

**METHODOLOGICAL FOUNDATIONS OF AN INTEGRATIVE APPROACH IN
DEVELOPING WRITING SKILLS AMONG PRIMARY SCHOOL STUDENTS**

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Abstract: This article explores the methodological foundations of an integrative approach in developing writing skills among primary school students. The author discusses the stages of writing development, psychological and pedagogical characteristics of learners, effective methods of harmonizing language materials, and the importance of a multidisciplinary approach in curricula. The possibilities of improving students' literacy levels, activating their creative thinking, and contextually forming language knowledge and skills through an integrative approach are analyzed. This article provides descriptions of methodological models that integrate phonetic, lexical, grammatical, and stylistic aspects of the Uzbek language in the writing process, as well as practical recommendations for implementing integration with subjects such as visual arts, music, environmental studies, and computer science in writing lessons.

Keywords: writing skills, integrative approach, primary education, student psychology, methodology, language and speech, interdisciplinary connection, didactic materials, literacy, lingvodidactics

Article Text: Developing writing skills in primary school students is one of the important directions of the educational process. This process serves to develop the student's speech activity, literacy level, logical thinking, and social competencies. The formation of writing skills includes not only learning to write letters but also the student's ability to express their thoughts in written form accurately, correctly, and expressively. From this perspective, an integrative approach in teaching writing has significant pedagogical importance. This is because during the integration process, several subjects are interconnected, language materials are reinforced in various contexts, and students develop multifaceted analytical skills.

Various interpretations of the integrative approach exist in scientific literature. Some scholars understand it as interdisciplinary integration, while others interpret it as a method of teaching different components of language (phonetics, lexicology, grammar, stylistics) together. However, these two approaches complement each other. In primary education, students are not yet able to independently distinguish language phenomena, so presenting them in context, that is, in harmony with materials from other subjects, creates great opportunities in teaching writing.

The practical effectiveness of the integrative approach has been proven through testing and experience in the educational process. In particular, incorporating elements of visual arts classes into writing lessons activates students' thinking. For example, through creating stories based on pictures and expressing them in writing, children learn to express their thoughts in order, correctly use parts of speech, and strengthen text logic through connectors. Additionally, through integration with music lessons, children develop skills in remembering sound tones, rhythms, and sounds. This helps reduce phonetic errors in the writing process.

Research also highlights the importance of modeling writing lessons based on students' psychological and pedagogical characteristics. There is a significant difference in perception, memorization, and thinking levels between 1st-grade and 4th-grade students. Therefore, didactic materials for writing lessons should be selected according to grade level. Here, a differential approach is considered an internal component of the integration process. Indeed, effectiveness increases when integration is implemented based on each student's capabilities.

Another advantage of the integrative approach is that it serves to develop writing skills not only within the framework of language subjects but also in the context of the entire education system. For instance, expressing texts about nature in written form during environmental studies classes, or inputting text using a keyboard in computer science classes, gives children the ability to apply writing in various conditions. Furthermore, such an approach prepares students for life, and they begin to understand the functional importance of writing in real contexts.

Another important aspect is the teacher's level of preparation. To conduct integrated writing lessons, a teacher must know not only the methodology of the native language but also the methodological foundations of other subjects. Therefore, it is recommended to enhance teachers' qualifications in this direction, organizing modern training and modular study courses.

Based on observations and practical experiences, the following conclusions were reached:

The integrative approach is an effective method in developing writing skills;

This approach activates students' thinking, literacy, social, and communicative skills;

The integration process needs to be methodically well-organized;

Teachers' interdisciplinary preparation is the key to success;

The wide use of visual materials and interactive methods is recommended in practice.

Conclusions and recommendations:

1. Methodological manuals including the "integrative writing" methodology should be developed for primary school teachers.
2. Interdisciplinary activities should be reflected in sample lesson plans to establish integration of other subjects with writing lessons.
3. Special attention should be given to integrated tasks related to writing skills in curricula.
4. When training pedagogical staff, the foundations of an interdisciplinary approach should be taught alongside language and methodology subjects.
5. Special emphasis should be placed on the use of modern ICT tools in applying the integrative approach.

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