

# Development of Students' Linguistical-Methodical Thinking Based on The Principles of Integrative Approach as A Pedagogical Problem

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**Abstract:** This article analyzes the issue of developing students' linguistic and methodological thinking based on an integrative approach as a pedagogical problem. The study substantiates the need to ensure the inextricable link between linguistic knowledge and the methodology of teaching them in the process of language education. Linguistic and methodological thinking is interpreted as the student's ability to understand language phenomena not only theoretically, but also to adapt them to the educational process, to make pedagogical decisions appropriate to methodological situations. The article highlights the cognitive and methodological capabilities of the educational process organized on the basis of an integrative approach, and reveals its role in the development of professional training and methodological competence of future teachers. The study uses theoretical analysis and empirical observation methods to determine the positive impact of the integrative approach on the development of linguistic and methodological thinking. The results obtained indicate the feasibility of using an integrative approach to effectively organize the language learning process and strengthen methodological training.

**Keywords:** Integrative approach, linguistic-methodological thinking, pedagogical problem, professional competence, methodological thinking, linguistic knowledge, interdisciplinary integration, educational process.

**Introduction:** In recent years, changes in the education system have increasingly demanded broader professional preparation from prospective teachers, beyond the traditional role of merely transmitting knowledge. Today, a teacher is expected not only to have a strong command of their subject but also to be able to analyze various pedagogical situations that arise during lessons and make appropriate methodological decisions that consider students' needs and capabilities. Practical experience shows that theoretical knowledge alone, if not linked to methodological practice, does not yield the expected results in the learning process.

Language teaching, in this regard, presents particular complexities. Learning a language is not limited to mastering grammatical rules and lexical units. Students must also reflect on how to explain linguistic phenomena, which exercises and tasks are most

effective for conveying them to learners, and how to apply acquired knowledge in real communicative situations. Therefore, in language education, it is essential that linguistic knowledge is developed in close connection with methodological training.

The development of linguo-methodological thinking in future teachers stems precisely from this need. Linguo-methodological thinking involves not only the theoretical analysis of language units and phenomena but also their adaptation to teaching processes, as well as the ability to find methodologically grounded solutions to problematic situations that arise during lessons. When such thinking is cultivated, students begin to consciously recognize the connection between theory and practice.

At present, higher education institutions often teach linguistic subjects and their teaching methodology as separate courses. As a result, a gap emerges between

students' knowledge of language and their practical teaching skills. This situation slows the development of methodological thinking and negatively affects the professional training of future teachers. Under these circumstances, there arises a need to rethink educational content and introduce new approaches to its organization.

An integrative approach emerges as an important methodological basis for addressing this issue. By combining linguistic knowledge and methodological training into a unified system, the integrative approach facilitates the comprehensive development of students' cognitive activities. In an educational process organized on this basis, students learn not only to understand linguistic phenomena but also to analyze them from the perspective of teaching. Consequently, lingvo-methodological thinking develops not as a static collection of knowledge but as an active form of pedagogical reasoning.

Based on this premise, the present study is aimed at identifying the pedagogical potential of an integrative approach in developing students' lingvo-methodological thinking, scientifically substantiating its effectiveness, and exploring ways to implement integrated approaches in the teaching process.

### **Purpose of the Study**

The main aim of this article is to scientifically substantiate, as a pedagogical problem, the development of students' lingvo-methodological thinking based on the principles of an integrative approach, and to reveal the theoretical and methodological potential of this process. The results of the study are intended to contribute to the development of prospective teachers' professional thinking, enhance the educational content on an integrative basis, and increase the effectiveness of pedagogical training.

### **LITERATURE REVIEW**

The issue of an integrative approach in the educational process has been interpreted differently in pedagogical research over various periods, and today it is regarded as one of the pressing issues related to reorganizing the content of education. In some studies, integration is explained as a means of strengthening interdisciplinary connections, while in others it is interpreted as a factor that ensures the internal logical coherence of the learning process.

The methodological significance of the integrative approach lies in its ability to enable students to assimilate knowledge not as isolated and independent elements, but as an interconnected and mutually reinforcing system. In such a framework, students'

cognitive activity is manifested not only in acquiring knowledge but also in analyzing, comparing, and adapting it to practical situations.

Thus, the integrative approach in education is recognized not merely as a tool to ensure content relevance, but as an effective pedagogical model that contributes to the comprehensive development of students' thinking.

Recent studies emphasize the close connection between the integrative approach and competency-based education. In the field of language teaching, the integrative approach allows the formation of linguistic knowledge, communicative skills, and methodological training as a unified process. This approach develops not only students' level of knowledge but also their professional thinking style and ability to make methodological decisions.

Lingvo-methodological thinking is defined as the ability to understand linguistic phenomena, analyze them methodologically, apply them in the teaching process, and make pedagogical decisions based on scientific reasoning [2, p. 76].

Traditionally, linguistic thinking and methodological thinking have been studied separately within pedagogy and linguistics. However, the interconnection of these concepts and their development as a unified system of thinking has not been sufficiently explored in the scientific literature. Most studies interpret linguistic thinking as the analysis and theoretical generalization of language phenomena, while methodological thinking is explained in terms of organizing the teaching process and making pedagogical decisions.

The integration of these two directions results in a complex form of thinking in which students' knowledge is applied not only theoretically but also in practice during teaching. This process lays the foundation for the formation of lingvo-methodological thinking, which plays a critical role in the professional activities of future teachers.

### **Analysis of Existing Literature**

The analysis of existing scientific literature shows that the concept of lingvo-methodological thinking is often addressed indirectly, primarily interpreted within the framework of a teacher's professional competence or methodological culture. However, the mechanisms for developing this type of thinking in students, its stages of formation, and the pedagogical conditions necessary for its development have not been sufficiently clarified. In particular, empirical and theoretical studies aimed at developing lingvo-methodological thinking based on an integrative approach remain limited [1, p. 45].

Therefore, the literature review indicates that the issue

of developing students' linguo-methodological thinking based on the principles of an integrative approach requires deeper scientific investigation. This highlights the relevance of the present study and underscores the necessity of developing new methodological solutions to fill this gap.

Current research in the field of language education demonstrates that students' knowledge acquisition is not limited solely to linguistic preparation. From this perspective, the development of linguo-methodological thinking is increasingly regarded as a priority within language didactics and pedagogical psychology. Existing studies interpret the relationship of thinking with language activity, practical actions, and reflective processes through various approaches.

The literature review not only clarifies the theoretical foundations of this issue but also helps to understand the conditions under which linguo-methodological thinking develops and the functions it performs in the educational process. This, in turn, allows for a clearer determination of the importance of this type of thinking in the professional training of future teachers.

In L. S. Vygotsky's scientific legacy, the dialectical unity of thought and speech is considered a leading concept. According to Vygotsky [4, p. 89], the integration of language and methodology can be understood as higher psychological processes arising from the interaction of human thinking and speech. He argues that thought develops through language in a socio-cultural environment, and higher forms of human consciousness are shaped in the process of communication. This theoretical perspective establishes the psycholinguistic foundation of linguo-methodological thinking, since in teaching, language functions not only as a means of communication but also as a tool for methodological reasoning.

In the activity theory developed by A. N. Leontyev, thought is interpreted not as a phenomenon separated from practical activity but as a psychological process formed precisely in the course of such activity. In his approach, the development of thought is directly linked to goal-directed actions. This theoretical view allows linguo-methodological thinking to be understood not as a static set of knowledge, but as a form of professional activity manifested in real pedagogical situations [7].

The role of reflection in the learning process is central in J. Dewey's concept of reflective thinking. Dewey explains reflection as the process by which an individual reviews and consciously analyzes their own experiences. This approach provides an important theoretical basis for understanding the internal mechanisms of linguo-methodological thinking,

particularly in evaluating and improving a teacher's own pedagogical activity. D. A. Kolb's experiential learning model further systematizes the interconnection between reflection, experience, and practical activity. According to Kolb, knowledge is continuously formed in a cyclical process, which demonstrates the dynamic nature of pedagogical thinking [5, p. 15].

### **Integrative Approaches in Language Teaching Methodology**

Within the framework of language teaching methodology, the concept of an integrative approach developed by J. Richards and T. Rodgers holds particular scientific significance [7]. This approach emphasizes that the process of language learning should be organized based on the interrelation of linguistic knowledge, methodological tools, and communicative competence. Such a perspective substantiates the importance of interdisciplinary integration in the development of linguo-methodological thinking and strengthens the intrinsic connection between linguistics and methodology.

In the studies of D. Brown and S. Savignon, the communicative approach and competency-based model are interpreted as leading directions in modern language education. The authors view the teacher not merely as a transmitter of knowledge but as a professional agent who organizes, guides, and conducts reflective analysis of the learning process. This approach demonstrates that linguo-methodological thinking is one of the key indicators of a teacher's professional maturity. In today's context of globalization and information flow, the teacher emerges not only as an instructor of language but also as a facilitator of students' independent and critical thinking [2, p. 114].

Among local researchers, X. Abduganiyeva, as well as N. D. Galskova and N. I. Gez, focus on the practical mechanisms for developing linguo-methodological thinking [1]. They scientifically substantiate the potential of integrative lessons, reflective seminars, and portfolios to develop students' professional thinking. These approaches serve to ensure the theoretical and practical unity of linguo-methodological thinking.

A comparison of the analyzed literature reveals several commonalities. First, all scholars recognize the importance of language, activity, and reflection in the development of thinking. In the perspectives of Vygotsky, Leontyev, and Dewey, thinking is interpreted not as a passive process but as an active, social, and dynamic phenomenon.

Richards, Brown, and Savignon extend these

theoretical foundations into the pedagogical and methodological context, presenting linguo-methodological thinking as a core element of professional competence [8].

Differences emerge primarily in the scientific perspectives of these approaches. Vygotsky explains the development of thinking largely through psycholinguistic and socio-cultural factors, while Leontyev interprets it within the framework of activity

theory [6]. Dewey and Kolb emphasize reflection as a central mechanism of learning, whereas Richards and Rodgers focus on methodological systematization through the integrative approach [7]. Brown and Savignon link linguo-methodological thinking to communicative competence, highlighting the teacher's professional role. Local scholars approach the issue more from a practical-educational perspective, illustrating the formation of linguo-methodological thinking through specific methodological techniques.



Figure 1. Analysis of Sources within the Scope of the Topic

The analysis of the literature shows that, although the concept of linguo-methodological thinking is interpreted differently across various scientific approaches, all of them share the common goal of developing students' independent, reflective, and methodologically mature thinking. This combination of commonality and diversity allows linguo-methodological thinking to be conceptualized as a complex and multifaceted pedagogical phenomenon. The activation of cognitive processes indicates that students begin to perceive language as a socio-cultural phenomenon within their own thinking, which enhances their independence in making methodological decisions [4, pp. 80–81].

**METHODOLOGY**

This study is based on scientific research methods, employing theoretical analysis, comparative-pedagogical analysis, and descriptive approaches. Scientific sources on integrative approaches and linguo-methodological thinking were examined using content analysis. Opportunities for developing students' linguo-methodological thinking were identified through pedagogical observation methods. The results obtained were analyzed using methods of generalization and logical conclusion.

**DISCUSSION AND RESULTS**

Within the scope of this research, the issue of

developing students' linguo-methodological thinking was examined based on theoretical perspectives and practical observations. Analysis of both foreign and local scientific sources demonstrated that linguo-methodological thinking should be interpreted not merely as a collection of theoretical knowledge, but as a complex process linked to practical pedagogical application, reflective thinking, and the development of creative approaches.

The results indicate that linguo-methodological thinking occupies a central role in the professional activity of future teachers and serves as a key factor in preparing students for independent reasoning and informed, creative decision-making in pedagogical situations.

In foreign studies, the issue of linguo-methodological thinking is primarily interpreted on the basis of general pedagogical and psychological principles. In particular, the works of L. S. Vygotsky, J. Dewey, D. Kolb, as well as J. Richards and S. Savignon, emphasize the intrinsic connection between students' knowledge and their practical activities as a leading factor. In these approaches, reflective thinking, cognitive development, and competency formation are considered essential components of the learning process. Moreover, foreign literature highlights the integrative nature of pedagogical innovations and global approaches, supporting the idea that these factors contribute to the multifaceted development of student thinking.

In local scientific sources, the issue of linguo-methodological thinking is examined in direct connection with the national education system, students' psychological characteristics, and pedagogical practice. Specifically, in the studies of Abduganiyeva, Safarova, and Qodirova, the development of methodological thinking is emphasized as being carried out through lesson planning, seminar activities, portfolios, and engagement in real pedagogical situations. Local research highlights that reflection, practical-methodological activity, and the analysis of personal pedagogical experience play a crucial role in the professional formation of future teachers.

The analysis shows that there are commonalities between foreign and local sources. Both emphasize the importance of integrative approaches, reflection, cognitive activity, and competency principles as fundamental criteria for developing linguo-methodological thinking. At the same time, foreign studies focus on innovative methods and universal approaches, whereas local studies pay particular attention to the national context and practical

methodological experience. These differences indicate that, in forming students' linguo-methodological thinking, it is necessary to consider not only theoretical knowledge but also practical skills and opportunities for creative decision-making.

The research results confirm that the development of linguo-methodological thinking occurs through cognitive, reflective, and practical-methodological components. The cognitive component enables students to analyze language phenomena deeply, understand their communicative functions, and apply theoretical knowledge in practical activities. The reflective component develops the learner's ability to analyze their own actions, learn from mistakes, and review pedagogical decisions. The practical-methodological component involves the application of theoretical knowledge in real classroom settings and the effective use of methodological approaches.

From this perspective, the effective formation of linguo-methodological thinking requires the use of integrative exercises, reflective seminars, professional environment modeling, and portfolio analysis. This approach fosters independent thinking, critical decision-making, and pedagogical creativity among students.

Overall, the integration of foreign and local research is of critical importance for the development of linguo-methodological thinking. While foreign studies expand the theoretical foundation, local methodological practices adapt it to the national context. As a result, students are shaped not only as holders of knowledge but also as independent, creative professionals capable of making informed pedagogical decisions. These findings provide a basis for future research and facilitate a deeper study of linguo-methodological thinking development within the national education system.

## **CONCLUSION**

This study focused on the scientific investigation of developing students' linguo-methodological thinking as a pedagogical issue, based on the principles of an integrative approach. The research demonstrated that linguo-methodological thinking is not limited to theoretical knowledge in linguistics and methodology, but is formed through its application in real pedagogical practice. Moreover, this type of thinking facilitates students' independent reasoning, critical reflection on their own activity, and the ability to make creative pedagogical decisions.

Linguo-methodological thinking, developed through an integrative approach, evolves through three interrelated components. The cognitive component enables students to deeply understand language

phenomena and analyze their semantic and communicative aspects. The reflective component is associated with reviewing pedagogical activities, understanding emerging challenges, and improving methodological decisions. The practical-methodological component involves applying theoretical knowledge in the classroom, experimenting with various methodological solutions, and adapting to pedagogical situations. As a result, students are shaped not merely as knowledge recipients but as pedagogical agents capable of consciously applying knowledge in practice.

Comparative analysis revealed both commonalities and differences between foreign and local studies. Commonalities include the emphasis on the importance of integrative approaches, reflection, and cognitive activity in the educational process. Differences emerge in the adaptation of methodological approaches to national education contexts, the use of innovative methods, and the connection of learning processes with practical contexts. These distinctions highlight diverse pedagogical opportunities for developing linguo-methodological thinking.

The practical significance of the study lies in identifying effective methods for fostering students' linguo-methodological thinking. In particular, integrative exercises, reflective seminars, modeling of professional situations, and portfolio work are crucial for developing students' independent and critical thinking, enhancing their pedagogical creativity, and strengthening their

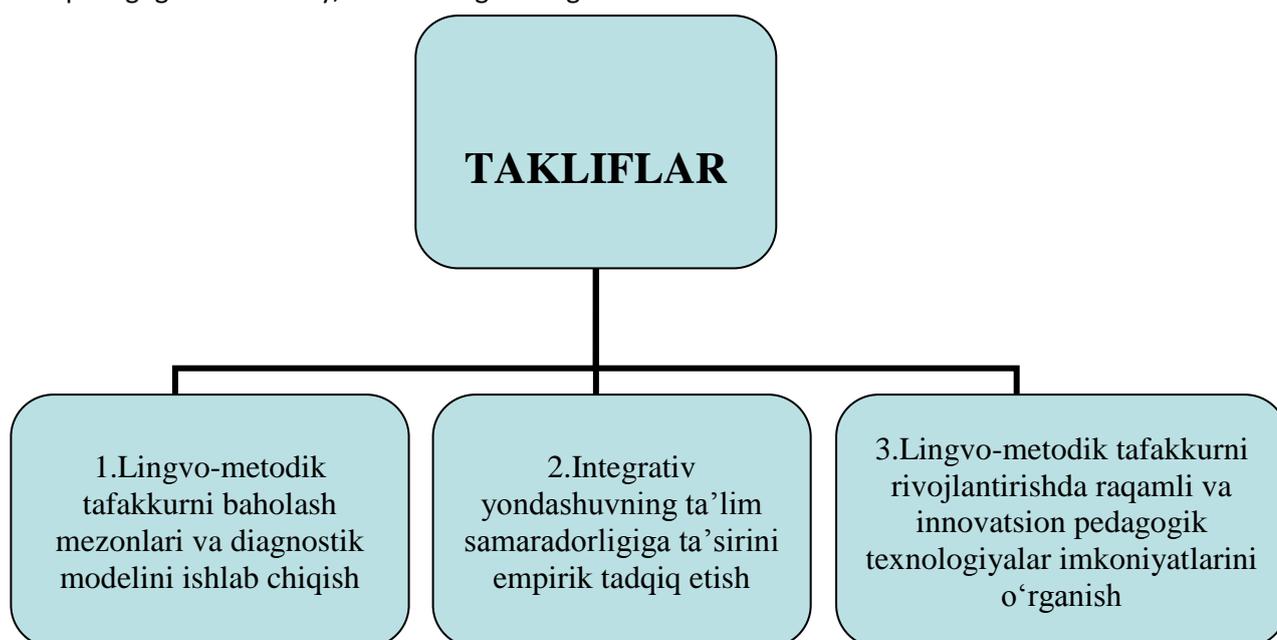
methodological autonomy.

In summary, developing linguo-methodological thinking based on the principles of an integrative approach prepares future teachers not merely as conveyors of knowledge, but as reflective and creative pedagogical professionals capable of generating, analyzing, and applying knowledge. The findings provide a scientific and practical basis for improving the quality of education, enhancing pedagogical practice, and implementing methodological innovations within both national and global educational contexts.

### Recommendations for Future Research

In contemporary educational practice, the issue of developing linguo-methodological thinking in future teachers is becoming increasingly relevant, as it is closely linked not only to theoretical perspectives but also to real pedagogical experience. This study, conducted on the basis of the principles of an integrative approach, demonstrated the significant role of systematic organization, reflective practice, and innovative methodological solutions in the formation of linguo-methodological thinking.

Based on these findings, the study provides a foundation for future research and practical recommendations, aimed at enhancing the effectiveness of the educational process, maximizing the potential of integrative approaches, and further advancing the development of linguo-methodological thinking in teacher education.



### Directions for Future Research

In future studies, it is advisable to focus specifically on the assessment and evaluation of students' linguo-methodological thinking. In particular, developing a

unified diagnostic model based on the cognitive, reflective, and practical-methodological components would allow for a more precise determination of the levels of linguo-methodological thinking. Such a model would enable the systematic evaluation of students'

methodological reasoning and facilitate the analysis of the effectiveness of the educational process based on empirical data.

Furthermore, conducting experimental studies to investigate the impact of integrative approach-based activities on students' linguo-methodological thinking is an important scientific task. Comparative analyses within control and experimental groups would provide solid evidence for the pedagogical effectiveness of the integrative approach.

Additionally, in modern educational contexts, exploring the potential of digital learning platforms, AI-based instructional tools, and interactive pedagogical methods in developing linguo-methodological thinking represents a promising research direction. This approach not only supports the scientific implementation of methodological innovations in teaching practice but also contributes to the enhancement of future teachers' professional competencies.

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