ..... 62-71*Nasirxodjaeva Dilafruz Sabitxanovna, Nurboyev Jalaliddin Mamadievich*O'ZBEKISTON MAXSUS IQTISODIY ZONALARINING EKSPORT KO'RSATKICHIGA TA'SIR  
ETUVCHI OMILLAR REGERESSION TAHLILI ..... 72-78*Aliyev Maruf*

HOW TO IMPROVE THE SOCIAL PROTECTION SYSTEM? ..... 79-85

*Ачилов Уйғунжон Улуғбекович*ПЕНСИЯ ЖАМҒАРМАСИ ДАРОМАДЛАРИ ҲАЖМЛАРИГА ОМИЛЛАР ТАЪСИРИНИНГ  
ЭКОНОМЕТРИК ТАҲЛИЛИ ..... 86-92*Ashurov Maxammadjon Sotvoldievich*O'ZBEKISTON IQTISODIYOTINI INNOVATSION MODELGA O'TISHINING AYRIM  
YO'NALISHLARI ..... 93-99*Абдуллаева Зулфия Иззатовна*МЕҲМОНХОНАЛАРНИ КЛАСТЕРЛАШ - МЕҲМОНХОНА БИЗНЕСИДА БОШҚАРУВНИНГ  
САМАРАЛИ ШАКЛИ ..... 100-106*Қурбонов Сирожиддин Қурбонович*МЕҲНАТ БОЗОРИДА ИШЧИ КУЧИ РАҚОБАТБАРДОШЛИГИНИ ОШИРИШНИНГ  
ИЖТИМОЙ-ИҚТИСОДИЙ АҲАМИЯТИ ..... 107-113

<i>Ismanov Ibroxim Nabiyevich</i> MHXS MUVOFIQ KONSOLIDATSIYALANGAN MOLIVAVIY HISOBOTLARNI SHAKLLANTIRISH TEXNIKASI .....	114-126
<i>Turobov Sherzod Alisherovich, Namozov Bekjon Bo'ron o'g'li</i> TIJORAT BANKLARI FAOLIYATI TAHLILINI TASHKIL QILISH .....	127-133
<i>Bahodirov Shohruh Bahodir o'g'li</i> O'ZBEKISTONDA TURIZM XIZMATLARI BOZORINING RIVOJLANISHI VA UNING MAKROIQTISODIY KO'RSATKICHLARGA TA'SIRI .....	134-143
<b>09.00.00 - ФАЛСАФА ФАНЛАРИ</b>	
<i>Tojaliyev Abdunosim Abdulxakimovich</i> INNOVATSIYA VA IJTIMOIIY MADANIY RIVOJLANISH .....	144-154
<i>Sagdullayeva Dilbar Shuxratovna</i> FUQAROLIK JAMIYATI INSTITUTLARI YOSHLAR IJTIMOIIY FAOLLIGINI OSHIRISH OMILI SIFATIDA .....	155-162
<i>Abdumalikov Abdulatif Abidjanovich</i> ATROF MUHITGA INNOVATSION MUNOSOBATNI SHAKLLANTIRISHNING IJTIMOIIY- FALSAFIY ASOSLARI .....	163-168
<i>Xalliyev Jasurbek Iskandarovich</i> OGAHIIY TARIXIIY ASARLARIDA BILISH TUSHUNCHASI BILAN BOG'LIQ ERONIIY QATLAMGA OID MA'RIFIY-FALSAFIY ISTILOHLAR .....	169-173
<b>10.00.00 - ФИЛОЛОГИЯ ФАНЛАРИ</b>	
<i>Raximjonova Dilshodaxon Abubakir qizi</i> AN'ANAVIIY TERMINOLOGIYA MAKTABLARI .....	174-180
<i>Osiyova Agata Viktorovna</i> СЛОЖНОСТИ ОБУЧЕНИЯ ПАДЕЖНОЙ СИСТЕМЕ РУССКОГО ЯЗЫКА УЗБЕКОЯЗЫЧНЫХ УЧАЩИХСЯ .....	181-186
<i>Ahmedova Aziza Komilovna</i> БАДИИЙ ОБРАЗ ТАСНИФИ, ТИПОЛОГИЯСИ ВА БАДИИЙ-ФУНКЦИОНАЛ ХУСУСИЯТЛАРИ .....	187-191
<i>Кучкарова Хафиза</i> HEMIS AДАБИЁТШУНОСЛИГИДА ЖАНРНИНГ ЎРНИ .....	192-196
<i>Комилова Муяссар Мавжудовна</i> ФАКТОРЫ, ВЛИЯЮЩИЕ НА РАЗВИТИЕ РУССКОЙ РЕЧИ УЧАЩИХСЯ ВОЕННОГО АКАДЕМИЧЕСКОГО ЛИЦЕЯ ПРИ ДИФФЕРЕНЦИРОВАННОМ ОБУЧЕНИИ .....	197-203
<i>Mirodilova Nargiza Mirvaliyevna</i> THE SEMANTIC - STRUCTURAL PRIORITIES OF ICT TERMINOLOGY .....	204-207

*Shirin Dadabayeva*COMPARATIVE SUPERSYNTACTIC INTEGRITY IN THE UZBEK AND ENGLISH  
LANGUAGES .....

208-213

**12.00.00 – ЮРИДИК ФАНЛАР***Turdiyev Bexruz Sobirovich*

IBN SINONING HUQUQIY TA'LIMOTLAR RIVOJIDA QO'SHGAN HISSASI .....

214-220

*Матчанов Фахриддин Курамбой ўғли*МАҲКУМЛАРНИ АХЛОҚАН ТУЗАТИШ ВОСИТАЛАРИНИ ҚЎЛЛАШ БЎЙИЧА АЙРИМ  
ХОРИЖИЙ ДАВЛАТЛАР ТАЖРИБАСИ .....

221-226

**13.00.00 – ПЕДАГОГИКА ФАНЛАРИ***Боборахматов Бобир Бўриевич*ЕНГИЛ АТЛЕТИКАНИНГ ЮГУРИШ ТУРЛАРИ БЎЙИЧА КЎП ЙИЛЛИК ТИЗИМЛИ  
БОШҚАРИШ ПЕДАГОГИК ТЕХНОЛОГИЯСИ .....

227-233

*Uraimov Sanjar Ro'zmatovich*

BOSHLANG'ICH MAKTAB O'QUVCHILARINING JISMONIY FAOLLIGINI BAHOLASH .....

234-238

*Shamuratov Jasur*O'RTA TA'LIM MAKTABLARIDA JISMONIY TARBIYA DARS JARAYONLARINI  
TAKOMILLASHTIRISHDA YANGICHA PEDAGOGIK YONDASHUV .....

239-243

*Fedotova Kristina Anatolevna*THE SIGNIFICANCE OF INTEGRATING LANGUAGE SKILLS IN THE PROCEDURE OF THE  
ENGLISH LANGUAGE TEACHING .....

244-250

*Устоев Абдураззоқ Қурбонович*ЮҚОРИ МАЛАКАЛИ КУРАШЧИЛАРНИ ТАЙЁРЛАШ ЖАРАЁНИДА ПСИХОЛОГИК ҚЎЛЛАБ-  
ҚУВВАТЛАШ .....

251-256

*Ismoil Rustamov*

CHOLG'U IJROCHILIGIDA DOIRA USULLARNING AHAMIYATI .....

257-263

*Erkaboyev Oybek Muhammadjonovich*X VA XI SINIF O'QUVCHILARINING JISMONIY TAYYORGARLIGINI CHAQIRUVGA QADAR  
BOSHLANG'ICH TAYYORGARLIK-2021 TESTLARI BILAN QIYOSIY BAHOLASH .....

264-268

*Usmanova Dilnoza Muratovna*THE ROLE OF PROJECT METHODS IN REVEALING CREATIVITY OF ENGLISH  
TEACHER .....

269-275

*Atabayeva Mavjuda Rustamovna*O'ZBEKISTON TABIIY GEOGRAFIYASINI O'QITISHDA KLASTER METODI ORQALI TANQIDIY  
FIKRLASH KO'NIKMASINI SHAKLLANTIRISH .....

276-282

*Fayzullayeva Madina Abdumo'min qizi*TA'LIM KLASTERI SHAROITIDA TA'LIM JARAYONINI RAQAMLI TEXNOLOGIYALAR ASOSIDA  
TASHKIL QILISH VA RIVOJLANTIRISHNING METODIKASI .....

283-289



*Salimova Shahlo Sayfulloyevna*

BO'LAJAK TEXNOLOGIYA O'QITUVCHILARINI MAKTABDA PSIXOLOGIK XAVFSIZ TA'LIM MUHITINI LOYIHALASH UCHUN TAYYORLASH ..... 290-296

*Matchanova Nargiza To'lqinovna*

O'ZBEKISTONDA XORIJIY TALABALARNING IJTIMOY MOSLASHUV MUAMMOLARI ..... 297-304

*Erkaboyeva Feruz G'ayratovna*

MAKTABGACHA TA'LIM TASHKILOTI TARBIYALANUVCHILARNING OG'ZAKI NUTQINI RIVOJLANTIRISHDA O'YIN VA O'YINCHOQLARNING O'RNI ..... 305-309

*Bozorova Aziza Saidmurot qizi*

MAKTAB O'QUVCHILARIDA EKOLOGIK TA'LIM MASALALARI (boshlang'ich ta'lim misolida) ..... 310-315

*Сулайманова Дилдора Назаровна*

КРЕАТИВ ТАФАККУР ТУШУНЧАСИНИНГ ФАЛСАФИЙ ВА ПЕДАГОГИК МАНБАЛАРДАГИ ТАЛҚИНИ ..... 316-325

### **09.00.00 - СИЁСИЙ ФАНЛАР**

*Фаррух Эшмаматов Эшқобил ўғли*

СИЁСИЙ МАФКУРА – ЖАМИЯТ РИВОЖИ ВА ШАХС ФАОЛИЯТИНИНГ АМАЛИЙ АҲАМИЯТИНИ БЕЛГИЛАБ БЕРУВЧИ МУҲИМ ҒОЯЛАР ТИЗИМИ СИФАТИДА ..... 326-334



*13.00.00 – Педагогика фанлар*

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### **THE SIGNIFICANCE OF INTEGRATING LANGUAGE SKILLS IN THE PROCEDURE OF THE ENGLISH LANGUAGE TEACHING**

**Abstract.** The article investigates the importance of language skills' integration into the teaching process of the English language. The author of the research paper highlights integrating language skills concentrating on the four basic English skills - reading, writing, speaking and listening - with the aid of the “Communicative Language Teaching” methodology. Integrating language skills is concerned with authentic communication, insolate language students' realistic language and difficulties for them to interact naturally in the language. This technique promotes teachers to develop learners' achievements in multiple skills at a similar time. The research of authentic content is motivated by integrating language skills not just the dissection of language forms.

**Keywords:** integrating language skills, integration, language, skills, methodology, communicative, methods, instruction, communication, educational material.

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### **ЗНАЧЕНИЕ ИНТЕГРАЦИИ ЯЗЫКОВЫХ НАВЫКОВ В ПРОЦЕДУРУ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ**

**Аннотация.** В статье исследуется важность интеграции языковых навыков в процесс обучения английскому языку. Автор исследования подчеркивает интеграцию языковых навыков, концентрируясь на четырех основных навыках английского языка - чтении, письме, разговорной речи и аудировании - с помощью методологии «Обучение коммуникативному языку». Интеграция языковых навыков связана с аутентичным общением, реалистичным языком изолированных языковых студентов и трудностями для них в естественном взаимодействии на языке. Этот метод помогает учителям одновременно развивать достижения учащихся в нескольких навыках. Исследование аутентичного содержания мотивировано интеграцией языковых навыков, а не только анализом языковых форм.

**Ключевые слова:** интеграционные языковые умения, интеграция, язык, умения, методика, коммуникативные, методы, обучение, общение, учебный материал.

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### **INGLIZ TILI O'QITISH JARAYONIDA TIL KO'NIKMALARINING INTEGRATSIYALASHTIRISHNING AHAMIYATI**

**Annotatsiya.** Maqolada ingliz tilini o'qitish jarayoniga til ko'nikmalarining integratsiyalashuvi muhimligi o'rganiladi. Tadqiqot muallifi ingliz tilining to'rtta asosiy ko'nikmalariga - o'qish, yozish, gapirish va tinglash - "Kommunikativ tilni o'qitish" metodologiyasi yordamida til ko'nikmalarini birlashtirishni ta'kidlaydi. Til ko'nikmalarini integratsiyalashuvi haqiqiy muloqot, til o'quvchilarining realistik tilini ajratib ko'rsatish va ularning tilda tabiiy ravishda o'zaro munosabatda bo'lishdagi qiyinchiliklari bilan bog'liq. Ushbu uslub o'qituvchilarga bir vaqtning o'zida bir nechta ko'nikmalar bo'yicha o'quvchilarning yutuqlarini rivojlantirishga yordam beradi. Haqiqiy tarkibni tadqiq qilish nafaqat til shakllarini ajratish bilan emas, balki til ko'nikmalarini birlashtirish orqali amalga oshiriladi.

**Kalit so'zlar:** til ko'nikmalarini integratsiyalash, integratsiya, til, ko'nikmalar, metodologiya, kommunikativ, usullar, ko'rsatmalar, muloqot, o'quv materiali.

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**Introduction.** Integrating skills are the establishing steps and productive parts in the procedure of language achievement. By building the countywide and compound process of language study simple and productive, integration skills can be an integral section of instructing language. Integrating language skills promotes foreign language learners to improve their skills in applying two or more of the four skills (i.e. listening, speaking reading, and writing) in contexts and real-life situations. A high level of professional training is an urgent task in modern higher education. The issue at hand involves preparing future teachers to solve professional problems, which is a critical element of their professional development. The similarities in the structure of educational and professional activities of undergraduate students contribute to the distinction between these two types of activities. The content of educational and professional activities also varies. Professional activity involves work focused on producing spiritual or material values, while educational activity aims to cultivate cognitive abilities and motivation to learn and process information as a symbolic system.

For supporting much focused and important learning cases, during teaching and practicing the language, teachers must integrate the four language skills. The English language is utilized as an applying language along with national or regional formal languages for communication and correlations in educational universities, institutions, and other organizations such as banks, hospitals, industries, government, and non-governmental organizations, unnecessary to note the comprehensive usage on the language to carry out trade between and among the diplomatic missions, international affairs, and relations offices. It is demanded that students who graduating colleges and universities require to own skills in the foreign language with sufficient theoretical and practicable awareness and much practice in integrating its four skills - writing, speaking, listening, and reading [10;54]. This is the perfect order they have on integrated skills that could possess an important and lasting impact on increasing their academic achievements. As a consequence, the application of integrated skills in a student-centered and authentic fashion is significant as it allows students to improve their communicative skills. Scientists increased engagement

In carrying out this research to identify the degree of attempts applied by foreign language teachers towards gaining integrating language skills while teaching English lessons. In this relationship, the subsequent causes can be referred to [4;170]. First, it is one of the important spheres that foreign language teachers usually face issues in reaching language skills integration. Second, there is not any room for a language teacher to cope with distinct language skills favoring one over the other.

Moreover, many teachers think that students can take advantage more when they are interested in studying integrated language skills than segregated ones. For example, Nunan (1989) emphasized the requirement for building a definite relationship between instructions of classroom language and tasks of the real world to increase the language proficiency of students [2;6]. The approach of integrating language skills, as opposed to keeping them separate, exposes English language learners to authentic language usage and challenges, enabling them to interact naturally in the language. Through this method, students quickly grasp the true complexity and richness of English as a means of communication. It also highlights that English is more than an academic subject or a means to pass exams; it becomes a genuine tool for interaction and sharing among individuals. This approach allows teachers to monitor students' progress in multiple skills simultaneously. By integrating language skills, students are motivated to learn meaningful content rather than solely focusing on dissecting language forms. Ultimately, whether in content-based or task-based language instruction, or a combination of both, the integrated-skill approach has the potential to greatly inspire students of diverse ages and backgrounds.

**Literature review.** It is evident that in the teaching and learning process, all these language skills are beneficial and the complexion of the language skills has a plus impact on the learners' development (Selma and Selen, 2010) [3;370]. In the classroom atmosphere, skills require to be integrated, applied, and practiced. According to Hinkel (2006), communication will be meaningful if it happens with integrated language skills, not through an isolated one. That is, if language learners apply only one language skill at a time, communication among language learners does not run well. So, in the teaching language procedure and real-life situations, language skills should also be integrated. Thence, for supporting much focused and important learning cases, during teaching and practicing the language, teachers must integrate the four language skills.

At the beginning of the 20th century, language teaching specialists employed a whole language approach, concentrating on teaching the four skills. This technique was designed in the 1980s and put into practice for language teaching in the 1990s and the 2000s, specifically by US educators (Hinkel, 2006; Selma and Selen, 2010). It is thought of as an approach as it has main structures about language in general and teaching/learning language by integrated reading, writing, listening, and speaking in particular. Richards and Rodgers (2001) considered, the whole language teaching approach was increased to assist in teaching English as a second/foreign language to young learners at primary, young learners at junior, secondary, and tertiary levels of education [6;115]

Today, the integration of four language skills in the teaching-learning of English is applied widely in many countries of the world. This application is gradually exported to cover other parts of the universe (Brown, 2001; David, 1994; Oxford, 2001). Currently, the education system often uses an integrated approach to teaching various subjects. E.Yu. Sukharevskaya defines integration as subordination to the single goal of educating and teaching similar parts and elements of the content, methods, and forms within the educational system at a certain level of education (preschool, primary, secondary, senior) [5;90]. A. A. Zagorodnova writes that integration in vocational training is the interpenetration and mutual enrichment of professional areas. She notes that integration is accompanied by the complexity and consistency of pedagogical phenomena and professions [2;8]. In 1983, the topic of integration in education is

considered in the collection of scientific papers "Integrative Processes in Pedagogical Science and Practice of Communist Education and Education". According to the authors, the first attempt was made to reflect the essence of this process in pedagogical science. In modern education, an integrated approach continues to develop. We believe that the application of this approach is the most appropriate in the study of various subjects, especially foreign languages. V.A. Shershneva writes that the exercises proposed in textbooks should have real practical value, which allows them to look informal and arouse interest among students using a computer to solve practical problems and perform lexical, phonetic exercises. Performing exercises using technical means enhances the practical orientation of both the subject of a foreign language and the subject of computer science. It should be noted that integrative approaches reflect modern research methods in these branches of scientific knowledge and contribute to the sustainable interest of students in the subjects studied [7;86].

**Methods.** For this investigation, research of the descriptive survey was designed by applying both qualitative and quantitative approaches. Primarily using the study, quantitative data were identified, analyzed, and made conclusions concerning the sample of implementing integration language skills in the procedure of teaching and learning a foreign language. For this purpose, information was carried out utilizing structured and open-ended questionnaires, observations, semi-structured interviews, and document/content analysis of the teaching material/module. Accordingly, the scientists prepared checklists of classroom observation to possess firsthand data concerning the implementation of language skills integration and to submit extra data and appropriate results owned through other instruments.

**Discussion.** While conducting English lessons, EFL teachers were discovered not paying enough focus to practicing the implementation of integrated language skills due to the following reasons. Firstly, background knowledge or experience of the students in owning language in a separate way in high schools did not encourage them to do so.

Secondly, the proficiency of learners' in utilizing the four language skills seemed to be uneven, which is crucial due to challenges observed in voicing their opinions in speech and writing. Thirdly, the scarcity and inadequacy of the context of instructional teaching materials, specifically modules, negatively influenced the implementation of integrated language skills. Some studies have been carried out in the sphere of listening, speaking, reading, and writing skills however without considering their interdependence during language teaching.

To this impact, the scientists formulated the subsequent investigation questions to be answered in the course of the study:

1. To what scope do teachers possess enough awareness of the theoretical orientations of language skills integration in the classroom?
2. How frequently is the integrating language skills teaching practically applied in EFL classrooms?
3. What are the main causes blocking the implementation of integrating language skills integrations in the classrooms?

When conducting integrated English classes in a master's program, teachers can establish a foundation for students' lexical and grammatical knowledge, pronunciation, and intonation skills. The integrated English language courses foster a communicative-cognitive motive that contributes to the development of professional competence and successful

professional activity, with all aspects being geared towards communicative goals. The primary objective is to teach the foreign language as a means of communication. Developing integrated courses requires a clear understanding of the structure of proposed educational activities, an educational trajectory, and a common system of interdisciplinary concepts, as well as the development of main stages of activity.

This process involves constructing a comprehensive model and strategy for the educational process and systematically analyzing activities. Among the educational tasks, selecting appropriate material, specific sections, and topics, establishing interdisciplinary links, and demonstrating the possibility of integrating education principles are critical. Integrated English courses facilitate the acquisition of theoretical knowledge and practical implementation in the process of a master's student's professional activity. English is a means of acquiring knowledge in other disciplines in integrated courses. The integration of education creates a unified system of knowledge, skills, and abilities, helping to form professional competence among undergraduates.

Integrated lessons allow undergraduate students to learn communicative functions within the framework of a speech act, using real-life situations for expression or requesting various information. An essential feature of the foreign language component of undergraduate training programs is the introduction of special vocabulary, consideration of reading and writing scientific texts, solving educational problems, and discussing professional issues. Integrative learning occurs in the context of active professional communication on topics related to undergraduate research.

Recently, many scientists have recommended developing foreign language teaching models for undergraduates in non-linguistic universities. The learning model should be based on high school graduates' actual needs and satisfy society's social order. As scientific knowledge increases, disciplines become more complicated, and educational content duplication becomes more common, necessitating the unification of universal specialists and knowledge. The interaction between related disciplines requires an integrative approach, which is why an integrative approach is used in foreign language study.

**Results.** This procedure necessitates the model's design and principle of the educational process, moreover a systematic analysis of activities. Several educational tasks. Teaching material's result depicts that many respondents want integrated language skills in teaching foreign language. It is shown in the Table 1.

Table 1

Content	Percentage	Category
Integrated language skills	88.99%	Compulsory
English vocabulary	78.99%	Compulsory
Written to spoken	78.15%	Compulsory

Reproduction reading into writing or speaking	64,20%	Compulsory
English grammar	63.87%	Compulsory

From the results of research in Table 1, it is found that a large number of respondents (88,99%) considered appropriate usage of integrated language skills in the teaching language leads to excellent results. And also, many respondents (78,99%) wanted that the achievement of vocabulary building of the English language due to the content of teaching materials. Written to spoken (78,15%) is the more popular aspect in including material that teaches foreign languages. Many respondents (64,20%) wanted reproduction reading into writing or speaking should be in the teaching material to be improved. 63.87% of respondents gave the opinion about English grammar must be in the development of teaching material.

**Conclusion.** Based on the basic findings of the research, the subsequent conclusions are drawn.

- The language teachers barely taught the four language skills to gain integration in speaking, writing listening, and reading lessons. For this aim, it is obvious that teachers carrying out EFL classes were frequently using a lonely/separate language skills mode of instruction at the expenditure of integrated language skills. It is not enough theoretical orientation and practical awareness on the establishment and distribution of EFL lessons which was solely responsible for difficulties encountered in the implementation and achievement of integration of language skills in the teaching of English as a Foreign Language.

- From the perspective of teaching and learning in integrated language skills lessons, communicative tasks - information gap, and role play have important in that they assure learners practice the integration of two or more language skills simultaneously and actively engage in the procedure of teaching-learning integrated language skills in classrooms and establish an authentic language atmosphere that encourages positive student-to-student and teacher-to-student interactions. The sharing of proper teaching material/modules in encouraging the integration of language skills in language classrooms is quite definite. However, the current research depicted that the lack of such a tool limited teachers' power in planning lessons and proper lesson implementation that would assure integrated language skills teaching become successful.

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*№ S/3 (3)-2023 йил*

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