

Так ми допомагаємо формуванню усвідомленості та ширшого мислення, що робить людину більш глибокою та незалежною [5, с. 9].

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GENERAL OVERVIEW OF THE INTEGRATED-SKILL APPROACH

The integrated-skill approach has been gaining popularity in recent decades. It is considered to be more efficient than approaches in which every skill is taught separately.

The integrated-skill approach adheres to the idea that integrating the four skills can make language learning easy. Language learners develop their skills in an integrated manner and within a natural language framework.

The integrated-skill approach is based on the concept that in actual language use one skill is rarely used in isolation [5].

All aspects of language are interwoven. All main skills (listening, reading, speaking, and writing) and associated skills (syntax, vocabulary, spelling and pronunciation) function together for effective and successful communication.

According to Rebecca Oxford, teaching of English as a foreign language conjures up the image of a tapestry. The tapestry is woven from many strands, such as the characteristics of the teacher, the learner, the setting, and the relevant languages. These strands must be interwoven in positive ways; otherwise they can't produce a strong and colourful tapestry. There's also a very crucial strand, which consists of the four main skills and also includes associated skills. The skill strand of the tapestry leads to optimal ESL/EFL communication when the skills are interwoven during instruction. This is known as the integrated-skill approach. If this weaving does not occur, the strand consists merely of discrete, segregated skills – parallel threads that do not touch, support, or interact with each other. This is sometimes known as the segregated-skill approach [4].

Segregated-skill approach focuses on the language itself, and the language skills are taught separately. Language learning is separate from content learning. Excessive emphasis on rules and paradigms teaches students a lot about language at the expense of teaching language itself [6].

Such approach can't ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language.

It restricts language learning to a very narrow, non-communicative range that does not prepare students to use the language in everyday life [4].

In many instances where an EFL course is labelled by a single skill, the segregation of language skills is only partial. Some courses that are labelled according to one specific skill might actually reflect an integrated-skill approach. The same can be said for ESL/EFL textbooks. A particular series might highlight certain skills in one book or another, but all the language skills might nevertheless be present in the tasks in each book. In this way, students have the benefit of practicing all the language skills in an integrated, natural, communicative way, even if one skill is the main focus of a given volume [4].

An integrated skills approach is a more realistic approach to authentic language learning, whereas a segregated approach does not offer a meaningful understanding of language.

The goal of learning language is not grammatical perfection, but meaningful communication among students and teachers. Language is acquired most effectively when it is learned in meaningful and significant social situations [2].

Integrating the skills means that you are working at the level of realistic communication, not just at the level of vocabulary and sentence patterns. Realistic communication is the aim of the communicative approach, and many researchers believe that handling realistic communication is an integral part of essential conditions for language learning [3].

The integrated-skill approach is consistent with the communicative language teaching as both emphasize meaningful and authentic language use and link oral and written language development. The principles of communicative language teaching emphasize the importance of using a language to communicate in order to learn it. Being able to communicate requires more than linguistic competence, it requires communicative competence [5].

Communicative goals are best achieved by giving attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to the students' eventual need to apply classroom learning to unrehearsed contexts in the real world [6].

The integrated-skill approach exposes learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language for communication [4].

As the language becomes a means by which students interact with people, they develop their communicative competence.

Integrating the language skills promotes the learning of real content, not just the dissection of language forms. It can be highly motivating to students of all ages and backgrounds [4].

According to Fred Genesee, students remain motivated to learn a language when they have a sense of academic accomplishment and of increasing competence in using the language for communicative purposes. Learners are encouraged to experiment with linguistic forms in order to communicate with one another and with teachers about academic and social matters. Errors in language use are not seen as bad, but rather as indications of the learners'

active efforts to master a complex linguistic system [2]. Teachers can track the students' progress in multiple skills at the same time [4].

Since skill integration allows for growth in all main skill areas at the same time, this allows students to be able to use their strengths in order to help them grow in their weaknesses.

People have differences in their ability to learn through the ear, the eye and muscular movement. Integration makes use of all these abilities so that everyone can learn something from this process. If something is taken in through more than one channel, it is more likely to be learned well. Practices in these skills can be mutually reinforcing, that is, the channels can reinforce each other [1].

This advantage also relates to motivation, because if the learner is a weak reader, but a very strong speaker, they may be prevented from becoming discouraged and unmotivated to continue learning the language.

Even though the integrated-skill approach has many advantages and is generally better than segregation-skill approach, it still has its disadvantages.

The integrated-skill approach can be demanding of the teacher. The teacher needs to have a good understanding of discourse, and to be able to use textbooks flexibly. This can be very time-consuming, requiring a lot of preparation.

Although many modern textbooks have some integration of the four skills, teachers may still need to make some changes to the contents. This could involve altering the order of the contents, or making some changes to the activities in the textbook, or designing some additional activities to the already existing activities in the textbook [3].

Another problem is designing suitable materials that take account of students' different skill levels. The four skills tend to develop at a different pace: receptive skills are stronger than productive skills, for example. This means that teachers have to be skillful for designing integrated activities for their students.

Another thing worth mentioning is that the role of a focus on individual language elements, such as vocabulary and grammar, should not be overlooked, as they can play an important role in helping students to understand the English language system and in enlarging their range of

language production. It is therefore necessary for teachers to maintain an appropriate balance between integration and separation.

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МЕТОД SMART-ПРОЕКТІВ ЯК ЧАСТИНА ІННОВАЦІЙНОЇ ПРОЕКТНОЇ ТЕХНОЛОГІЇ НАВЧАННЯ (ІЗ ВЛАСНОГО ДОСВІДУ РОБОТИ)

Процеси реформування національної системи освіти України вимагають застосування інноваційних технологій і методів навчання. Від сучасного вищого навчального закладу вимагається запровадження нових підходів до навчання, що забезпечують розвиток комунікативних, творчих і професійних компетенцій та стимулюють потребу майбутнього фахівця у самоосвіті та самовдосконаленні.

Актуальність дослідження проблеми підготовки кадрів для металургійних та енергетичних підприємств Дніпропетровської області