



THE IMPORTANCE OF AN INTEGRATIVE APPROACH IN DEVELOPING STUDENTS' LINGUISTIC COMPETENCE

Ergashev Doniyor Dovronovich

Senior Lecturer of English at Faculty of Philology at Alfraganus University;
Independent Researcher at CHSPU, Uzbekistan

ABSTRACT

This thesis examines the pedagogical significance of an integrative approach in developing students' linguistic competence in higher education. The relevance of the topic is determined by the growing need to teach language as a dynamic system in which phonetic, lexical, grammatical and semantic elements function in close interdependence. The study proceeds from the idea that linguistic competence cannot be formed effectively through isolated instruction of language levels, because real communication requires the simultaneous use of vocabulary, grammar, pronunciation and meaning in context. The purpose of the study is to substantiate the value of integrative teaching in the formation of students' linguistic competence and to identify the instructional conditions that increase its effectiveness. The research demonstrates that the integration of language material, communicative tasks, reading, speaking, writing and reflective analysis creates favorable conditions for deeper understanding, durable retention and practical application of linguistic knowledge. The results confirm that an integrative approach strengthens students' analytical thinking, language awareness and communicative flexibility, thereby improving the overall quality of language education.

KEYWORDS: linguistic competence, integrative approach, higher education, language teaching, communicative competence, English language instruction, methodology, language levels, language skills.

INTRODUCTION

In modern higher education, the development of students' linguistic competence has become one of the central aims of foreign language teaching. This tendency is closely connected with the need to prepare graduates who can not only recognize language forms but also use them accurately, appropriately and effectively in academic and professional contexts. Linguistic competence is usually understood as knowledge of phonological, lexical, grammatical and semantic systems of a language and the ability to apply this knowledge in speech activity. However, traditional teaching often separates these components and presents them as independent elements, which leads to fragmented understanding and limited practical use. Students may know grammar rules, memorize vocabulary items and reproduce model sentences, yet still experience difficulty when they must interpret authentic discourse or produce coherent speech. This contradiction makes it necessary to reconsider the methodological basis of language instruction.

An integrative approach offers a productive solution to this problem. It assumes that language should be taught as a unified system in which all levels and skills interact continuously. Such an

approach reflects the actual nature of communication, where pronunciation, grammar, lexis and meaning are activated simultaneously. Therefore, the study of the importance of an integrative approach in developing students' linguistic competence is both theoretically and practically significant.

The research was conducted on the basis of theoretical analysis, comparative interpretation and methodological generalization. Foundational works on communicative competence, language teaching methodology and integrative instruction were examined in order to identify the core principles that support the formation of linguistic competence. Special attention was given to the relationship between language levels and speech activity, as well as to the pedagogical conditions under which these relations can be actualized in classroom practice. The study also relied on the interpretive examination of teaching methods frequently used in higher education, including text-based instruction, communicative tasks, contextual grammar practice and integrated skills teaching. These methods were evaluated from the perspective of their contribution to students' ability to perceive language as an interconnected whole rather than as a set of unrelated rules.

The analysis showed that the integrative approach plays a decisive role in the development of linguistic competence because it eliminates the gap between knowledge about language and the ability to use language. When phonetic, lexical and grammatical material is taught in isolation, students tend to master separate facts without understanding how these facts operate in authentic communication. By contrast, integrative instruction enables students to observe how sound patterns support meaning, how lexical choice influences style and precision, and how grammar organizes thought in spoken and written discourse. As a result, students develop a more systematic understanding of language.

The findings also indicate that the integration of language levels with the four language skills significantly increases the quality of learning. When reading activities are connected with vocabulary analysis, grammatical observation and oral discussion, students process the material more deeply. When writing tasks are linked with prior reading, lexical preparation and syntactic modeling, students become more conscious of language form and meaning. In speaking tasks, integrated preparation helps learners select appropriate vocabulary, apply grammatical structures accurately and maintain phonetic clarity. This combination of analytical and practical work contributes to more stable acquisition.

Another important result is related to learner autonomy and reflection. The integrative approach encourages students to compare language units, identify patterns, recognize errors and revise their own utterances. Such work strengthens linguistic awareness and turns passive recipients of information into active participants in the learning process. Integrated teaching also creates conditions for transfer, meaning that students can apply previously learned material in new communicative situations. This is especially important in higher education, where language learning must support academic reading, presentation, discussion and written argumentation.

The obtained results confirm that the effectiveness of linguistic competence development depends not only on the content of instruction but also on the way this content is organized. The integrative approach is pedagogically valuable because it corresponds to the cognitive nature of learning. Students understand and remember material more successfully when they perceive relations between forms, meanings and functions. In this sense, integration is not a

mechanical combination of tasks but a methodological principle that ensures continuity, coherence and practical orientation of language teaching.

The significance of this approach is particularly visible in English language instruction at the university level. Students in higher education are expected to work with complex texts, participate in seminars, produce structured written work and interact in multilingual academic environments. These tasks require more than isolated grammatical accuracy. They require the ability to comprehend discourse, interpret lexical nuance, use syntactic structures strategically and adjust language to communicative purpose. An integrative approach responds to these demands by organizing instruction around meaningful communication while preserving careful attention to linguistic form.

At the same time, the successful implementation of this approach depends on the teacher's methodological competence. The teacher must design tasks that connect language material logically, maintain balance between analysis and practice, and create opportunities for reflection and feedback. If integration is reduced to simple task accumulation without internal coherence, the expected effect may not be achieved. Therefore, the integrative approach should be viewed as a systematic teaching strategy grounded in clear objectives, contextualized materials and progressive task design.

The study has demonstrated that an integrative approach is of fundamental importance in developing students' linguistic competence. Its value lies in the fact that it presents language as a unified functional system and helps students connect pronunciation, vocabulary, grammar and meaning within real communicative activity. Such an approach strengthens understanding, improves retention, develops language awareness and increases students' ability to use linguistic resources appropriately in academic and professional communication. In higher education, where language learning must prepare students for complex intellectual tasks, the integrative approach serves as an effective methodological foundation. Consequently, the development of students' linguistic competence should be organized through interconnected language material, integrated skill practice and reflective pedagogical support.

REFERENCES

1. Hymes, D. On communicative competence // Pride J. B., Holmes J., eds. *Sociolinguistics: Selected Readings*. – Harmondsworth: Penguin Books, 1972. – P. 269–293.
2. Canale, M., Swain, M. Theoretical bases of communicative approaches to second language teaching and testing // *Applied Linguistics*. – 1980. – Vol. 1, No. 1. – P. 1–47.
3. Richards, J. C., Rodgers, T. S. *Approaches and Methods in Language Teaching*. – 3rd ed. – Cambridge: Cambridge University Press, 2014. – 410 p.
4. Harmer, J. *The Practice of English Language Teaching*. – 4th ed. – Harlow: Pearson Education, 2007. – 448 p.
5. Nunan, D. *Language Teaching Methodology: A Textbook for Teachers*. – New York: Prentice Hall, 1991. – 320 p.
6. Brown, H. D. *Principles of Language Learning and Teaching*. – 5th ed. – White Plains: Pearson Longman, 2007. – 410 p.
7. Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. – Cambridge: Cambridge University Press, 2001. – 260 p.

8. Vygotsky, L. S. Mind in Society: The Development of Higher Psychological Processes. – Cambridge, Mass.: Harvard University Press, 1978. – 159 p.

