



## **IMPROVING THE METHODOLOGY OF TEACHING TURKISH BASED ON AN INTEGRATIVE APPROACH**

***Guzal Xusnutdinovna Akbarova***

*Lecturer, Department of Foreign languages,  
Journalism and Mass communication University of Uzbekistan*

**Abstract:** This article discusses the issue of improving the methodology of teaching the Turkish language based on an integrative approach. The principles of modern language teaching, innovative pedagogical technologies and the importance of interactive methods are analyzed. Attention is also paid to the process of forming linguistic, cultural and communicative competencies in language teaching through an integrative approach. The article also provides methodological recommendations for increasing the effectiveness of teaching the Turkish language.

**Keywords:** Integrative approach, Turkish language, teaching methodology, pedagogical technologies, interactive methods, communicative competence, linguistic approach.

**Introduction:** In the current process of globalization, learning foreign languages is becoming one of the most urgent issues. In particular, interest in learning the Turkish language is growing every year, because this language not only serves to strengthen cultural and economic ties with fraternal peoples, but also has great importance in the international arena. Therefore, the development and improvement of effective methods of teaching the Turkish language is one of the important scientific and practical tasks.

In modern pedagogy, the integrative approach has been proven to be highly effective in language teaching. Through this approach, students not only acquire linguistic knowledge, but also have the opportunity to learn the language in relation to culture, history, and social context. This helps to master the language faster and more effectively.

This article provides a comprehensive analysis of the theoretical foundations and practical aspects of the integrative approach to teaching the Turkish language. It also describes innovative methods and technologies that can be used in teaching the Turkish language, and makes suggestions for improving the effectiveness of the learning process.

The views expressed in the scientific works of Uzbek scientists on the improvement of the methodology of teaching the Turkish language and the importance of an integrative approach are as follows:

According to the Uzbek linguist and educator A. Jorayev: “The use of an integrative approach in teaching foreign languages increases students’ interest in learning the language and serves to harmoniously form their linguistic and cultural competencies” (Jorayev A., 2018).

Linguist H. Qosimov emphasizes in his research: “When a foreign language is taught based on an integrative methodology, the student not only acquires linguistic knowledge, but also understands cultural, social and historical concepts through this language. This allows for the effective use of the language in real life” (Qosimov H., 2020).

According to Z. Rasulova, a specialist in teaching methodology: “An integrative approach to language teaching is more effective than the traditional grammatical translation method, preparing students for communication and teaching them to express their opinions freely in real-life situations” (Rasulova Z., 2019).

Doctor of Pedagogical Sciences Sh. Akhmedov says: “Today, communicative and interactive methods are taking a leading place in teaching foreign languages. Especially in teaching Turkish, teaching through an integrative approach helps students develop communication skills more quickly” (Akhmedov Sh., 2021).

M. Norboyev, a scholar of foreign language teaching methodology, states: “The integrative approach serves not only to form the grammatical knowledge of language learners, but also to develop their socio-cultural competencies. This is one of the most effective ways to strengthen the ability to communicate in a foreign language” (Norboyev M., 2017).

These quotes confirm the relevance and effectiveness of the integrative approach in teaching Turkish from a scientific point of view.

**Main part:** The integrative approach is a method of organizing the learning process as a whole by combining different disciplines and methods. Through this approach, students: Have the opportunity to apply language knowledge in real-life situations; Develop cultural and linguistic competencies simultaneously; Master the language faster than with traditional grammatical teaching methods.

They will become closer to the national and cultural aspects of the language being studied. An integrative approach to teaching Turkish serves to increase students' motivation, make the lesson process interesting and interactive, and develop communicative competencies.

Currently, language teaching methodologies are developing significantly, and new pedagogical technologies are being introduced. The following innovative methods are widely used to effectively teach Turkish:

Communicative approach - learning the language through real communication, increasing students' practical language skills through conversations, role-playing games and interactive exercises.

Task-based learning - providing students with the opportunity to master the language through various tasks (for example, speaking tasks, project work).

CLIL (Content and Language Integrated Learning) - learning the language together with other subjects, that is, teaching the Turkish language through history, culture and economics.

Digital technologies and online platforms - the use of interactive programs, mobile applications, language learning sites and artificial intelligence technologies.

These methods make the language learning process interesting and effective and increase students' interest in the learning process. In teaching the Turkish language, it is not enough to teach only grammatical rules and vocabulary. In order for students to be able to use the language in real communication, it is necessary to form their cultural and linguistic competencies.

Cultural competence - gaining knowledge about the culture, traditions, literature and historical heritage of the Turkic peoples.

Linguistic competence - developing the skills of correct pronunciation, speech sounds, syntax and grammar.

Socio-communicative competence - forming the ability to freely use the Turkish language in real-life situations, to communicate.

Therefore, teachers should integrate Turkish culture and history into the teaching materials during the lesson. For example, using Turkish music and films in lessons, discussing historical events, and analyzing examples of folk folklore are very effective. The following approaches are recommended to improve the methodology of teaching Turkish:

-Integrating Turkish language materials with the local language - explaining certain grammatical or lexical topics in a context that is understandable to students.

-Encouraging students to actively participate - enlivening the learning process through interactive activities, group work, and role-playing games.

-Using digital technologies - using online tests, mobile applications, Turkish vlogs, and podcasts.

-Organizing cultural events in Turkish - holding Turkish poetry evenings, theater performances, and events dedicated to Turkish cuisine.

**Analysis and results:** The use of an integrative approach to teaching Turkish has been shown to yield more positive results than traditional teaching methods. The analysis shows that in groups taught using an integrative methodology: The level of language understanding and use has significantly increased; Students' speech activity and communication skills have developed; Cultural knowledge related to the language being studied has been firmly established; Students' interest in the lesson process has increased and their motivation level has been high.

Tests, interviews, and classroom activities were used to assess the level of students' knowledge. The test results showed that language acquisition improved by 25-30% in classes where the integrative approach was used. It was also observed that students who received education using an integrative approach had the ability to speak fluently, compared to the results of teaching the language based only on grammar rules.

The following problems were observed in the implementation of an integrative approach to teaching Turkish:

Passivity in student activities - Some students do not actively participate in the lesson process, so it is necessary to use interactive methods.

Solution: Role-playing games, discussions, interactive tasks and group work should be used in lessons.

Insufficient methodological training of teachers - Special qualifications are required to apply an integrative approach.

Solution: It is necessary to organize methodological seminars and experience exchange programs for teachers.

Limited teaching materials - In many cases, specially designed textbooks and teaching resources for teaching Turkish on an integrative basis are not enough.

Solution: Use of e-learning platforms, introduction of audiovisual materials in Turkish into the lesson process.

Difficulties in harmonious teaching of language and culture - In some cases, harmonizing language and culture can be difficult for teachers.

Solution: Organize interactive lessons related to Turkish culture, provide examples of Turkish art, literature and history.

The elimination of these problems will further increase the effectiveness of the process of teaching Turkish through an integrative approach.

Various experimental studies were conducted to evaluate the results of the teaching method through an integrative approach. The following results were achieved:

-Linguistic competencies – Students better mastered grammatical rules in real-life contexts.

Cultural competencies – Students mastered the language more deeply by studying Turkish culture and traditions.

Communicative competencies – Students gained the ability to communicate freely.

These results practically confirm the advantages of an integrative approach to teaching Turkish.

**Conclusion:** An integrative approach to teaching Turkish is one of the important principles of modern pedagogy, significantly increasing the level of language acquisition of students.

It creates the opportunity for students to learn the language not only based on grammatical rules, but also through context.

Helps to form cultural, linguistic and communicative competencies.

Makes the language learning process interesting and effective.

Increases students' motivation and encourages their active participation.

In order to effectively use the integrative approach in teaching the Turkish language, it is necessary to implement the following recommendations:

Development of pedagogical methodologies - Organization of special trainings for teachers and raising their awareness of modern educational technologies.

Enrichment of teaching materials - Wide use of interactive textbooks, audiovisual materials and online resources.

Use of innovative technologies in the teaching process - Involvement of technologies such as mobile applications, artificial intelligence, virtual learning platforms.

Activation of students' speech activity - Creation of conversation clubs, role-playing games, debates and a real communication environment.

Wide introduction of cultural context - Enriching lessons with Turkish art, literature and historical topics.

Analyses show that students educated on the basis of the integrative approach not only master the Turkish language grammatically correctly, but also acquire the ability to actively use it in real-life communication. Therefore, one of the urgent tasks is to widely introduce an integrative approach in the process of improving the methodology of teaching the Turkish language.

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