

INTEGRATED SKILLS TEACHING: SPEAKING AND LISTENING TOGETHER

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Annotation: This article examines the pedagogical approach of Integrated Skills Teaching (IST), focusing on the simultaneous instruction of speaking and listening skills in foreign language education. The article discusses practical strategies for implementing IST, presents a case study from a military academic lyceum, and offers recommendations for educators seeking to integrate these skills effectively.

Key words: Speaking and Listening, Integrated Skills Teaching (IST), Communicative Language Teaching (CLT), Task-Based Learning (TBL), Collaborative Learning, Scaffolding Techniques, Listening Comprehension.

Annotatsiya: Ushbu maqola chet tilni o'qitishda Integratsiyalashgan ko'nikmalarni o'qitish yondashuvi asosida gapirish va eshitish ko'nikmalarini bir vaqtning o'zida o'qitish masalasi yoritilgan. Maqolada integratsiyalashgan o'qitishni amalga oshirishning amaliy strategiyalari muhokama qilinadi, harbiy akademik litseyda olib borilgan tajriba yoritiladi va o'qituvchilarga bu ko'nikmalarni samarali integratsiya qilish bo'yicha tavsiyalar beriladi.

Kalit so'zlar: Gapirish va eshitish, integratsiyalashgan ko'nikmalarni o'qitish, kommunikativ tilni o'qitish, vazifaga asoslangan o'qitish (TBLT), hamkorlikda o'qish, scaffolding (qo'llab-quvvatlash) texnikalari, eshitib tushinishi.

Effective communication in a foreign language requires integrating speaking and listening skills, as they are naturally interrelated in real-life interactions. However, traditional language teaching methods often treat speaking and listening as separate skills, which can lead to fragmented learning experiences. Integrated Skills Teaching (IST) addresses this challenge by combining both skills, providing a more holistic approach to language learning that mirrors real-world communication. This approach aligns with the principles of Communicative Language Teaching (CLT), which emphasizes meaningful communication rather than isolated drills.

In specialized educational settings like military academic lyceums, the ability to effectively use both speaking and listening skills is essential. Knowing a foreign language for "Temurbeklar Maktabi" military academic lyceums learners is crucial for their success, as they must communicate clearly in English (foreign languages) for various military tasks, including briefings, reports, and negotiations. This article

explores the theoretical foundations of IST, presents a case study from Temurbeklar Maktabi, and offers practical recommendations for educators aiming to implement IST in military and other specialized language education contexts.

CLT advocates using language for real-world communication, prioritizing fluency and interaction over formal accuracy. It promotes teaching through interactive activities that encourage students to use language in authentic situations. IST embodies these principles by combining speaking and listening tasks, promoting communicative competence in learners.

From a cognitive perspective, integrating speaking and listening helps learners process language more holistically, improving both comprehension and production. The **sociocultural theory** of Vygotsky emphasizes the importance of social interaction in learning. In this context, IST fosters collaborative learning, where students interact meaningfully, enhancing both their language skills and understanding of context.

Studies have consistently shown that IST leads to higher levels of language proficiency and greater learner engagement. For example, Su (2007) found that students exposed to integrated skills instruction demonstrated increased participation and higher performance. Bilgin (2015) also noted the positive impact of IST on simultaneously improving speaking and listening skills.

Since “Temurbeklar Maktabi” lyceums prepare future leaders for the armed forces, their goal is to enhance the learners’ proficiency in English, particularly in speaking and listening, as these skills are crucial for military operations. Given the demanding nature of military tasks, such as briefings, negotiations, and strategic reports, proficiency in both listening and speaking in English is essential.

A key challenge faced at “Temurbeklar Maktabi” is the lack of military-specific content in many existing English textbooks. While general military vocabulary and phrases are regularly taught, textbooks often do not include enough context-specific language, which leaves gaps in learners’ practical language skills.

To address this issue, “Temurbeklar Maktabi” academic lyceums have to implement an IST-based activities focusing on real-world military communication tasks. These tasks include role-plays, briefing simulations, and discussions, which require pupils to use both speaking and listening skills. For example, learners may listen to recorded military briefings and then respond in real-time, answering questions and providing feedback, mirroring authentic military operations. This approach not only helps improve their speaking fluency but also enhances their listening comprehension.

The implementation of IST at “Temurbeklar Maktabi” led to notable improvements in cadets’ language proficiency. Regular assessments revealed significant gains in listening comprehension and speaking fluency. Cadets reported increased confidence in using English in military settings, attributing their progress to

the integrated approach. The practice of engaging with authentic scenarios through role-plays and simulations was particularly beneficial in preparing cadets for real-world challenges.

Designing tasks that require both speaking and listening can effectively integrate these skills. For instance, information-gap activities, role-plays, and problem-solving exercises compel learners to listen attentively and respond appropriately, thereby fostering interactive communication.

Using authentic materials such as military podcasts, news reports, and recorded conversations allows learners to engage with real-world language. These materials provide valuable context for improving listening comprehension and serve as models for speaking practice.

Collaborative learning activities such as peer interviews, group discussions, and debates encourage interaction and provide opportunities for learners to practice speaking and listening in a supportive, cooperative environment. At “Temurbeklar Maktabi”, students’ residence in dormitories allows them to collaborate after class, working together on projects or participating in additional language activities.

Providing appropriate scaffolding during language activities supports learners in performing tasks they cannot yet accomplish independently. Techniques such as pre-listening questions, guided discussions, and feedback sessions help learners build their speaking and listening abilities step by step.

Curricula at military academic lyceums like “Temurbeklar Maktabi” should be designed to integrate speaking and listening activities. A holistic approach that includes both skills in tandem will ensure that cadets develop practical language abilities, preparing them for real-world military scenarios. Effective implementation of IST requires that teachers be trained to design integrated activities and assess students' performance in both speaking and listening. Professional development programs are essential for equipping educators with the skills and knowledge to apply IST effectively in their classrooms.

Integrated Skills Teaching (IST) offers a comprehensive approach to language instruction, promoting the simultaneous development of speaking and listening skills. The case study from “Temurbeklar Maktabi” illustrates how IST can enhance learners’ language proficiency and communicative competence, particularly in specialized contexts like military training. By adopting IST, educators can provide learners with meaningful, engaging learning experiences that reflect authentic communication needs and prepare them for real-world language use.

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