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PEDAGOGICAL PRINCIPLES OF INTEGRATIVE ENGLISH TEACHING WITH DISCURSIVE ELECTRONIC RESOURCES

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ABOUT ARTICLE

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Abstract: This article investigates the integration of discursive digital resources in English language teaching, emphasizing their potential to enhance both linguistic and pedagogical outcomes. With the rapid development of digital technologies, the role of electronic resources in education has gained significant importance, particularly in language acquisition. The study explores how these resources, when strategically integrated into teaching methodologies, facilitate a more holistic learning experience by combining linguistic analysis, discourse strategies, and cognitive development. It focuses on the interaction between digital tools and language structures, such as ellipsis, information processing, and stylistic features, to create an engaging and effective learning environment. Furthermore, the paper examines the theoretical foundations of integration, discussing how cross-disciplinary approaches merging linguistics, pedagogy, and information technology can improve learning outcomes. By addressing the challenges and opportunities posed by digital resources, the article outlines a

model for incorporating them into the English language curriculum, ensuring a balanced approach that fosters critical thinking, communicative competence, and problem-solving skills. Ultimately, this research highlights the growing necessity of adopting integrative teaching methods and digital tools in modern education to prepare learners for the demands of a globalized world.

Introduction

Large-scale reforms are being implemented in the education system of our country, mechanisms for the effective introduction of innovative activities and scientific and technological achievements into practice are being improved, and advanced didactic and methodological foundations for teaching foreign languages, particularly English, have been created. Special attention is being paid to improving English language teaching technologies and developing programs based on foreign experience, with a strategic focus on enhancing the quality level of the education system. One of the key priorities identified is the implementation of international educational standards, the encouragement of scientific research, and the assessment of teaching quality, thereby improving the quality and effectiveness of higher educational institutions.

At the same time, in a rapidly developing and renewing Uzbekistan, there is a demand for specialists who think innovatively, contribute to the accelerated growth of the economy, are not only experts in their fields but also possess universal competencies and are capable of applying both personal and specialized skills in harmony with their future professional qualifications.

The low cost, flexibility, and free access of integrated education, along with the advantage of using complex technologies in the learning process, make this approach an attractive alternative. Interest in this trend influences students during the educational process and improves the quality of education. Therefore, the use of discursive electronic resources in integrative English teaching enables students to feel confident in the digital world to download and analyze necessary information and freely use online content.

Over time, this trend allows the incorporation of any type, method, or approach of traditional education through the application of technology.

Methodology

In his monograph, Z.I. Rasulov states: "Addressing the phenomenon of discourse is one of the productive approaches in modern linguistics, and the inclusion of various phenomena that have traditionally been excluded from the scope of linguistic analysis particularly the application of discursive analysis methods in the field of grammar enriches this domain with 'living' linguistic material and increases the reliability of conclusions and results." Agreeing with the author's viewpoint, it is worth emphasizing that the interpretation of discourse as a multifaceted phenomenon has undoubtedly enriched modern theoretical linguistics with new ideas and analytical methods. Therefore, studying the fundamental categorical features of discourse through digital educational tools during the digitalization era is considered essential [5].

However, research specifically focused on the use of discursive electronic resources in the integrative teaching of English has not been conducted. Therefore, it is important to analyze the linguo-pragmatic features of information-forming elements in discourse, to identify elliptic structures regularly created based on linguistic laws and their stylistic functions through a discursive approach, to determine the role of discursive electronic resources in integrative English language teaching, to explore the possibility of finding equivalents in the language system for conveying informational units, to develop principles for text compression and elimination of redundant information, to investigate the potential for realization at different linguistic levels and to examine the relationship between structural types of dialogic constructions and their communicative possibilities.

The convergence of theoretical perspectives leads to the emergence of new disciplines and scientific fields. At the same time, the integration of sciences is not merely the direct transfer of concepts and methods from one domain to another; rather, it involves collaborative efforts of these domains to define new tasks and find solutions. For instance, the methodology of teaching English which aims to describe linguistic activity in relation to mental processes forms part of interdisciplinary integration with cognitive linguistics and information-

communication technologies. In this regard, it was deemed necessary to analyze the construct of “integration” in this research.

Although the term “integration” in teaching methodology has a 25–30-year history, its essence and meaning trace back much further. Integration plays an important role in the universe, in society, life, industry, education essentially, from the microcosm to the macrocosm. It is a broad concept. Today, humanity realizes that only by understanding the essence of the integration process and applying its developmental functions in practice can we address global issues. Many scholars around the world have analyzed the importance of the integration process in education, especially in pedagogy.

The Uzbek National Encyclopedia defines the term “integration” in several senses:

1. The interconnection and interaction of different parts and functions of a system or organism, and the process leading to such a state;
2. The process of convergence and interrelation of sciences, which occurs alongside differentiation;
3. The coordination and unification of the economies of two or more countries.

The theoretical and practical significance of integration in education has been known since ancient times. In the Russian-Uzbek Dictionary by M.K. Qoshchanov, S.T. Akobirov, and others (1983), “integration” is defined as development through connection, “to integrate” means to unite into a whole, to form a complete entity. Thus, integration can be understood as the process of gathering separate elements and combining them into a unified whole.

Many scholars and methodologists have offered insights into the meaning and essence of integration. Today, methodological literature offers close and similar definitions from researchers engaged in this issue. For example, N.S. Svetlovskaya defines integration as “creating a new whole (educational subjects or types of activity) from several parts of an identified homogeneous element in different combinations, and then uniting these parts into a single whole that did not previously exist.” She considers integration as a method of structuring educational material by subordinating it naturally to the goals and tasks of the methodology.

L.N. Bakareva offers a similar interpretation, explaining integration as the interrelation and convergence of sciences. She defines integration as “interdisciplinary communication that raises teaching to a new qualitative level, creating a unified ‘monolith of knowledge’” [3].

Creating a mechanism for integrating the educational process and implementing it in practice is an important pedagogical challenge. Particularly in higher education, there is a need for integrating English language instruction with other subjects to meet state education standards and develop competencies. Based on this, we consider it appropriate to formulate our own authorial definition of the construct “integration.”

Integration (from Latin: “integratio” – “restoration”, “completion”; “integer” – “whole”) is a purposefully unified process aimed at solving new functional tasks in scientific fields and pedagogical phenomena.

Noting that the definitions of integration have been studied by a number of methodologist-scholars, we found it appropriate to systematize them (see Table 1.1).

Table 1.1.

Definitions of the term 'integration' in teaching methodology.

Definitions given to the term	Author
Integration represents the highest form of interdisciplinary connection, enabling the comprehensive exploration of complex issues through general methodological principles.	L.N.Bakareva
Integration refers to a pedagogical approach that organizes content by naturally aligning materials from multiple academic subjects with unified instructional objectives.	L.T.Tarasov
Integration functions as an interdisciplinary framework that enhances the quality of education by facilitating the formation of a cohesive body of knowledge.	N.S.Svetlovskaya
Integration serves as a conceptual tool for establishing a shared platform across disciplines, contributing to a holistic perception of the surrounding world.	Yu. M.Kolyagin
Integration is understood as a process that embodies the unity of the universe by structuring the interrelation and mutual dependence of its constituent elements.	L.Suvonova

Based on the ideas presented in the table, it can be concluded that from a scientific point of view, the essence of integration lies in the integrative study of the object under investigation. This allows for a comprehensive understanding of the object’s connections and relationships. Pedagogically and educationally, integration reflects coherence, interdisciplinary and mutual interconnection. It functions as a means of complementing,

expanding, and deepening different areas. It represents the logically complete synthesis of educational subject content, at the very least, at the level of state educational standards.

In the Uzbek Pedagogical Encyclopedia [4], integration is defined as “...the merging of elements into a whole, the unification of any components, and the restoration of unity.” In the Exact Sciences, integration can be understood as the sum of certain parameters with specific weight and as a whole numerical value that is considered the sum of its infinite parts [2].

A.D. Ursul uses the term “integration” to define the unification of separate parts into a whole and applies it to describe the process of interconnectedness of previously autonomous elements as a single aggregate [6].

Across all these definitions, there is a common tendency: on the one hand, to emphasize the interconnection and interdependence of individual elements, and on the other, to highlight the formation of a unified whole. Each element is connected to the others through consistency, order, and stability. Thus, in interpreting the term “integration,” one can understand it as the process of merging specific fields into a whole, restoring unity, and forming a singular entity.

Results

In the field of pedagogy, Sh. Abdullaeva defines integration as “the highest form of expressing the unity of goals, principles, content, and organizational forms of the educational and upbringing process, aimed at activating the entire education system” [1].

A.P. Belyaeva, when theoretically substantiating and practically implementing the idea of integration in pedagogy, emphasizes the synthesis of information from individual disciplines, the analysis of definitions of integration in philosophy, and the understanding of this concept as a process and result of forming inseparable integrity in any discipline [2].

Pedagogical research highlights the potential for integrating English language teaching and digital technologies, the need to identify optimal methods (such as modular or interdisciplinary integration), and the importance of using them at various levels. In this context, special attention should be given to the following areas of integration: theoretical foundations, principles, levels, and types of interdisciplinary and cross-subject integration in English language instruction, and the development of integrative curricula and textbooks based on these aspects.

The results of our research, lectures, interviews with professors and instructors, and responses to questionnaires demonstrate the necessity of addressing this issue. Solving the problem of integration across disciplines, first and foremost, frees students from unnecessary overload and promotes the harmonized study of linguistic units and digital technologies, as well as the use of digital resources within the educational process. This, in turn, requires a deep understanding of the relationship between the educational environment and these elements.

Discussion

The integrative approach requires studying the object under investigation as a holistic system, considering its multidimensional interconnections. In the past, scholars in their works have emphasized the interconnectedness of the universe, the Earth, plants, humans, and animals, highlighting the humanitarian and ecological aspects of integration. For example, the Khwarazmian thinker Zoroaster, who lived in the 7th–6th centuries BCE, addressed the impact of the cosmos on humanity in his book *Avesta*, emphasizing the importance of preserving water, soil, and air views that remain relevant to modern ecological thinking.

In *Kitab Surat al-Arz* by Muhammad al-Khwarizmi, there is valuable information on the Earth's natural resources, the need for their rational use, and the interdependence of human health and nature. In *The Monuments of Ancient Peoples* by Abu Rayhan al-Biruni, the relationship and importance of subjects such as history, geometry, mathematics, astronomy, and philosophy are explored. In his work *Saydana*, he also studied the connections between various objects in the universe.

Integrative technologies and their application methods have initiated a period of deep reform in 21st-century didactics, including teaching methodology. The goals of higher education have changed, and new educational concepts and curriculum standards have been developed. The approach to conveying the content of education has shifted from individual subject instruction to integrative education. Solving this problem is closely tied to the effective use of new pedagogical technologies in the learning process. Updating education requires the use of non-traditional organizational forms and methods, including an integrative approach.

Integration should not be understood merely as the interconnection of knowledge from different subjects, but also as the integration of teaching technologies, methods, and formats. Proper implementation of these elements ensures the effectiveness of education.

It is well known that the meaning of linguistic units is not only a reflection of the perceived world but also a result of the generalization of human experience. In this context, linguistic forms and expressions contribute to the formation of a linguistic worldview. In addition to the speaker's choice of grammatical and lexical elements, discourse structure must also rely on propositional content. From this perspective, the use of discursive electronic resources in integrative English language teaching allows for the communication of a larger amount of information using fewer linguistic tools. This is made possible through the analysis of linguistic structures and the extraction of meaningful segments from discourse.

Conclusion

Thus, in the methodology of teaching English, integration can be defined as the unification of the content, forms, methods, and principles of instruction into a cohesive whole, representing a system of interrelated elements of scientific, professional, general, and language education. Describing integration as a process helps to identify its essential and invariant stages: determining the system-forming factor, creating a new program structure, reorganizing the content, evaluating effectiveness, and making necessary adjustments. These invariants can serve as the foundation for professors and students when designing educational programs.

Consequently, it can be concluded that integration in teaching methodology emerged with the aim of modeling a holistic educational process. Issues of integration are addressed through the addition or substitution of content blocks, which vary depending on the stage of instruction and the age group of students. Despite the extensive discussion of integration, there are still many unexplored aspects in various disciplines and even within different sections of the same subject, which are often presented as isolated from other subjects or educational areas.

Students must be able to identify functional relationships between different subjects and their components and determine general methodological approaches when acquiring knowledge.

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