

DEVELOPING ORAL AND WRITTEN TURKISH LANGUAGE SKILLS THROUGH AN INTEGRATIVE APPROACH

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Abstract: This article analyzes the theoretical and practical aspects of developing oral and written speech skills in Turkish using an integrative approach. It is emphasized that the combined study of oral and written speech in language teaching, attention to cultural context and communicative situations are important for increasing the effectiveness of language learners. It also considers pedagogical possibilities and methods for simultaneously developing language skills using methods developed on the basis of an integrative approach. The article provides examples from practical research and analyzes the results of using an integrated approach in the learning process.

Keywords: oral speech, written speech, speech skills, language teaching methodology, communicative approach, cultural context, language learning

Introduction: The issue of developing language skills requires special attention in modern language teaching methodology. Especially in Turkish, which is taught as a foreign language, the simultaneous effective formation of oral and written speech skills is one of the urgent tasks facing pedagogues and linguistics scholars today. While traditional methods are often based on teaching oral and written speech separately, the integrative approach is emerging as a new pedagogical paradigm aimed at linking these two skills and forming them as a whole.

The integrative approach allows for a deeper and more comprehensive mastery of the language by linking different skills in the language learning process, namely listening, speaking, reading and writing. This takes into account not only grammatical and lexical knowledge, but also cultural context, communicative situations and social environment. As a result, students have the opportunity to effectively use the language in real-life situations.

The Turkish language, with its morphological and syntactic features, rich vocabulary and cultural aspects, can pose difficulties for learners. Therefore, in the development of language skills, it is necessary to use methods that allow not only the theoretical aspects of the language, but also the practical application of the language. The integrative approach meets this need and allows for the synchronous formation of oral and written speech skills.

This article analyzes the theoretical foundations of the integrative approach and its role in the development of oral and written speech skills in teaching the Turkish language. It also examines the methodologies developed on the basis of this approach and their practical application. The article also provides pedagogical recommendations aimed at increasing the effectiveness of the integrative approach in the language learning process.

The main focus of this study was on the development of oral and written speech skills of students learning Turkish as a foreign language. 60 students at the secondary and primary levels were selected as the research material. Their language knowledge and skills were studied within the framework of a curriculum organized on the basis of an integrative approach. During the study,

students were presented with communicative situations, cultural aspects, lexical and grammatical elements of the Turkish language synchronously. Dialogues, monologues, conversation exercises were used to develop oral speech skills. In order to strengthen written speech, essay writing, text analysis, and written assignments were given.

Main part: An integrative approach to language teaching is a pedagogical approach that involves the simultaneous and harmonious development of different language skills (listening, speaking, reading and writing). This methodology differs from teaching a language based only on grammatical rules and allows you to use the language in real communicative contexts. An integrative approach plays a major role in increasing the language learner's interest in the language and developing the skills to use the language actively and effectively.

Oral and written speech skills are closely related, and teaching them separately may not yield effective results. Oral speech is the ability to use the language in live communication, while written speech allows for a deeper and more systematic expression of the language. When these two skills are developed together through an integrative approach, the student not only learns the rules of the language, but also learns to use the language logically and communicatively.

The main principles of the integrative approach include the following:

- Harmonious development of skills - during the lesson, exercises in oral and written speech are performed simultaneously.
- Attention to cultural and communicative context - taking into account culture and context when learning a language, teaching speech forms appropriate to communication situations.
- Integration of lexicon and grammar - vocabulary and grammatical rules are taught together, which helps make speech more natural and logical.
- Activity and interactivity - involving students in active participation, encouraging their independent expression of ideas and participation in speech exercises.

To develop oral skills, the integrative approach uses various interactive exercises: conversations, role-playing games, presentations, discussions, and projects. These exercises allow students to use the language in real-life situations and increase their speech culture. At the same time, their combination with written speech exercises ensures the logical and correct construction of speech.

The integrative approach also shows its advantages in the formation of written speech skills. Students learn to express their thoughts systematically by writing texts, essays, letters, and essays. When written speech exercises are combined with oral speech exercises, students have the opportunity to express their written texts orally. This helps to master the language more deeply and systematically.

The results of the groups trained on the basis of the integrative approach were compared with those trained using the traditional method. A significant increase in oral and written speech skills was observed in the experimental group. Students became more fluent and free in using language,

expressing their thoughts clearly and logically. They also expanded their understanding of cultural context and their ability to choose appropriate speech forms in communicative situations.

Pedagogical recommendations

In language teaching, oral and written speech exercises should be carried out synchronously. Cultural and communicative contexts should be constantly introduced into the lesson process. It is important to use interactive methods and involve students in active participation. It is necessary to adapt educational materials, taking into account the individual needs and abilities of students. When assessing language skills, attention should be paid not only to grammatical correctness, but also to communicative effectiveness.

Research methods

The following methods were used in the study:

Experimental method - the educational process organized on the basis of an integrative approach and traditional methods were compared. The experimental group was trained according to an integrative approach, and the control group was trained using traditional methods.

Observation and evaluation - students' oral and written speech skills were regularly assessed. The assessment took into account communicative effectiveness, grammar and vocabulary, accuracy and logic of speech.

Tests and questionnaires - tests were conducted to determine the initial and final knowledge levels of students. Also, questionnaires were collected from students and teachers about the effectiveness of the methodology.

Qualitative analysis - the impact of the integrative approach was determined by analyzing students' speech samples.

The study was conducted from September to December 2024. The learning process lasted 3 times a week, 90 minutes each, for a total of 12 weeks. Integrative exercises aimed at developing oral and written speaking skills were performed in each lesson. The results were evaluated and compared once every 4 weeks.

Conclusion: This study examined the theoretical and practical aspects of developing oral and written language skills in Turkish based on an integrative approach. The results of the study showed that an integrative approach allows language learners to learn all language skills - listening, speaking, reading and writing - in a holistic, harmonious process. This approach serves to develop the skills of using the language in real communicative situations, rather than acquiring the language only within the framework of grammar or vocabulary.

Developing oral and written language skills together, rather than separately, increases the ability of students to use the language freely and fluently. During the study, it was found that the curriculum organized on the basis of an integrative approach significantly increased students' language

knowledge, cultural understanding and communicative competence. This emphasizes the importance of integrating oral and written speech in the pedagogical process.

Also, the integrative approach serves as an effective tool for organizing pedagogical activities based on interactive communication between the teacher and the student. With the help of this approach, the activity of language learners increases, they develop the ability to think independently, express their thoughts clearly and succeed in intercultural communication.

Based on the results of the study, it is recommended to widely introduce the integrative approach in the language teaching process. This can be effective not only in learning Turkish, but also in teaching other languages. There are prospects for further improvement of the integrative approach and the development of special methodologies for learners of different ages and levels.

In conclusion, the joint development of oral and written speech skills using the integrative approach allows us to achieve a new level of quality and efficiency in language teaching. This increases the confidence of language learners in the language and creates the basis for them to be free and effective in the modern communication field.

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