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**TO THE QUESTION OF AN INTEGRATIVE APPROACH**

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There is no doubt that English has turned into a general language. These days, English is utilized by in any event one billion people around the world, either as a first or as a second language. No one can disregard the need and the estimation of strategies for showing English as a foreign language or even as a second language. Students are different in their needs. Some students learn visually, others orally; others have shorter attention skills and all come from different backgrounds. To

address every one of their issues, it is important to use a wide range of methods. Some methods teacher may apply with the help of various assets or make them by alone based on teaching experience. Teaching English as a Foreign Language is essential especially in the developing countries in which English is considered to be a foreign language. [1,565]

Through the history, teachers and educators have embraced lots of various teaching methods and approaches such as the grammar teaching method, the audio-lingual method, the direct approach, the reading approach, and many others. However, the traditional language teaching approach (sometimes called grammar translation method) and the communicative approach have been the two most broadly utilized ones by educators for long (Larsen-Freeman & Anderson, 2011, pp. 11 & 121). Since teaching a second or a foreign language is different from teaching a first or native language, teachers, educators, and linguists are in constant search of new methods and approaches that would result in more effective educating. After all, the ultimate aim is to fulfill the students' needs and help them learn a second/foreign language. For this reason, it is suggested that linguists and educators stop looking for a better method and begin searching for showing practices or procedures that have been designed to satisfy local needs and experiences (Savignon, 2007, p. 207). For the purpose of improving the quality of language teaching, the American connected etymologist Edward Anthony (1963) recognizes three imperative ideas called approach, method, and system the course of action of which is progressive (Richards & Rodgers, 1986, p. 15). Approach, method, and technique are among the most frequently used terms in any scholastic educational modules.. For the purpose of avoiding any confusion, Anthony (1963) characterizes each term as follows:

- a. Approach-It is a lot of correlative presumptions that manage the idea of language instructing and learning describing the nature of the idea of the topic to be educated.
- b. Method-It is an overall plan of the orderly presentation of language material, no piece of which repudiates, and which is all founded on the chosen methodology. A single methodology incorporates a few strategies.
- c. Technique-It is what actually takes place in a language teaching classroom such as a particular trick, strategy, or plan for accomplishing a specific objective. (Richards & Rodgers, 1986, p. 15).

It is clear that people need better opportunities that they can only get with a good group of English. In Kazakhstan people who want to learn English have an incredible number of abilities to know this language. For educators very important to listening good spoken English at your dimension of understanding will improve all parts of your speaking, since we normally learn our first language by first listening and hearing it spoken by others. If you can understand English-language movies and programs, then listen to news and documentary programs, whose presenters tend to speak well. For easier work, practice listening to English instructional CDs, mp3s or computer software, at home or at a school language auditory. You can also find English-language radio, TV and instructional materials on the Internet. In the modern world we have much more chances to rich a language.

In integrative instruction the arrangement of new learning and abilities is completed dependent on the existing experience in different exercises, expanding the content, means and techniques of training, the situation varies, there are possibilities of individualization. The inclusion of a variety of activities, integrative exercises, lessons in the instructive process contributes to its effectiveness, because each of them in its activates trainee, prompts him to independence, promotes aptitudes in a particular subject area, including in mastering a foreign language, deepens and broadens interest in knowledge and learning in general.

The idea of integration in education has its roots in the writings of the great J.A.Comenius, said: "Everything that is connected with each other must be connected constantly and is distributed proportionally between the mind, memory and language. Thus, all they teach a person should not be fragmented and partial, but united and whole. Integration has become one of the most important and promising areas of methodological formation of a new formation".

Integration - is to find a common subject information combination stage at the intersection of the current conventional subject learning children get more and more new ideas about the world, systematically adding and expanding them (moving in the knowledge spiral). [2, 64]

An integrative approach to learning a foreign language is an essential for the arrangement and improvement of an adaptable identity. The term "integration" we comprehend the idea of the condition of connectedness (combination) of the individual separated parts into a whole, as well as himself a pedagogical process leading to this state. Explanatory dictionary of foreign words gives the following definition: integration - is an association of parts, components, is the side of the process associated with the merger into a single unit. [2, 262]

Integration of learning - is the subjection of the shared objective of instruction and training of similar parts and elements of substance, methods and structures within the education system at a particular stage of education. [2, 270]

The scientific and pedagogical literature define integrative courses as an instructional tool to manage the integration information procured by students during the formation of interdisciplinary skills. Integration structure includes [3, 373]:

- a) objects;
- b) the communication (name items, between which a connection is established);
- c) connection direction (the communication link from one object to another).

The process of integration is viewed as common interpenetration and interrelation substance of the different controls to guide the formation of a comprehensive, integrative, dialectically interconnected system of logical thoughts about specific occasions, parties, the properties of the material world, or social life.

Integrative training contributes to the implementation of didactic principle of systematic training. The integrative approach to teaching and learning has been lauded in educational literature as an approach which avoids fragmentation of knowledge and leads to holistic understanding of concepts. It is also considered to be a superior organization for cognitive learning since the human brain rejects learning what is fragmented. The integrative approach is also said to lead to better learning of students. The integrative approach is focused on providing an authentic language facilities for learners to develop listening, speaking, reading and writing skills in a meaningful context. The initial function of language is to establish social purposes. In classroom, teachers are able to create an authentic facility for social interaction among learners [3,375]. The prior importance is that the topics and learning activities have to be relevant and interesting to the learners. Through the use of activities the aspects of language can be implemented via integrative approach and builds new learning upon students' prior knowledge. It trains learners as individual thinkers, apt to demonstrate challenging tasks. This approach is dedicated to learn language as a process in which learners will be provided with ample opportunities to understand and practice concepts that are presented to them. Errors are treated as part of the learner's learning process. Teachers supply a low-anxiety environment that permits learners to take risks. Corrections can be produced through modeling from teachers or peers [4,164].

There are many different methods that combine all aspects and mix them together in order to create integrative approach towards language learning procedure [4,165]. When it comes to the communicative outcomes of learning we turn to methods of integrative approach, and what if our objective is to join the grammar into communicative language learning. So here supposed to look thoroughly to grammar teaching, though the majority of teaching procedure deals with the grammar in detached order. Teaching grammar in isolation is not an effective way of teaching language [5, 238]. The grammatical syllabus approach fails to provide the practical communicative aspect of learning a second language. Often times students of traditional grammar-approach classrooms believe that the things they have learned in the language classroom cannot be implemented into real life conversations. Learning the content in meaningful context and the appropriate use of language is ignored in grammar directed methodology. Contrary to the study of grammatical rules, verbal or written communication in real situations requires the use of a wide range of language forms.

The main teaching method is the communicative approach, with the integration into it of the practical bases of some classical methods. At the same time, great attention during training is paid to the expansion of the lexical asset, which promotes free communication. Constant communication with the teacher in English allows you to improve communication skills and develops the most effective form of using vocabulary - thinking in a foreign language in the process of communication (active vocabulary). In the process of learning, such methodological techniques as listening, pronunciation, reading adapted and / or non-adapted texts, retelling, situational dialogues and discussions (case studies), expressing one's own opinion and more are also widely used. Grammatical material serves as the foundation of properly constructed speech. Training in the organizational plan is based on the rules of stadial and cyclical, which ensures its consistency. In contrast to the typical idea of treating learners as blank slates, the integrative approach offers that teachers allow students to investigate and generate new knowledge during the learning procedure. This can be fulfilled via interactive learning environment. It is specified by divergent questioning techniques, authentic problem solving tasks, and learners' verbal and written sharing of thoughts. When learners have successful experiences in conveying their ideas for themselves, they have not only accomplished the communicative function, but also gained confidence in the usage of second language.

One of the most relevant topics that, teachers, have been dealing with recently is the issue of Teaching Languages in an Integrative approach. A number of teachers and advisors are already working hard preparing materials and putting them into practice with their students. There are some drawbacks though, the main one is the fact that whenever we think about cooperative teaching and involving different departments in a school we tend to panic, as teachers in our educational system are used to working individually. In spite of that, know that to make our students get involved in the process of learning, we have to make changes, so most of us have already started working with the colleagues in our departments in order to apply new ways of teaching in our lessons. To carry out these changes we work a great amount of time looking for and preparing new materials. Our students prepare projects, they use the internet to search information, and they do oral presentations with the help of Power Points... Using content based activities using English as a means to learn other subjects and start sharing experiences with the Geography, History, Philosophy and Science teachers...

Using the integrative courses in the study of a foreign language leads to higher motivation to study general subjects and of the foreign language, the formation of readiness for professional work in the conditions of integration processes in the economic, social and political spheres of life. The introduction of integrative courses in the practice of teaching foreign languages contributes to the communicative and cognitive motives that feed interest in mastering a foreign language. Leading there must be learning a foreign language as a means of communication; all aspects should be subordinate communicative purposes. There is a definite relationship between the communicative abilities and integration. Integration is also the basis for the formation of communicative abilities and the result of these abilities and the result of the implementation of communication. In the course of these studies it is important to diversify the content and form of the movement of students, which includes fixed knowledge and methods that will ensure absorption of the specific use of knowledge. Diversify such activities are a variety of games, because amid the game there is mental development, digestible content, a system of relevant abilities. [6,48] In addition to improving the effectiveness of preparing amusements promote display distinctly practical orientation of a foreign language.

An integrative approach allows training in the real world communicative functions within the speech act, pointing out how it is used in everyday situations to express praise, apology, request information. Fragmentary information does not add to a comprehension of local speakers. Integrative programs, based on an expansive scholarly, melodic, art-information provide a multidimensional understanding of the real world and the role of language as a cultural element. Methods of teaching foreign languages at different stages of development in different ways formulate his "order" of science, defining its content on the methodological, theoretical and practical levels. The problem is how to ensure robust and functionally flexible interdisciplinary communication disci-

plines different cycles in the educational process. Integrative trainings in recent years have increasingly attracting the attention of researchers in the context of various content issues. Interest in them is natural and modern. It is this kind of interaction of instructive controls is as of now the primary method to take care of issues in the act of foreign language teaching.

Speaking about the issue of development of integrative instruction should consider the following: in order to prepare a lesson or course you have to put into center three viewpoints - the subject-substantive, linguistic and communicative. [6,73] Failure to meet one of them makes it impossible to integrative instruction.

1) Subject-content aspect is controlled by the required dimension of instruction. It is important to pre-select the amount of factual knowledge on the subject, which is required for an unprepared speech trained on the fundamental inquiries of the topic.

2) Language. This viewpoint incorporates the choice of lexical units, fundamental and adequate for the declaration of information on a specific subject in English.

3) The communicative. This aspect is realized through the focused on utilization of chose lexical units to solve communication problems, namely to provide information, express their opinions, etc.

At the present stage of development of the theory and practice of teaching motivation question – one of the central problems in the educational process. Especially important is it in teaching foreign speech. Regardless of the involvement in the utilization of integrative courses in the investigation of the controls of the characteristic and human cycles, the problem still is not solved with respect to a foreign language. An analysis of the foreign language program has shown that there is no section that reflects the perspectives of other disciplines in the study of a foreign language. It should be noted that the possibility of using integrative classes as a means of creating the motivation of foreign language speech activity with proper familiarization with new material (phonetic, lexical and grammatical), training him in situations of speech communication, as well as modern control actions of all students can be great. These abilities are as of now incorporated with the points of interest of the subject, the absorption of which does not give an individual the immediate information of the truth. It is a methods for articulation of a goal reality, property, designs which are the subject of different sciences, so the unknown dialect as a scholarly subject "pointless". [7,65]

In light of the above, we can infer that the arrangement of integrative learning a foreign language with the general scientific, professional and methodological orientation can be distinguished and depicted just based on an exhaustive report with the interest of social researchers, instructors, analysts, language specialists, methodologists and educators of all teaching staff. Integrative courses in foreign language teaching was permitted to connect together all the knowledge and skills obtained in various academic disciplines and are a source of motivation of the educational process in a foreign language. For the most efficient use of the integration of the teacher should be comfortable with the substance of training distinctive subjects in the school cycle and to decide the degree of utilization of these different sciences in the study of a foreign language.

Using the integrative courses – a complex process that requires a prior determination, at least at the functional level of the main forms of interdisciplinary connections and substance. There is no doubt, in any case, that despite the variety of interdisciplinary connections remain unchanged should the main thing – a clear definition of the main reason for their development for the given conditions (kindergarten, school, training institutes).

Organization of communication at the integrative lessons in a foreign language contributes to the realization of foreign language students and as a methods for target information of reality around us, and as a means of commucation. It also promotes self-sufficiency. Through the integration of learning a foreign language, students can engage in self-education and improvement of their speech skills. Teaching speech situations, used in the course of learning a foreign language can be utilized at various phases of training and add to the development of linguistic skills of teaching students.

To conclude, language instructing based on integrative methodology has incredible impact on successful educating. Communication and interaction among students help to raise awareness in

the class. The components and reasons given above and the positive sides of approach to language teaching point that it is high time to set our correspondence competency syllabus in our language institutions. Integrative teaching approach allows students to engage in purposeful and relevant learning. This is achieved by exploring, gathering, processing, presenting, and refining information without the constraints of traditional subject barriers. To sum up, to improve the quality of teaching and to get the best results teachers ought to combine the advantages of both approaches and apply in their classrooms. Teachers need using the integrative approach and comment on the rules of sentence structure and word order, they need to point mistakes and inaccuracies at the proper time, in order to students will producing grammatically accurate sentences and identifying their mistakes when compared to other sentences. It is advised not to ignore any approach no matter what. Teachers can teach grammar and structure to help learners produce accurate sentences during communication; they can teach how to use language for speaking where they can benefit from their knowledge of language rules. Finally, the future is yet unknown. A new day, a new approach, a new language theory is always waiting to be discovered.

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