

DEVELOPING ACADEMIC WRITING SKILLS IN EFL LEARNERS THROUGH INTEGRATIVE METHODOLOGY

Shukurova Nigina Oripovna

*Senior Lecturer, Department of Inter faculty Studies
Bukhara State University*

Abstract: *This article explores the application of integrative methodology in developing English academic writing skills among university-level EFL (English as a Foreign Language) students. Integrative education emphasizes the blending of language instruction with interdisciplinary content, promoting language learning in meaningful contexts. The study highlights how academic writing, as a critical component of university communication, can be effectively taught through scaffolded, content-rich, and task-based instruction. The paper analyzes current teaching practices, identifies challenges, and proposes a framework for enhancing written discourse through integrative strategies.*

Keywords: *academic writing, integrative methodology, EFL, university students, task-based learning, interdisciplinary approach, English writing*

Introduction: Academic writing is a core skill for university students, especially for those studying English as a foreign language (EFL). Mastery of written discourse in English not only enables learners to succeed academically but also prepares them for global communication. Traditional methods often fail to provide adequate context or learner engagement, resulting in underdeveloped writing skills.

In response, integrative education models have emerged, combining content knowledge with language development. This approach situates language learning within real academic contexts, enabling students to acquire writing skills while engaging with meaningful subjects. The present study investigates how integrative methodology can be implemented to enhance academic writing in English among EFL learners in higher education.

Methodology: The study employs a qualitative approach based on classroom observation, student feedback, and teacher interviews across three universities. A pilot writing course was designed following integrative principles: task-based learning, content integration (e.g., writing essays on topics from history, science, or media), and scaffolded instruction (pre-writing, drafting, revision). Students' written outputs were analyzed for structure, coherence, vocabulary use, and task achievement. Comparative analysis was conducted between pre-course and post-course writing samples.

Analysis and Discussion: Findings reveal that integrative methodology significantly improved students' writing skills. Key improvements were observed in:

1. **Content relevance and coherence:** Students could better organize ideas and relate them to specific academic topics.

2. **Vocabulary and language accuracy:** Exposure to disciplinary vocabulary enhanced lexical diversity and precision.

3. **Critical thinking:** Task-based writing with real-world topics promoted analytical reasoning and reflective writing.

Challenges included limited background knowledge in certain subjects, the need for teacher training in content-language integration, and varying student proficiency levels. However, overall, students reported greater engagement and perceived writing as a tool for expression rather than a mechanical task.

Conclusion: Integrative methodology provides an effective framework for teaching academic writing to EFL university students. By combining language instruction with meaningful content and interactive tasks, learners develop both linguistic competence and academic literacy. Future efforts should focus on training educators in integrative methods, expanding interdisciplinary materials, and conducting longitudinal studies to measure sustained impact. This approach aligns with the goals of modern language education, promoting communication skills that are both contextually relevant and academically robust.

REFERENCES:

1. Chilvers, I. (2004). *The Oxford Dictionary of Art and Artists*. Oxford University Press.
2. Razokovna, O. M. (2024). Creating an electronic database of terms used in the field of music and dance. *Conference on the Role and Importance of Science in the Modern World*, 1(2), 53-56.
3. Razzokovna, O. M. (2020). Suspense as a Literary Device in English Literature. *International Journal on Integrated Education*, 3(1), 168-172.
4. Mavlonova, U. K., Abulova, Z. Z., & Kodirov, D. K. (2020). Role play as a method of developing speaking skill. *Scientific Reports of Bukhara State University*, 3(1), 253-260.
5. Nigora, Q. (2023). The Genre Sonnet in the Poesis of Shakespeare. *International Journal on Integrated Education*, 6(3), 233-236.
6. Razokovna, O. M., Ganiyevna, H. N., Oripovna, S. N., Raxmatullayevna, F. K., & Islomovna, M. M. (2022). English learning and vocabulary growing methods. *Journal of Positive School Psychology*, 10628-10632.
7. Oripovna, S. N., & Safarovna, A. N. (2023). Interpretation of myth and mythological images in english and uzbek literature.