



EFFECTIVENESS OF INTEGRATIVE METHODS IN DEVELOPING LEARNERS' LANGUAGE COMPETENCIES

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Annotation

This article examines the effectiveness of integrative methods in developing learners' language competencies in English language education. The study highlights the pedagogical value of literary genres such as poetry, short stories, drama, and novels in improving students' linguistic, communicative, and intercultural skills. Integrative approaches including task-based learning, content and language integrated learning (CLIL), and project-based learning are analyzed as effective tools for enhancing learner engagement, motivation, critical thinking, and language retention. The research is based on a survey conducted among 96 participants and demonstrates that the integration of literary genres significantly improves students' language proficiency and overall academic performance. The findings emphasize the importance of innovative and learner-centered teaching methodologies in modern foreign language instruction.

Keywords: integrative methods, language competence, literary genres, English language teaching, communicative skills, task-based learning, CLIL, project-based learning, learner motivation, critical thinking, language acquisition, literature in education.

INTRODUCTION

Technology integration in education was originally defined as the use of technology only in classrooms. Today, it is defined as a permanent and sustainable process that contributes to student learning. However, at this point, the problem of



how the integration process that can contribute to student learning can be realized is at the center. It is not easy to understand and implement a complex, multi-dimensional, dynamic process such as technology integration, and different models have been developed to date.

METHODS

Examples of integrative methods:

Task-based learning: Students work on assignments that need them to employ multiple language abilities to accomplish a defined objective.

Content and language integrated learning (CLIL): Teachers deliver subject content through the target language which allows students to learn both language and other academic disciplines together.

Project-based learning: Extended projects require learners to conduct research and collaborate with others before presenting their findings while utilizing language skills that serve practical purposes.

A total of 96 participants took part in the survey aimed at determining the initial level of engagement with literary genres prior to their integration into English language instruction. The findings indicate that the majority of students exhibited low or minimal exposure to literary genres such as poetry, prose, and drama in their language learning journey. Most participants had limited understanding of how these genres function linguistically or culturally in English, and few had encountered them beyond standard curriculum texts.

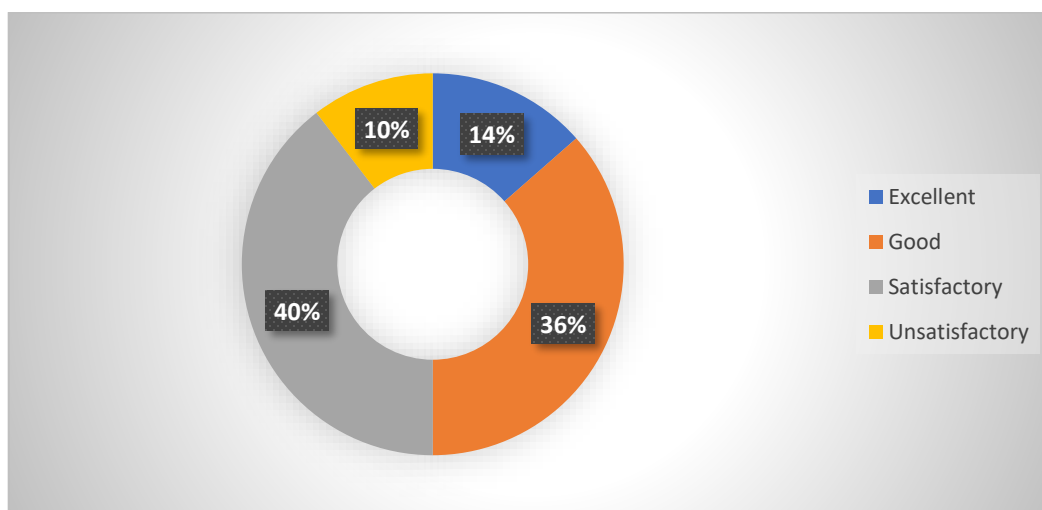
This baseline reveals a significant gap in genre-based language instruction, suggesting that traditional teaching methods may not sufficiently address the cognitive, emotional, and communicative potential embedded in literary texts. These results underscore the need for a more integrative and structured introduction of literary genres, aimed at enhancing learner motivation, linguistic proficiency, and intercultural awareness from the early stages of language education.

RESULTS



Levels of student appropriation before the use of literary genres in English classes. The largest portion 40% of students fell into the “*Satisfactory*” category, indicating basic language competence but limited engagement with higher-order language skills such as analysis, inference, and critical thinking. Another 36% of students were rated as “*Good*,” suggesting they had a foundational grasp of language but still lacked the deeper exposure that literary texts often provide.

Figure 1. Levels of student appropriation before the use of literary genres in English classes.



Only 14% of students demonstrated “*Excellent*” levels of appropriation, revealing that a small fraction of learners had already developed advanced proficiency or interest in language learning. Of note, 10% were classified as “*Unsatisfactory*,” reflecting challenges in comprehension or motivation, and potentially limited access to engaging or relevant learning materials.

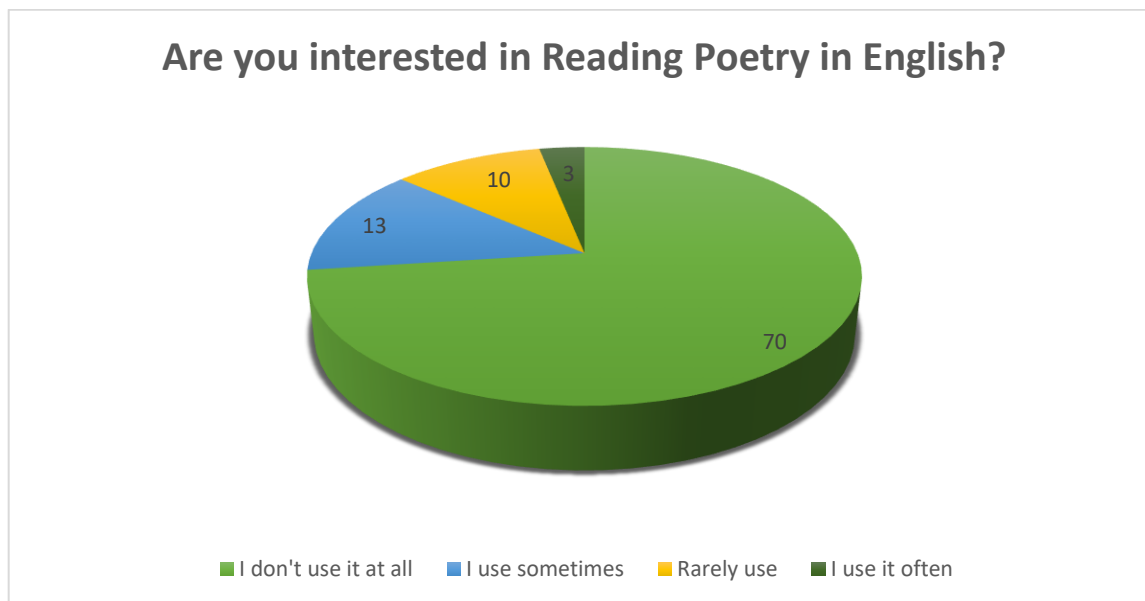
These findings clearly underscore the urgent need for pedagogical reform and the diversification of instructional resources within the context of English language education. The data reveal that a substantial proportion of students performed only at “*satisfactory*” or “*unsatisfactory*” levels prior to the integration of literary genres into the curriculum. This pattern highlights potential gaps in existing teaching methods, materials, and learner engagement strategies. In particular, it calls attention



to the limitations of overly traditional or textbook-centric approaches that may not sufficiently motivate students or cater to diverse learning styles.

The inclusion of authentic, genre-based literary texts such as poetry, short stories, and drama emerges as a promising response to this challenge. These genres offer rich linguistic input, emotional depth, and cultural relevance, all of which can stimulate students' interest, enhance language retention, and foster critical thinking. By engaging with literature, learners are not merely memorizing vocabulary or grammar rules but are interacting with real language in meaningful, contextualized ways. This, in turn, promotes deeper cognitive processing and stronger emotional connection to the learning material.

Question 1. Are you interested in Reading Poetry in English?



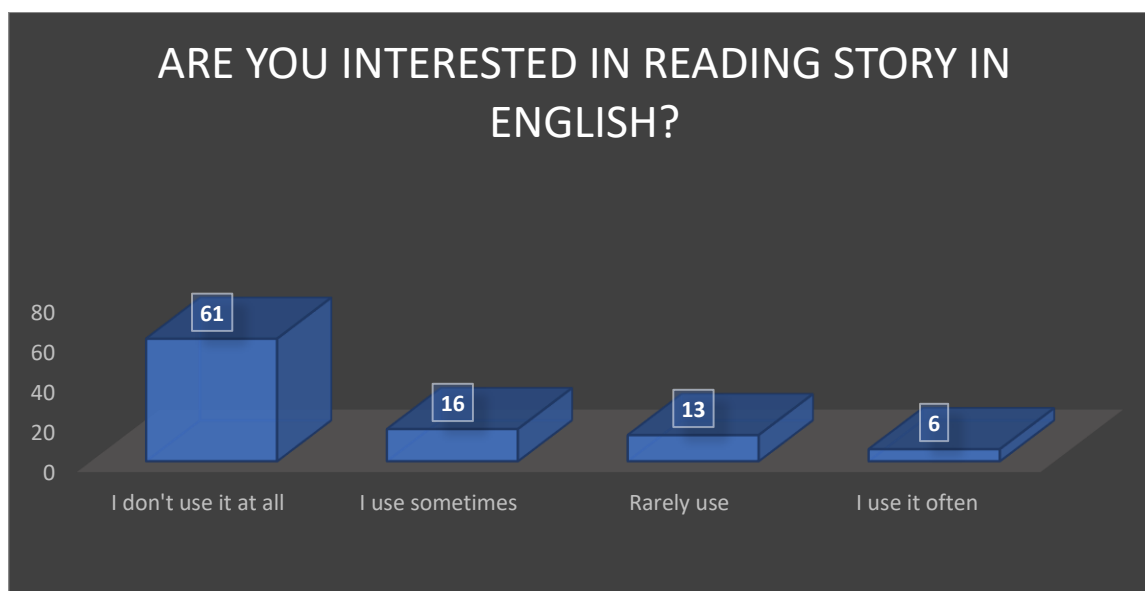
The majority of respondents, 70%, stated “*I don't use it at all*”, indicating a significant lack of engagement with English poetry. This suggests that poetry is either underrepresented in curriculum materials or that learners do not find it accessible or relevant to their learning needs. It may also point to a lack of effective methodology in teaching poetry that resonates with students' interests or proficiency levels.



On the other hand, 13% of participants claimed they “*use it sometimes*”, showing a moderate level of interest. This group likely includes learners who have been exposed to poetry in a classroom setting but have not yet fully integrated it into their personal learning practices.

Only 10% reported that they “*rarely use*” poetry, while a minimal 3% indicated they “*use it often*”. These low percentages suggest that poetry is far from being a mainstream resource in students’ English learning journey. Yet, the presence of even a small group that engages frequently hints at the potential of poetry to appeal to specific learner types possibly those with a stronger inclination toward creative or emotional expression. The data underscores a critical need to rethink how poetry is introduced and utilized in English language education. Greater efforts are required to demonstrate its educational value, align it with learners’ preferences, and integrate it through engaging and interactive methods. Targeted interventions, such as using multimedia, relatable themes, or performance-based activities (e.g., spoken word), could help shift learner perception and usage from avoidance to appreciation.

Question 2. Are you interested in Reading Story in English?



Out of 96 participants, a significant majority 61 respondents (approximately 63.5%) reported that they “*don't use it at all.*” This indicates a low level of

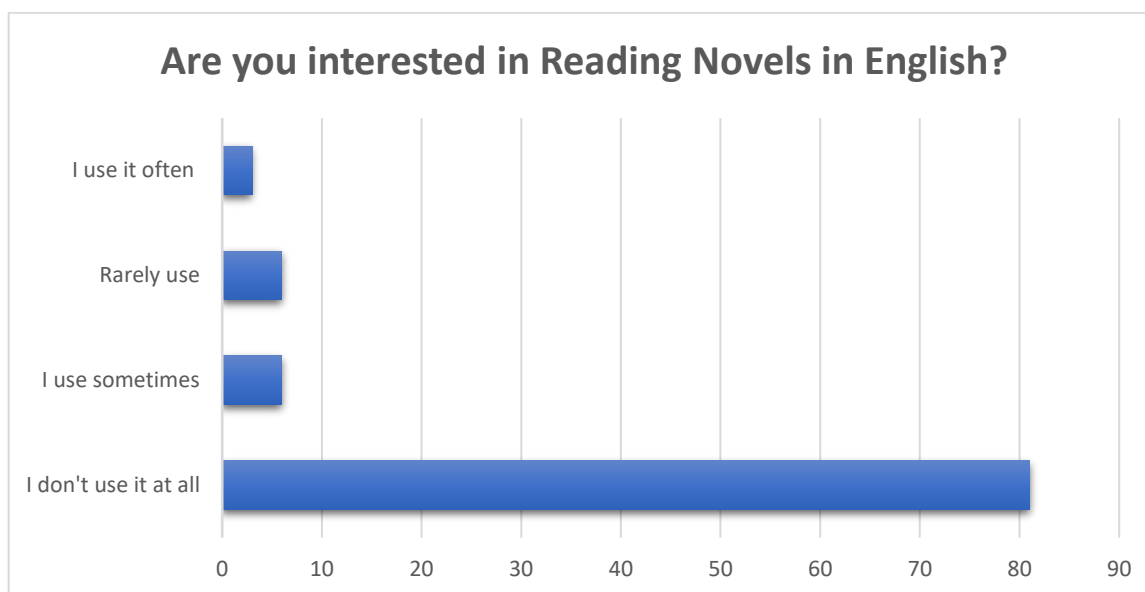


engagement with English short stories or prose narratives, suggesting that many learners are either unfamiliar with or uninterested in reading such texts for language learning purposes.

A smaller portion of respondents, 16 students (16.7%), stated that they “*use it sometimes,*” while 13 participants (13.5%) selected “*rarely use.*” Only 6 learners (6.25%) claimed that they “*use it often,*” representing the smallest group. These results emphasize a critical gap in the integration of prose or storytelling genres in English classes.

The overall data imply that although prose (such as short stories or fiction) holds strong pedagogical potential in developing vocabulary, reading fluency, and cultural understanding, it remains underutilized in the surveyed educational setting. To address this, language educators should consider incorporating age-appropriate, thematically engaging, and level-specific stories into their curriculum. Doing so could increase motivation, promote narrative comprehension, and build learner confidence through relatable and meaningful content.

Question 3. Are you interested in Reading Novels in English?



The data reflects a significant lack of engagement, with an overwhelming majority over 80 out of 96 participants indicating “*I don't use it at all.*” This



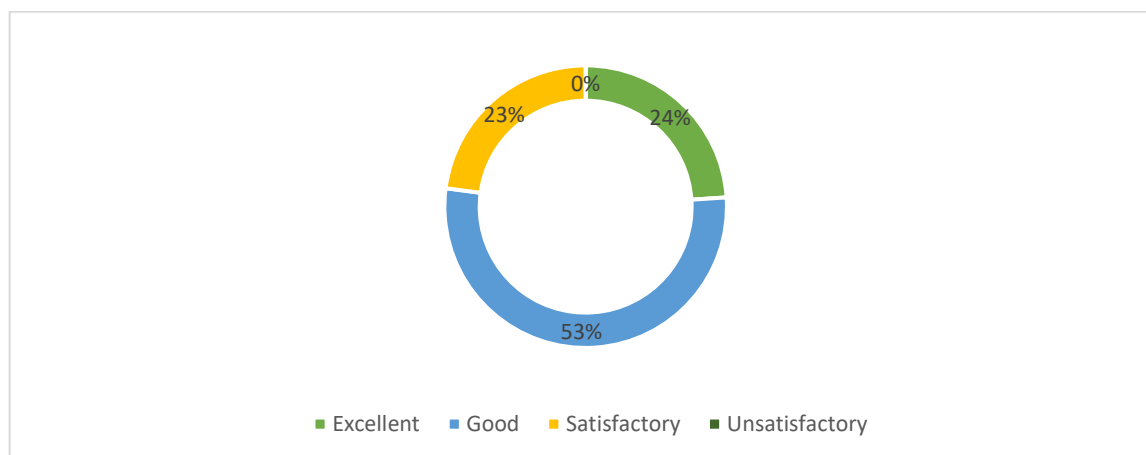
represents more than 83% of the total sample, highlighting a critical disconnect between students and the use of English-language novels in the learning environment.

The remaining participants are distributed across the other categories: a small number selected “*I use sometimes,*” even fewer reported “*Rarely use,*” and only a minimal group chose “*I use it often.*” The data suggests that novels despite their rich linguistic, narrative, and cultural potential are the least accessed genre among students surveyed.

This finding may be attributed to multiple factors: the perceived complexity of novels, time constraints, limited vocabulary, lack of guided reading frameworks, or the absence of appealing novel selections in the curriculum. It also reveals a missed opportunity, as novels provide extended discourse, contextualized grammar, cultural immersion, and narrative depth essential for advanced language acquisition.

Therefore, it becomes imperative to reconsider how novels are introduced in English classrooms. Teachers may need to incorporate graded readers, chapter-based guided discussions, or project-based novel studies to make the reading experience more manageable, relevant, and enjoyable. If properly scaffolded, novels can become powerful tools for enhancing comprehension, empathy, and academic vocabulary.

Figure 2. Levels of student appropriation after the use of literary genres in English lessons





According to the chart, 53% of students achieved a “*Good*” level of appropriation, indicating that more than half of the participants responded positively to the literary genre intervention. This group likely benefited from improved reading comprehension, vocabulary development, and critical engagement with the texts.

Additionally, 24% of students reached the “*Excellent*” level, demonstrating strong mastery and possibly increased motivation or enjoyment in language learning through literary content. These learners may have developed deeper analytical skills and a more nuanced understanding of English through the exposure to diverse literary forms.

Meanwhile, 23% were assessed at a “*Satisfactory*” level, suggesting moderate gains in language skills, though possibly requiring further support or differentiated instruction. Notably, 0% of students fell into the “*Unsatisfactory*” category, which implies that all learners showed some measurable level of progress or benefit from the genre-based teaching method.

DISCUSSION

Overall, these results strongly support the effectiveness of using literary genres as pedagogical tools in English language instruction. Not only do they enhance cognitive and emotional engagement, but they also promote inclusive academic achievement across a range of learner levels.

Integrative methods offer a powerful approach to language teaching, fostering holistic language development, increasing motivation, enhancing communication skills, and improving language retention. By embracing these methods, educators can create engaging and effective learning experiences that empower learners to become confident and competent communicators.

The integration of literary genres in the classroom must be informed by rigorous methodological practices to ensure optimal learning gains. Thoughtful selection of texts in response to student interests and levels ensures relevance and access. Combined multimodal pedagogy with audio, visuals, and role-play



encourages engagement and memory. Scaffolding that proceeds progressively negotiates text complexity while differentiation ensures that diverse learners are reached through genre-specific teaching.

CONCLUSION

One of the most potent effects of instruction using literature is its ability to connect learners emotionally and intellectually. Being immersed in a poem or a short story makes learning more meaningful and improves the enthusiasm of students. Emotional connection with characters enhances memory retention and richness in comprehension. For instance, the narrative tension in a short story or imagery in a poem can evoke empathy and self-awareness.

While its numerous benefits are undeniable, incorporating literary genres into the curriculum also has disadvantages such as time constraints, classroom management, and differentiation. Effective implementation demands careful planning, flexibility, and teacher preparedness. The selection of appropriate texts, the creation of well-balanced activities, and anticipating varied student responses are all critical to its success.

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