

**DEVELOPMENT OF STUDENTS' PROFESSIONAL COMMUNICATIVE SKILLS IN  
ENGLISH LANGUAGE LESSONS USING INTEGRATIVE TECHNOLOGY****Xilola Nurmuratova**

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The rapid advancement of information technologies, which are increasingly becoming an integral part of modern life, has led to a gradual replacement of traditional electronic education with integrated education. The concept of integrated education is currently associated with a number of terms, although its interpretation varies in many sources. Publications on integrated education appeared several years ago; they record the main tendencies in the development of education and produce futurological forecasts for future transformations in the educational system.

Integrated education has three important aspects—organizational, technological, and pedagogical—which are an integral part of “smart” education. Integrated education implies access to a large number of resources, maximum diversity in multimedia (audio, video, graphics), and the ability to quickly and easily adapt to learners’ needs and demands. This represents a completely new educational environment in which educational activities are carried out on the Internet based on common standards, shared content, technologies, and agreements between educational institutions. The distinctive feature of this type of education is its accessibility for all social groups regardless of residence or financial circumstances—education “anytime and anywhere”.

According to Z.K. Bekturova and N.N. Vagapova, a number of important factors are essential in creating an integrated educational environment. These include learning through innovative methods using new knowledge and technologies, the convergence of technologies, optimization of learning conditions, and automatic adaptation to individual learning goals, existing knowledge and skills, and the social environment. For students, an integrated environment is characterized by elements such as a personalized learning environment for every student; a practical orientation; independence in the development of knowledge, skills, and competencies essential for social adaptation; integrated and interdisciplinary learning systems across different educational stages (school, university, and corporate training); customized curricula and portfolios; collaborative learning technologies; automation of basic tasks; and the involvement of practitioners in the learning process.

**Integration in Pedagogy**

The concept of integration in pedagogy emerged in the second half of the 20th century due to the need for a more systematic and effective organization of the educational process. Initially, the idea was associated with strengthening general didactics and interdisciplinary relations, as well as merging learning materials to create a holistic educational process. Pedagogical

integration emphasizes the presentation of knowledge not as isolated disciplines but as interconnected components, making the educational process more purposeful and practice-oriented.

In English language teaching, integrated approaches first emerged as interdisciplinary integration. With this approach, students simultaneously acquire foreign language skills and knowledge related to their field of study. For example, students of history read historical texts in English and thereby enhance not only their language skills but also their understanding of historical concepts and events. Thus, English language teaching serves not only linguistic development but also contributes to professional and intellectual growth.

In the 1990s, the CLIL (Content and Language Integrated Learning) method became widespread in Europe. This approach involves teaching English along with academic or professional subjects. Through CLIL, students do not merely study the language—they acquire academic and professional knowledge in English.

This method develops both professional and communicative competence simultaneously. For example, economics students analyze economic articles in English, learn professional terminology, and express their opinions through seminars or project presentations.

In recent years, information and communication technologies have further expanded the integrated approach. Using multimedia tools, online platforms, virtual laboratories, and interactive programs, English language learning is becoming closer to real-life communication situations. Students gain practical language skills by completing projects, participating in virtual simulations, online discussions, and interactive tasks.

### The Impact of Integrated Technologies in English Language Teaching

Integrated technologies represent an approach aimed at increasing the effectiveness of education through the combination of different disciplines, content, methods, tools, and modern ICT. They make it possible to organize the educational process comprehensively and systematically. Their application in English language teaching provides the following opportunities:

**Interdisciplinary integration:** Teaching English in connection with specialist subjects. For example, history students study historical texts in English; economics students learn economic terminology in English.

**ICT integration:** Classes using multimedia tools, online platforms, mobile applications, and virtual environments bring students closer to real communication situations.

**Integration of methods:** Combining traditional teaching with interactive methods—problem-based learning, case studies, project-based instruction, and group activities create real communication contexts.

**Practical integration:** Through simulations, trainings, practical seminars, and conferences, students prepare to perform future professional tasks in English.

Integrated technologies ensure students' active participation as subjects rather than passive recipients. They encourage independent thinking, creativity, research skills, and information

processing. Furthermore, integration raises learners' motivation because they perceive English not merely as theoretical knowledge but as a practical professional tool.

Thus, the implementation of integrated technologies in English language teaching plays a significant role in developing students' professional communicative competence. This approach enables students to become competitive professionals who are capable of international collaboration.

### Modern Teaching Practices for High-Level (C1) English Learners

One of the special forms of organizing communicative activity is the use of modern teaching methods, which allow learners to think critically and comprehend information effectively. In interactive lessons, teachers serve as facilitators who guide students toward learning goals. Although every interactive method has its advantages, challenges also exist. Under innovative education conditions, teachers must possess highly developed skills, analytical thinking, and problem-solving competence.

Traditionally, first-year philology students use textbooks such as *Essential Grammar in Use* and *English Grammar in Use*. The first book provides basic tense rules (Units 3–4, pp. 14–17), with theoretical explanations on the left page and exercises on the right. The second book presents broader topics such as tenses, modal verbs, infinitives, gerunds, and articles (e.g., pp. 4, 52, 104, 106, 140). However, these books mainly focus on memorizing rules and include very few communicative tasks.

In modern English language teaching, grammar should be taught through context rather than solely through rules. Memorization of rules does not help advanced C1-level students use language in real communicative situations. For them, meaningful tasks, logical analysis, text-based activities, and integrative learning are more effective.

For example, Chapter 6 of the *English Grammar* textbook (Subject–Verb Agreement) begins with logical activities that activate prior knowledge. Instead of memorizing rules, students apply correct verb forms in various contexts. Later, rules are explained along with tables and examples, after which students analyze and correct errors (error analysis tasks). This approach not only reinforces grammar knowledge but also develops analytical and decision-making skills. The Review section at the end allows students to check their knowledge independently.

Another useful resource for advanced students is *Exam Skills for Teachers and Learners of English*. Its Reading section includes tasks such as identifying the main idea, matching headings, drawing conclusions, and interpreting word meaning from context. True–False–No Information tasks develop critical thinking and the ability to differentiate between facts and assumptions. However, the disadvantage of this book is the complexity of some texts and insufficient attention to vocabulary development, which requires teachers to supplement additional materials.

Due to the lack of comprehensive textbooks that fully cover communicative competence in local education, many teachers use foreign resources such as *Solutions*, *New Headway*, *Speak Out*, *Enterprise*, *Total English*, *Skillful Listening and Speaking*, *Skillful Reading and Writing*, etc. For example, the Problems section of *Solutions* integrates vocabulary, grammar, reading,

listening, and writing. Such tasks help C1 students simulate real communication, solve problems, and justify their opinions.

The Speak Out Advanced textbook offers various discussion-based tasks that teach students to formulate ideas clearly and support their thoughts with arguments. Meanwhile, Skillful series books are based on integrated approaches, connecting reading, writing, listening, and speaking skills.

Thus, for C1 learners, grammar should be taught not by memorizing rules but through context, real-life situations, error analysis, debates, and integrated tasks. Teachers should adapt foreign materials to local contexts and enrich them with supplementary resources.

#### Problems Identified in Current Teaching Practices

Research observations revealed that communicative competence is not being sufficiently developed in many classes. The main problems identified include:

Lesson plans not based on communicative competence

Lack of sequence in tasks and exercises

Inefficient use of time (poor time management)

Mixed-ability groups without appropriate differentiation

Surveys confirmed that students experience difficulties in communication skills and that linguistic competence must be developed simultaneously with communicative competence.

However, curriculum analysis shows that speaking, writing, listening, and reading skills are often taught separately rather than integratively. This indicates insufficient implementation of integrated approaches.

#### Assessment Tasks Used in Research

To diagnose students' communicative competence at early stages, the following tasks were developed:

Speaking: Describe a picture on Padlet.com and interpret it using life examples.

Listening: Listen to a text and retell it in detail.

Reading: Read a text expressively and answer questions.

Writing: Write an opinion based on a given situation.

Lexical competence: Fill in gaps with appropriate words; find Uzbek equivalents for given phrases.

Information and communication technologies enhance language development by allowing learners to simultaneously observe pronunciation, grammar use, and lexical meaning.

#### Towards Effective Communicative Competence Development

Communicative approach in English language teaching implies active use of learned skills in real communication. Therefore, a combination of methods, strategies, and technologies is essential.

Today, traditional methods are becoming less effective:

Teacher-centered monologue speech

Entire-class questioning

Working individually with textbooks

Traditional assessment

Teacher's control-dominant role

Conclusion

Developing communicative competence of philology students in higher education should be carried out systematically and step by step. Although the shift from teacher-centered to learner-centered instruction is underway, more emphasis should be placed on simultaneous development of speaking, listening, reading, and writing skills.

If lessons are planned to integrate these skills and students' speech errors are regularly addressed, learners will gain the ability to express ideas clearly, engage in real communication, and become specialists with genuine communicative competence

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