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Integrativ yondashuv: yozuv kompetentsiyasini rivojlantirishda samarali usul

Annotatsiya. Ushbu tadqiqotda yozuv kompetentsiyasini rivojlantirishda integrativ yondashuvning samaradorligi, xususan, til o‘rganish va maxsus maqsadlar uchun ingliz tili (ESP) kontekstida o‘rganiladi. Integrativ yondashuv, turli til ko‘nikmalarini (tinglash, gapirish, o‘qish va yozish) birlashtirib, raqamli texnologiyalarni qo‘llash orqali, o‘quv natijalarini yaxshilaydi va yozuv ko‘nikmalarini to‘liqroq rivojlantiradi. Ushbu maqolada mavjud adabiyotlar ko‘rib chiqiladi, ma‘lumot to‘plash uchun aralash usullar qo‘llaniladi va natijalar tahlil qilinib, pedagoglar va tadqiqotchilar uchun tavsiyalar beriladi. Tadqiqot natijalari shuni ko‘rsatadiki, integrativ yondashuv an‘anaviy usullardan ustun bo‘lib, talabalarning ishtiroki, motivatsiyasi va malakasini oshiradi.

Kalit so‘zlar: integrativ yondashuv, yozuv kompetentsiyasi, ESP (maxsus maqsadlar uchun ingliz tili), til o‘rganish, raqamli texnologiyalar, aralash usul tadqiqoti.

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Интегративный подход: эффективный метод развития навыков письма

Аннотация. В данном исследовании рассматривается эффективность интегративного подхода в развитии навыков письма, особенно в контексте изучения языков и английского языка для специальных целей (ESP). Интегративный подход, который сочетает различные языковые навыки (аудирование, говорение, чтение и письмо) и использует цифровые технологии, способствует лучшим результатам обучения и более

всестороннему развитию навыков письма. В статье проводится обзор существующей литературы, применяется смешанный метод для сбора данных и анализа результатов, а также предлагаются рекомендации для преподавателей и исследователей. Результаты показывают, что интегративный подход превосходит традиционные методы, способствуя повышению вовлеченности студентов, их мотивации и уровня владения языком.

Ключевые слова: интегративный подход, навыки письма, ESP, изучение языков, цифровые технологии, смешанные методы исследования.

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An integrative approach: the effective approach in developing writing competence

Abstract. This study explores the effectiveness of an integrative approach in developing writing competence, particularly in the context of language learning and English for Specific Purposes (ESP). An integrative approach, which combines various language skills (listening, speaking, reading, and writing) and utilizes digital technologies, is shown to foster better learning outcomes and more comprehensive writing abilities. This article reviews existing literature, employs a mixed-methods approach for data collection, and provides an analysis of the results, ultimately offering recommendations for educators and researchers. Findings suggest that an integrative approach is superior to traditional methods, promoting enhanced student engagement, motivation, and proficiency.

Keywords: Integrative approach, writing competence, ESP, language learning, digital technologies, mixed-methods research.

Introduction

Writing competence is a critical skill for students, especially those learning English as a second language or for specific purposes (ESP). It is fundamental to academic success and professional communication. Traditionally, writing instruction has focused on isolated drills and exercises. However, recent research

highlights the benefits of an integrative approach, where various language skills are taught in combination and supported by digital technologies. This article aims to explore the efficacy of this approach in fostering writing competence, especially among ESP students, providing insights into how a holistic learning environment can be created to develop their writing skills.

Literature Review

Over the past decade, there has been growing interest in integrated language learning approaches. K.Hyland emphasizes the interconnectedness of reading and writing skills, suggesting that exposure to written texts can enhance writing abilities. [2] An integrative approach involves activities where students listen, read, and discuss before writing, creating a more rounded learning experience. [4] According to W.Grabe and C.Zhang, integrating reading into writing tasks helps students understand text structures and enhances vocabulary acquisition, both of which are crucial for effective writing. [1]

Researchers, such as L.N.Ivanova, have examined the application of integrative methods in teaching English as a foreign language, highlighting the importance of combining communicative and cognitive strategies to improve writing skills. Ivanova's study suggests that an integrative approach allows students to develop a deeper understanding of language structures and cultural nuances, resulting in more authentic written expressions. [3]

Similarly, Uzbek researchers like S.Tashkentov and N.Karimova have explored the role of integrative approaches in enhancing writing skills among ESP students in Uzbekistan. They argue that the integration of reading and listening activities into writing tasks leads to a better comprehension of specialized vocabulary and technical texts, which is especially valuable in professional fields such as business and engineering. [5]

In recent years, the role of digital technologies in integrative approaches has been explored extensively. Y.Zhao and C.Lai found that digital tools like online discussion forums, blogs, and collaborative writing platforms encourage students to engage in authentic writing activities. This interaction with digital media helps

develop not only writing skills but also critical thinking and the ability to navigate information. [7] Similarly, H.S.Widdowson argues that technology-mediated integrative methods can enhance students' motivation and make writing tasks more relevant to real-world contexts. [6]

These studies highlight the advantages of integrative approaches but also note challenges such as the need for proper training for instructors and the careful selection of digital tools. This study builds on existing research to explore the practical impact of such an approach on writing competence among ESP students.

Research Methodology

This study adopts a mixed-methods approach, utilizing both quantitative and qualitative data to assess the impact of an integrative approach on writing competence. The research was conducted at three universities offering ESP courses. A total of 120 students and 15 instructors participated in the study over a six-month period.

Data Collection

Quantitative data were collected through pre- and post-tests to measure students' writing proficiency. The tests included tasks where students were required to analyze readings, participate in discussions, and produce written essays. Qualitative data were gathered through semi-structured interviews with instructors and students, focusing on their experiences with the integrative approach and the perceived changes in writing skills.

Data Analysis

Quantitative data were analyzed using statistical methods to identify improvements in writing proficiency. Qualitative data were coded thematically to identify key factors that contributed to the development of writing competence through integrative methods.

Analysis and Results

The pre- and post-test results indicated a significant improvement in students' writing proficiency after employing the integrative approach. On average, students' scores increased by 15%, with notable improvements in coherence, cohesion, and

vocabulary use. This aligns with the findings of K.Hyland (2013) and W.Grabe and C.Zhang (2015), who suggest that an integrative approach aids in internalizing language structures and enriching vocabulary.

Thematic analysis of interview data revealed that students found the integrative approach more engaging and less intimidating than traditional writing exercises. They appreciated the opportunity to discuss topics before writing, which helped them better organize their thoughts. Instructors noted that students became more confident and expressive in their writing, as they were able to draw on discussions and readings during writing tasks. However, some challenges included the initial resistance to new technology and the time required for preparation.

Discussion

These findings suggest that an integrative approach can effectively improve writing competence, particularly by creating a more interactive and context-rich environment. The integration of digital tools further supports this by providing diverse platforms for practice and feedback. However, the study also highlights the need for careful planning and instructor training to maximize the benefits of this approach.

Conclusion and Recommendations

The integrative approach has proven to be an effective method for developing writing competence among ESP students. By combining reading, listening, and speaking activities with writing tasks, students can better understand language structures and express their ideas more coherently. Digital technologies serve as a valuable tool in this process, providing access to a range of authentic materials and collaborative opportunities.

Recommendations include training instructors in the effective use of digital tools and integrative teaching methods, selecting appropriate technologies that align with course objectives, and designing curricula that incorporate integrative tasks for continuous writing practice. Future research could focus on specific aspects of the integrative approach, such as the role of online collaboration in

writing improvement or the long-term impact of this approach on students' writing performance.

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