

ПЕДАГОГИЧЕСКИЕ НАУКИ

THE ROLE OF INTEGRATED SKILLS APPROACH IN TEACHING EFL TO PHYSICAL EDUCATION STUDENTS

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РОЛЬ КОМПЛЕКСНОГО ПОДХОДА В ПРЕПОДАВАНИИ АНГЛИЙСКОМУ КАК ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ ФИЗИЧЕСКОГО ОБРАЗОВАНИЯ

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ABSTRACT

The aim of the article is to review the ways of teaching English as a foreign language (EFL) and pedagogical implications. The article focuses on state of the teaching and learning of EFL in Uzbekistan, Karakalpakstan in the higher education sectors. Also, the paper discusses current studies and ideas related to integrated skills approach in order to provide a more vivid understanding of its implementation in EFL contexts. The author notes that integrated skills approach allows EFL teachers to track students' progress in multiple skills at the same time. Integrating the core language skills also promotes the learning of real content, not just the dissection of the forms of the foreign language. In the article, differences between integrated skills approach and segregated skills approach are comparatively analyzed. Moreover, the author considers that the integrated skills approach could motivate and encourage Physical Education students who learn English as a foreign language.

АННОТАЦИЯ

Целью статьи является обзор способов обучения английскому языку как иностранному (EFL) и их педагогического применения. В статье рассматривается состояние преподавания и изучения английского языка как иностранного в Узбекистане, Каракалпакстане в сфере высшего образования. Кроме того, в статье обсуждаются текущие исследования и идеи, связанные с подходом интегрированных навыков, чтобы обеспечить более яркое понимание его реализации в контексте английского как иностранного языка. Автор отмечает, что подход, основанный на интегрированных навыках, позволяет преподавателям английского как иностранного одновременно отслеживать прогресс учащихся в нескольких навыках. Интеграция основных языковых навыков также способствует изучению реального содержания, а не только изучению форм иностранного языка. В статье проводится сравнительный анализ различий между подходом интегрированных навыков и подходом сегрегированных навыков. Более того, автор считает, что комплексный подход может мотивировать и поощрять студентов физического воспитания, которые изучают английский как иностранный.

Key words: Integrated skills approach, Physical Education (PE), English as a foreign language (EFL), lexical competence, learning and teaching.

Ключевые слова: Интегрированный подход, физическое воспитание (PE), английский как иностранный (EFL), лексическая компетентность, обучение и преподавание.

1. Introduction

Recently, due to changes in political and socio-economic conditions in Uzbekistan, Karakalpakstan, there have been serious and important changes in both higher and secondary-special education. Especially, such changes and implications touched upon such an area as teaching foreign languages. This discipline has come to be regarded as one of the priority areas in the education of younger generation. First of all, the early start of teaching foreign languages from the 1st grade has been legalized. We can see that the amount of hours devoted to the study of this subject has increased. Also, in the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev "On the State Program for

Implementation of the Action Strategy on five priority areas of development of the Republic of Uzbekistan in 2017-2021", which has been adopted in 2018, which named "Development of Education and Science", was noted, that it is important to make "maintaining the policies aimed at further improving the system of continuous education, increasing access to quality education, training of qualified personnel in accordance with the demand of the labor market"[14].

1.1. Pedagogical implications

We can note that there was no any unified view of methodology as a pedagogical science that has a single object with pedagogy and didactics for a long time. I.L. Bim defined the methodology of teaching foreign

languages as a science developing at the junction of several other sciences and pedagogy as a general theory of education, didactics as a theory of learning, linguistics, educational and developmental psychology, which have common with these sciences, the objects of research and using the data of these sciences and the regularities revealed by them, relying on a systematic approach to research, and refracted them for the aim of teaching it to foreign languages [3]. Therefore, the methodology can be taken into consideration as a relatively independent theoretical and applied pedagogical science.

If we consider the relation of the methodology of teaching foreign languages to other sciences, we should point that the methodology is a relatively independent pedagogical discipline. As the methodology is associated with pedagogy and didactics, since they have a common object, considering education and upbringing in the process of teaching students with different levels. At the level of methodology, it is a set of forms of implementation of teaching and learning activities on the material of a specific subject, such as in the foreign language (English).

2. Physical Education as a part of human culture

Physical Education (PE) is a specific process and the result of human activity, a means and method of physical improvement of a person. Physical culture affects the vital aspects of a student individually, and develops in the process of life under the influence of upbringing, activities and the environment. Physical Education satisfies social needs in communication, play, entertainment, in some forms of personal self-expression through socially active useful activities. Also, physical culture has a purposeful motor activity in the form of physical exercises, which allow to forming the necessary skills and abilities, physical abilities, to optimize the state of health and working capacity. In the field of PE, there is evidence that links the self-determined motivation with factors such as the enjoyment of the exercises, the cooperative learning and positive motivational consequences such as interest, satisfaction and high participation the importance of PE and the intention to take part in leisure-time physical activities.

2.1. Importance of teaching English as a foreign language (EFL) to PE students

There are various ways to learn a foreign language and it depends on why and for what we are going to learn it. What is absolutely true is that affective factors influence directly in the procedures of foreign language learning process independently of the model of learning [2].

Language learners may not take in everything they hear. Their motives, needs, attitudes and emotional states filter what they hear and for this reason affect the level and quality of foreign language learning. Learners would select certain types of phrases or vocabulary items to learn and use over others. And these kinds of behaviour may be attributed to the affective filtering which significantly reduces the data that are accessible to other processors [7].

Language is all around us, and speaking foreign language should not be confined to the classroom. We assume that by taking language into other areas of study life, be that the corridors, or other lessons, it is given a real life context, ceasing to be a subject and instead an integral and useful part of everyday life. At the institution where there is a specialist language teacher employed, combining PE and languages affords an opportunity for the class teacher to be involved in language with the class, by embedding previous learning, using new vocabulary or by introducing a relevant cultural reference. Sports have a lot of similarities to learning a foreign language. The students might face with competition and many challenges. Participating in sports and learning a foreign language help us understand instructions so we can follow the guidelines and rules of the game. Learning a foreign language creates many opportunities in sports students' lives. With globalization and the Internet, it is necessary to learn the foreign language to communicate.

3. Literature review

The integrated skills approach that incorporates listening, speaking, reading, and writing, has become a new trend in contexts of English as a foreign language (EFL), because it is believed an effective approach to develop students' communicative competence and the ability to use the English language to gain access to educational or professional opportunities. It differentiates from the traditional segregated language skills approach which presented a language skill in isolation from the other skills, the integrated skills approach presents all language skills in conjunction with each other so that foreign language learners do not only knows the language they are learning but also are able to use it daily conversation.

According to Celce Murcia, using English as the major foreign language and as the main medium for worldwide dissemination of information and knowledge has made communicative competence and the ability to use English to gain access to social, vocational, educational, or professional opportunities the most essential objectives of English learning [5]. Also, Davies and Pearse stated that real success in English teaching and learning is when the students can actually communicate in English inside and outside the classroom. To achieve these aims, the integrative language skills instruction seems to be the most effective to use because it seeks to teach language as a means of communication.

4. Methodology

Hungyo and Kijai state that the "activities used by teachers in the integrated approach are authentic activities and situations and thus create an interactive learning environment" [9]. When using the integrated skills approach, teachers face their students with communicative situations that have to as real as possible so that students realize the importance of learning the foreign language. Oxford notes that there are two types of integrated skills instructions which are: Content-Based Language Instruction and Task-Based Instruction. In Content-Based Instruction, students practice all the language skills in a highly integrated,

learning contents such as science, mathematics, and social studies [15]. Content-based Language Instruction is valuable at all levels of proficiency, but the nature of the content may be different by proficiency level. For EFL students, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content might become increasingly academic and complex.

In Task-Based Instruction, pair work and group work are often used to increase student interaction and collaboration in the EFL classroom. For example, in my EFL classes, PE students work together to write a letter to each other using sheets of papers or via e-mail, and develop a television commercial, retell scenes from a play, or take part in other joint tasks. The structured cooperative learning formats can also be used in task-based instruction. Task-based instruction will be relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. As Harmer states that productive work should not always be imitative. Students are greatly helped by being exposed to examples of writing and speaking which show certain conventions for them to draw upon. Harmer also notes that skill integration is a major factor in lesson planning [8]. Weaving threads of different skills and topics is a major art of teachers who plan for a sequence of lessons.

Skill integration also happens when students are involved in project works, that may well involve researching (through reading to short stories or listening to dialogues), speaking (in discussions or when giving a presentation/preparing a power point presentation) and writing (submitting a report/writing an essay). Despite the effectiveness of the integrated skills approach, many teachers especially in EFL contexts still implement the segregated skills teaching by presenting one skill separately from the others. Also, in many EFL programs, courses on speaking are isolated from writing or listening learning activities are divorced from reading.

According to Oxford, the segregation of language skills is indicated through the titles of the classes offered, such as Basic Listening Comprehension, Intermediate Reading, Grammar I and II, Advanced Writing, and others [15]. The main reason for the core skills segregation might be the belief that teaching would be much easier if syllabuses are organized around one skill than focused on some at one time. According to the teachers presenting one skill discretely from the others, focusing on more than one skill at a time can be instructional impossible [15]. These teachers might have been influenced by the notion that teaching language skills separately could make the learners an accurate user of language [12; 88], because this approach allows learners to gain complete command over one particular language skill as the focus was given on one particular skill at a time [10]. Such a practice can be a drawback because, unlike the integrated skills approach, it cannot lead to optimal learning process and outcome.

Kebede listed seven advantages of integrated skills teaching. Language skills integration provides more purposeful and meaningful learning at all

proficiency levels [11]. Furthermore, it contributes to consistent teaching and to better communication. Third, it brings variety into the classroom, which enables teachers to enrich classroom instruction by integrating language skills cooperatively.

Also, it can make language learning comes nearer to the way we do in real life. The integrated skills approach enables students to learn to manage the language and to easily transfer the acquired knowledge of the other areas. Therefore, it will promote foreign language learning and affects the new language knowledge of learners positively. Moreover, language skills integration helps students develop their communicative competence (grammatical/linguistic competence, strategic competence, sociolinguistic competence, and discourse competence). Also, it provides exposure to authentic language learning environment so that students can interact naturally with the intended language. In addition to this, it will assist students to develop their critical thinking so that they can analyze, synthesize and evaluate information better. In this way, it enables them to learn language skills in a better way and be successful academically. Also, it creates motivation in students by avoiding a routine practice of forms of the language and it provides student-centered and humanistic approach to language teaching in a classroom.

5. Discussion

According to Su, the traditional approach to teaching English as a second or foreign language teaches reading, writing, speaking and listening: the four language skills separately by stressing skill orientation and rote memorization, where teachers pay a great deal of attention to reading and writing instruction [17]. Another problem that Su analyzes is the lessons that stick to the Traditional Approach is that those are teacher-centered and emphasize linguistic over communicative competence. This will represent a problem since the ultimate goal of the language classroom is communication. Su also notes that instruction tends to be skill-oriented, showing emphasis on the acquisition of hierarchically arranged skills, with the teacher acting as the central authority. EFL students are viewed as passive participants. As Su states that this traditional teaching procedure decreases students' encouragement and interest in learning English [17]. Students are motivated to identify many individual words, idioms, and grammatical rules to increase their language competence rather than use the language for real communicative purposes in a daily use. For many years, the teaching of English as a foreign language has been segmented considering the four skills: Reading, Listening, Writing and Speaking skills in a separate way. For this reason, it has produced an unreal teaching context in which students are not prepared to face authentic communication, where the four skills are used in a complementary way [17]. However, in real life, language is used as a whole and speakers do not consciously think about what skill is more likely to be used according to the situation.

Moreover, Cohen and Burgess posited that the best model for integrating language skills is where the practice of receptive skills of listening and reading

leads into the practice of the productive ones of speaking and writing [6]. Such integration could be realized by exposing the learners with a body of information from enjoyable authentic texts, videos, books they read, watch, or listen to and later asking them to reproduce at least some of its content in spoken and or written language. This model is supported by the theory stating input-interaction-output as the three essential compositing elements in language learning or acquisition. Language learning takes place when the students get input the language data exposed to the learners through listening or reading. After receiving the input, the students will make interaction exchanges of ideas taking place because the students have not entirely understood the input (text, utterance, and expression) so that they interrupt, ask questions or make a discussion. During the interaction, output, the language a learner produces will emerge. Output (spoken or written) could emerge during the interaction because while asking and answering a question, the EFL students produce language. Output can also emerge after the interaction when the students are given an assignment or a case study task.

6. Conclusion

Thus, the techniques are being used for the different skills in the case of Receptive Skills are similar: listening to recordings, reading comprehension exercises. This may be explained because the way in which these techniques were used would be different. Even though, in my EFL teaching process, in the groups recordings for listening comprehension exercises are used, this technique seems to be more successful in PE classroom because English is used during the whole lesson, so that, PE students got used to listen to English. While in other group the topics of the reading comprehension exercises are not related with students' context and presented as isolated texts, the other sample the contents were presented in a way that made students feel engaged in working and developing activities. Auditorium management would be different and more motivating than the techniques used in the other class, affecting the teaching-learning process.

The integrated skills approach, as contrasted with the purely segregated approach that will expose EFL learners to authentic language and challenges them to interact in the foreign language. Also, this approach stresses that English is not just an object of academic interest but merely a key to passing an examination; instead, EFL becomes a real means of interaction and sharing among people. This approach can provide with an opportunity to track students' progress in multiple skills at the same time that can be helpful for teachers. Integrating the language skills also promotes the learning of real content, the dissection of language forms as well.

Furthermore, the integrated-skill approach, whether found in content-based or task-based language instruction can be highly motivating to PE students in the EFL classroom. Compared to teaching using the traditional segregated approach, the integrated skills approach will require a good understanding of discourse, the skills of using textbook flexibly and readiness to implement the student-centered learning

approach. In addition, students in PE should also realize the objective and importance of the integrated skills implementation, and in this case they are committed to succeed the program.

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ТЕОРЕТИЧЕСКАЯ ПОДГОТОВКА КУРСАНТОВ ВУЗОВ МВД ПО СПОРТИВНО-ПЕДАГОГИЧЕСКИМ ДИСЦИПЛИНАМ

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THEORETICAL TRAINING OF CADETS OF HIGHER EDUCATION INSTITUTIONS OF THE MINISTRY OF INTERNAL AFFAIRS IN SPORTS AND PEDAGOGICAL DISCIPLINES

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АННОТАЦИЯ

Целью исследования выступило наличие теоретического фундамента знаний по спортивно-педагогическим дисциплинам у курсантов Вузов МВД, которое определяет их успешность в дальнейшей профессиональной деятельности. Теория не только мотивирует, программирует и регулирует, но и контролирует практическую деятельность будущего сотрудника полиции. Успешное овладение теми или иными знаниями и умениями выступает в качестве критериев их вхождения в общекультурный багаж специалиста, расширяющих возможности развития его профессиональной деятельности.

ABSTRACT

The purpose of the study was the presence of a theoretical foundation of knowledge in sports and pedagogical disciplines among cadets of the Ministry of Internal Affairs Universities, which determines their success in further professional activities. Theory not only motivates, programs, and regulates, but also controls the practical activities of the future police officer. The successful acquisition of certain knowledge and skills serves as criteria for their entry into the general cultural baggage of a specialist, expanding the opportunities for the development of his professional activity

Ключевые слова: спортивно-педагогические дисциплины; курсанты; мотивация; практические занятия; лекции; самоподготовка; профессиональная деятельность.

Keywords: sports and pedagogical disciplines; cadets; motivation; practical exercises; lectures; self-training; professional activity.