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Methodological challenges and solutions in implementing an Integrated approach in Uzbek schools and universities

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Abstract: This article examines the methodological difficulties teachers face when implementing an integrated approach to foreign language instruction in Uzbek schools and higher education institutions. It highlights the core problems observed during classroom practice and proposes practical solutions for enhancing the effectiveness of integrated language teaching.

Keywords: integrated approach, methodology, language teaching, challenges, solutions

Introduction. In the world in the context of globalization and advances, attention is highly being paid to improving the content of integrated teaching of foreign languages, hence the UNESCO International Concept of Education defines the tasks of amplifying the quality of education, stimulating critical thinking and acquiring knowledge. In leading higher educational institutions of Great Britain, Germany, Korea, Switzerland, Hungary, Russia and China interactive integrated educational technologies have been introduced into the process of teaching language and the content of education has been upgraded on the basis of integrative principles. This is universally known that for many years contemporary and integrated methods ,are being used at universities and schools. As an exemplary in our republic, the continuity and consistency of teaching general education disciplines, including foreign languages and literature, has been ensured, the transition to 11-year secondary education has been carried out, the methodological skills and the cognitive performance skills has been improved step by step, despite the developments in teaching, there has been several challenges and this situation requires the correct requirement towards the formation of competence. Therefore, in recent years, the Uzbek education system has undergone significant reforms aimed at improving the quality of foreign language teaching. As part of these efforts, an integrated approach to developing speech skills—combining listening, speaking, reading, and writing in a single learning process—has gained particular attention. The purpose of integration is to ensure that learners acquire language naturally, meaningfully, and contextually, rather than treating each skill as an isolated component.

However, despite its pedagogical importance, the implementation of an integrated approach still faces a number of challenges in Uzbek schools and universities. These issues arise from teacher preparation, curriculum design, classroom conditions, and access to technological resources. Therefore, understanding these challenges and proposing realistic solutions is essential for improving the effectiveness of foreign language education. As well as, this method may arise several inconveniences for pupils who are slow on uptake that they cannot focus on

integrated skills simultaneously, as a consequence of this they may feel themselves demotivated and frustrated to explore the language without any difficulties.

Methodological challenges. When teachers try to experience new integrated skills they may have some challenges which is related to the lack of competence when it comes to readiness and methodological training. An overwhelmingly significant amount of teachers still rely heavily on traditional and vintage methods such as grammar translation and teacher-centered approach which deteriorates the conundrum. Most professional development programs remain theoretical and do not provide teachers with step-by-step examples, classroom models, or practical methodological tools.

On the one hand, the overloaded tasks and heavy curricula may be a huge burden for teachers that they must do use, especially at universities and wide range of grammar and vocabulary activities, hence integrated tasks typically require more time for preparation, explanation, group work, and feedback, which becomes difficult under strict time limits.

Another common challenge is the disorder when it comes to explaining the theme clearly, teachers have to implement integrated tasks such as: role-plays, debates, project work or analyzing the complexed themes together while the teacher the teacher must simultaneously manage classroom discipline, assess performance, and provide individual support.

Last but not least, integrated education encompass unprecedentedly novel problems that should be tackled as fast as possible, one of them is the lack of appropriate support when it comes to publications that they are published only with one skill or grammar rule and task, which requires additional time and creativity. The shortage of context-based reading texts, listening resources, and authentic materials further limits the integration of speech skills.

The last drawback is the insufficient supprt of technological in some rural and further areas of the country, areas—lack necessary equipment such as interactive boards, projectors, or stable internet connection. As a result, teachers cannot use online videos, virtual discussions, multimodal texts, or digital storytelling tools that naturally activate multiple speech skills at once.

Solutions to the methodological challenges. First and foremost teachers must adapt to modern and self-oriented lessons, the must training about the developed programs to share passion and interest towards the subject. Micro-teaching and peer feedback can help teachers build confidence and develop new methodological habits. Teachers can divide students into small groups based on proficiency level or learning style. Techniques such as "Think-Pair-Share," tiered tasks, and peer tutoring can help maintain balance in mixed-ability classes. Curriculum designers should reduce content density and emphasize communicative goals rather than the quantity of topics. Allowing teachers more freedom to adapt lessons based on students' needs will help them implement integrated tasks more effectively. The most important one to take into action is combining local methods into newly discovered ones. Universities, methodologists, and teachers can collaborate to

create textbook supplements, activity banks, and digital collections of integrated tasks. Lesson plans that combine reading–listening tasks or speaking–writing tasks can save teachers time and provide methodological consistency. Creating materials that reflect Uzbek cultural context can also increase student engagement.

When preparing experimental materials for lessons based on the integrated development of speech skills, it is essential to consider learners' existing knowledge and their ability to use linguistic and communicative elements meaningfully. To determine the degree of formation of students' integrated speech competence, it is advisable to assess the following three parameters: the ability to comprehend a text (written or spoken) and identify the linguistic or communicative feature that supports integrated skill development, such as a discourse marker, functional phrase, or contextual cue that enhances meaning; the ability to correctly name the identified feature, whether it is a speech act, a functional structure, a cohesive device, or another communicative element relevant to integrated tasks; the ability to explain its function within the text and describe how it contributes to overall communication, demonstrating understanding of how multiple skills work together to build meaning. It is assumed that if learners can identify a communicative feature in an authentic text, name it accurately, and explain its function, they are capable of applying similar features in their own speech production—both oral and written. This, in turn, allows them to enrich their integrated speaking and writing tasks with appropriate linguistic means. Conversely, if students have not fully mastered these communicative tools, their speech production tends to rely on intuition rather than conscious use, which limits the effectiveness of integrated skill development.

Conclusion. In general, applying an integrated approach in Uzbek schools and universities is helpful, but it also brings several practical difficulties. Teachers often lack enough training, materials are limited, and classroom conditions do not always support working with multiple skills at the same time. Even so, with small methodological improvements, better resources, and simple supportive techniques, this approach can gradually become more effective. Most importantly, when teachers feel confident and have clear guidance, students can learn language skills more naturally and meaningfully.

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