

**THE ROLE OF INTERDISCIPLINARY LEARNING IN ENHANCING SPEAKING  
PROFICIENCY OF ENGLISH PEDAGOGY STUDENTS**

*Zulaykho Ashurova Kholdaraliyeva*

*Independent researcher*

*E-mail: [prettyzulayho86@yahoo.com](mailto:prettyzulayho86@yahoo.com)*

*Phone: +998979890086*

**Annotation**

This article investigates the impact of interdisciplinary learning on the development of speaking proficiency among English pedagogy students. With an increasing emphasis on communicative competence in teacher education, integrating knowledge from various academic disciplines such as literature, history, psychology, and environmental studies has emerged as a powerful strategy for contextualized and meaningful language use. The study explores how interdisciplinary content enriches classroom discourse, enhances topic-based vocabulary acquisition, and stimulates critical thinking, which collectively improve students' oral expression and argumentation skills. Using a mixed-methods approach, including classroom observations, pre- and post-assessment of speaking tasks, and student interviews, the article reveals that exposure to diverse academic content fosters deeper engagement and communicative fluency. The findings suggest that interdisciplinary integration not only supports linguistic development but also nurtures academic and professional skills vital for future English teachers. The study recommends curriculum innovations that embrace content-based instruction and transdisciplinary themes to foster sustainable improvement in oral competence.

**Keywords:** interdisciplinary learning, speaking proficiency, English pedagogy, communicative competence, content integration, teacher education, fluency.

**РОЛЬ МЕЖДИСЦИПЛИНАРНОГО ОБУЧЕНИЯ В ПОВЫШЕНИИ УРОВНЯ  
ВЛАДЕНИЯ УСТНОЙ РЕЧЬЮ СТУДЕНТОВ ПЕДАГОГИЧЕСКИХ  
СПЕЦИАЛЬНОСТЕЙ ПО АНГЛИЙСКОМУ ЯЗЫКУ****Аннотация**

В данной статье исследуется влияние междисциплинарного обучения на развитие навыков устной речи у студентов педагогических специальностей по английскому языку. С возрастающим акцентом на коммуникативную компетентность в подготовке учителей, интеграция знаний из различных учебных дисциплин, таких как литература, история, психология и экология, стала эффективной стратегией для контекстуализированного и осмысленного использования языка. Исследование рассматривает, как междисциплинарный контент обогащает дискурс в аудитории, улучшает усвоение тематического словарного запаса и стимулирует критическое мышление, что в совокупности улучшает навыки устного выражения и аргументации учащихся. Используя смешанный метод, включающий наблюдения в аудитории, предварительную и последующую оценку речевых заданий, а также интервью со студентами, статья

показывает, что знакомство с разнообразным академическим содержанием способствует более глубокой вовлеченности и коммуникативной беглости. Результаты свидетельствуют о том, что междисциплинарная интеграция не только поддерживает языковое развитие, но и формирует академические и профессиональные навыки, жизненно важные для будущих учителей английского языка. В исследовании рекомендуются инновации в учебной программе, которые включают в себя обучение на основе содержания и междисциплинарные темы для устойчивого повышения уровня владения устной речью.

**Ключевые слова:** междисциплинарное обучение, владение устной речью, педагогика английского языка, коммуникативная компетентность, интеграция содержания, педагогическое образование, беглость речи.

## INGLIZ TILI PEDAGOGIKASI TALABALARINING NUTQ MALAKASINI OSHIRISHDA FANLARARO TA'LIMNING O'RNI

### Annotatsiya

Ushbu maqola fanlararo ta'limning ingliz tili pedagogikasi talabalari nutq malakasini rivojlantirishdagi ta'sirini tadqiq etadi. O'qituvchilar tayyorlashda kommunikativ kompetensiyaga e'tibor kuchayishi bilan adabiyot, tarix, psixologiya va ekologiya kabi turli akademik fanlardan olingan bilimlarni integratsiyalash kontekstga asoslangan va mazmunli til foydalanishning samarali strategiyasi sifatida namoyon bo'ldi. Tadqiqot fanlararo mazmun dars munozarasini qanday boyitishi, mavzuga oid so'z boyligini kengaytirishi va tanqidiy fikrlashni rag'batlantirishini o'rganadi. Bu omillar birgalikda talabalarining og'zaki ifoda va asoslash ko'nikmalarini takomillashtiradi. Aralash usullardan foydalangan holda, jumladan sinf kuzatuvlari, nutq vazifalarini baholashning oldingi va keyingi natijalari hamda talabalar bilan suhbatlar orqali, maqola turli xil akademik mazmun bilan tanishish chuqurroq ishtirok va muloqot ravonligini ta'minlashini ko'rsatadi. Natijalar shuni tasdiqlaydiki, fanlararo integratsiya nafaqat til rivojlanishini qo'llab-quvvatlaydi, balki bo'lajak ingliz tili o'qituvchilari uchun muhim bo'lgan akademik va kasbiy ko'nikmalarni ham shakllantiradi. Tadqiqot og'zaki nutq kompetensiyasini izchil takomillashtirish uchun mazmunli o'qitish va fanlararo mavzularni o'z ichiga olgan o'quv dasturi innovatsiyalarini tavsiya etadi.

**Kalit so'zlar:** fanlararo ta'lim, nutq malakasi, ingliz tili pedagogikasi, kommunikativ kompetensiya, mazmun integratsiyasi, o'qituvchilar tayyorlash, ravonlik.

**Introduction.** In recent years, the teaching of English as a Foreign Language (EFL) has shifted from traditional grammar-based instruction to more dynamic models that emphasize real-world communication, critical thinking, and contextual understanding. This shift is especially relevant for English pedagogy students future educators who must not only master the language but also develop the ability to communicate effectively in diverse academic and professional settings.

One promising approach that supports this transformation is interdisciplinary learning, which involves integrating content and methodologies from various academic fields to enhance language instruction. Interdisciplinary learning provides rich, authentic input that challenges students to engage with complex ideas, fostering the development of topic-specific vocabulary, analytical

reasoning, and oral argumentation. When English pedagogy students participate in activities involving literature, history, science, or psychology, they are required to process information, formulate opinions, and communicate ideas clearly skills that are crucial for effective speaking [4]. This creates a more engaging and meaningful learning environment, one that goes beyond surface-level fluency and encourages deeper communicative competence. Despite its growing importance, the role of interdisciplinary content in developing speaking proficiency among English pedagogy students has received limited scholarly attention.

Most research focuses either on content-based instruction or general speaking skill development, without explicitly addressing the pedagogical potential of interdisciplinary integration in pre-service teacher education. This study addresses that gap by exploring how interdisciplinary learning strategies can improve the speaking abilities of English pedagogy students. Through classroom-based experimentation, reflective interviews, and oral performance evaluations, the study aims to demonstrate that incorporating academic content from other fields into language instruction can result in improved fluency, vocabulary range, and discourse strategies. It also highlights how this approach aligns with contemporary educational goals preparing future English teachers for the intellectual and communicative demands of XXI century classrooms.

**Literature review.** Scholars have long emphasized the importance of meaningful content in developing communicative competence [7,8]. Content-Based Instruction (CBI) and CLIL (Content and Language Integrated Learning) frameworks have proven particularly effective in enhancing both language skills and subject knowledge [2,3]. Lyster argues that integrating academic content encourages learners to engage in higher-order thinking, leading to deeper oral production [5].

Beane highlights interdisciplinary learning as a tool for fostering engagement and critical literacy in educational settings [1]. Mehisto further support the idea that authentic, cross-disciplinary input improves motivation and learner autonomy [6]. While these studies affirm the potential of interdisciplinary instruction, few have focused specifically on its role in developing speaking proficiency among future teachers. This gap suggests a need for targeted research on how interdisciplinary learning can be applied in English pedagogy programs to enhance oral communication skills.

**Research methodology.** This study employed a mixed-methods approach combining quantitative and qualitative data to evaluate the impact of interdisciplinary learning on speaking proficiency among English pedagogy students. A total of 40 second-year students were divided into control (traditional instruction) and experimental (interdisciplinary instruction) groups. The intervention spanned 10 weeks, during which the experimental group participated in speaking tasks based on content from psychology, literature, and environmental studies. Pre- and post-tests using a standardized speaking rubric measured fluency, coherence, vocabulary range, and interactional competence. Additionally, semi-structured interviews and classroom observations were conducted to collect qualitative insights on learners' perceptions and engagement. Data were analyzed using descriptive statistics and thematic coding to assess both linguistic development and pedagogical impact.

**Results and discussion.** The results of the study reveal a significant improvement in the speaking proficiency of the experimental group exposed to interdisciplinary learning, compared to the control group that received traditional instruction. Pre- and post-test scores were analyzed across four key speaking criteria: fluency, coherence, vocabulary range, and interactional competence.

*Quantitative findings:*

The experimental group showed a mean increase of 21% in overall speaking scores, with the most substantial gains observed in fluency (+25%) and vocabulary range (+23%). In contrast, the control group improved marginally, with a 9% increase overall. Paired t-tests confirmed that the improvement in the experimental group was statistically significant ( $p < 0.05$ ), while the control group's gains were not.

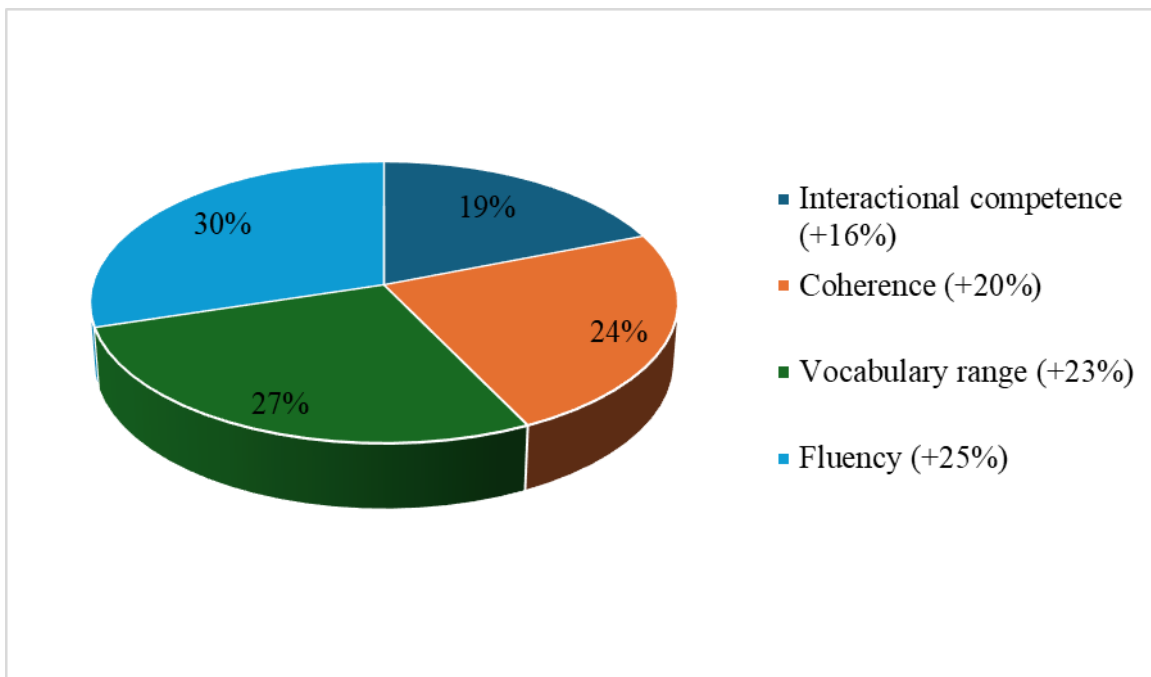
*Qualitative findings:*

Interview data and classroom observations supported the quantitative results. Students in the experimental group reported greater confidence and motivation to speak, attributing it to the engaging nature of interdisciplinary topics such as “Psychological Theories of Motivation” and “Environmental Problems in Literature”. They expressed that such content gave them “something meaningful to talk about” and helped them “use real academic vocabulary” in their speech. Additionally, teacher observations noted that the experimental group participated more actively in discussions and demonstrated improved turn-taking, question formulation, and topic expansion. These behaviors were especially apparent during task-based group presentations and panel discussions.

While the control group displayed accurate grammar usage and sentence-level competence, their performance remained largely limited to rehearsed and formulaic speaking. In contrast, the experimental group exhibited more spontaneous, extended, and contextually relevant language use.

So that, the results affirm the hypothesis that interdisciplinary learning significantly enhances speaking proficiency among English pedagogy students, particularly in terms of fluency, lexical diversity, and communicative effectiveness in academic and pedagogical contexts.

Figure. Speaking proficiency improvements in the experimental group.



The pie chart illustrates the distribution of speaking skill improvements in the experimental group, clearly showing that fluency and vocabulary range saw the greatest gains. This supports the study's claim that interdisciplinary content fosters richer language input and encourages more confident, spontaneous oral production.

The findings confirm that interdisciplinary learning significantly enhances speaking proficiency among English pedagogy students. By integrating content from various academic fields, learners engage in more meaningful, topic-driven communication, leading to improved fluency, lexical diversity, and discourse competence. The results also suggest that interdisciplinary topics stimulate curiosity and reduce speaking anxiety by shifting focus from language form to content expression. Unlike traditional approaches, which often limit speaking to rehearsed drills, the integrative method promotes spontaneous interaction. These outcomes align with previous research emphasizing contextualized input and output as key to communicative competence development in teacher education settings.

**Conclusion.** This study demonstrates that interdisciplinary learning plays a vital role in enhancing the speaking proficiency of English pedagogy students. By incorporating content from diverse fields such as psychology, literature, and environmental studies, learners develop richer vocabulary, greater fluency, and improved communicative confidence. The experimental group outperformed the control group across all speaking criteria, confirming that interdisciplinary integration fosters deeper engagement and more authentic language use. These results highlight the need for teacher education programs to move beyond isolated language instruction and adopt interdisciplinary strategies that reflect real-world communication. Future English teachers must be equipped not only with language skills but also with the ability to discuss complex ideas clearly and confidently across academic contexts.

**THE LIST OF USED LITERATURE:**

1. Beane, J. A. Curriculum Integration: Designing the Core of Democratic Education. – USA: Teachers College Press, 1997. – 150 p.
2. Brinton, D. M., Snow, M. A., & Wesche, M. B. Content-Based Second Language Instruction. – USA: University of Michigan Press, 2003. – 280 p.
3. Coyle, D., Hood, P., & Marsh, D. CLIL: Content and Language Integrated Learning. – UK: Cambridge University Press, 2010. – 159 p.
4. Hall, G. Exploring English Language Teaching: Language in Action. – UK: Routledge, 2011. – 301 p.
5. Lyster, R. Learning and Teaching Languages Through Content: A Counterbalanced Approach. – UK: John Benjamins, 2007. – 240 p.
6. Mehisto, P., Marsh, D., & Frigols, M. J. Uncovering CLIL. – UK: Macmillan Education, 2008. – 247 p.
7. Richards, J. C. Communicative Language Teaching Today. – USA: Cambridge University Press, 2006. – 76 p.
8. Widdowson, H. G. Teaching Language as Communication. – UK: Oxford University Press, 1978. – 168 p.