

# Interdisciplinary Integration in Teaching Foreign Language Monologue Speech to Pedagogical Students

Sharipova Feruza Muxammad qizi

UzNPU, PhD student, Uzbekistan

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**Abstract:** The article explores the role of interdisciplinary integration in enhancing the teaching and learning process of foreign language monologue speech among pedagogical students. It emphasizes the importance of synthesizing knowledge from various academic fields such as linguistics, pedagogy, psychology, and cultural studies to improve students' communicative competence and monologic discourse skills in a foreign language. The study outlines effective methods and instructional strategies that leverage interdisciplinary approaches, aiming to develop students' critical thinking, speech coherence, and professional communication abilities. The article concludes that interdisciplinary integration not only deepens language proficiency but also aligns foreign language education with modern pedagogical requirements.

**Keywords:** Interdisciplinary integration, foreign language teaching, monologue speech, pedagogical students, communicative competence, language education, speech development, teaching methodology, professional communication, educational strategies.

**Introduction:** Over the past few decades in the field of higher education, the leading paradigm has become the idea of developmental education on the principle of scientific research, taking into account personal aptitudes, abilities, interests, goals of students [2].

Such a system of organization of the educational process is implemented on the basis of the competence-activity approach, which is fixed in the Federal State Educational Standards as the leading principle of modern education. With the application of appropriate well-tested and proven training models, this system can ensure the successful formation of students' professional competencies.

As one of the areas that take into account the factors of simultaneously solving the problems of language learning and the development of students' abilities, problem learning is coming to the fore. The organization of learning a foreign language should be activity-oriented, since real communication is carried out through speech activity, with the help of which participants of communication seek to solve real and imaginary tasks [4].

As one of the areas that take into account the factors of simultaneously solving the problems of language

learning and the formation of professional competencies of students, we chose one of the most important forms of communication – the monologue form of speech, which is formed at the junction of two types of speech activity – reading and speaking. We chose authentic texts as a mean of learning and problem method based on the creation and resolution of problem situations, when students are put in the position of researchers, will be a technique. The basis of the model of the learning monologue speech consists of peculiarities of the interrelated work with reading and speaking.

The main types of speech activity to be formed in the process of mastering a foreign language are activities aimed at generating speech (speech utterances) and speech perception activities, in other words – speech activity, which appears in two main aspects. In search of the possibility of combining two types of speech activity on the principles of their coordinated and simultaneous formation and development, we turned to a model that is not traditionally regarded as a model of interconnected learning.

We are considering a model of teaching a complex type of communicative-cognitive activity – the

interpretation of authentic text and creative activity in connection with the read text [3].

The complexity of these types of communicative-cognitive activity and their complex nature are explained by the fact that they combine in their structure the actions of both perception and text generation. Oral (monologue utterance) and written (text) forms of speech activity constantly interact in the process of learning a foreign language. Any activity, according to the point of view of O. A. Obdalova [4], including speech, are characterized by a certain structural organization, in which, as well-known, there are three levels: incentive-motivational, analytical-synthetic and executive. These levels can directly correlate with the scheme of implementing the solution of a problem situation.

At the first level, the interaction of motives, needs, goals is implemented. When reading at this level, a setup is formed for a certain type of reading, and when speaking, the communicative intent is determined, as well as the intent of the utterance.

At the second level, in the process of reading, decoding of the semantic information of the text takes place with the help of such operations as choice, comparison, establishment of semantic connections and relations. In the process of speaking, the subjective sense is encoded into a verbally formed system of meanings with the help of the mechanism of the utterance internal formation. The main operations of this mechanism are the selection and compilation (unification, grouping) of elements according to the rules specified by the language norms and in accordance with the plan [3].

The third level in the process of reading is seemingly unexpressed and is determined by the perception and understanding of information. In the process of speaking, this level assumes external pronunciation, since it implements the external design of the utterance. Therefore, the actual articulation (pronunciation) and intonation takes place.

The commonality of reading and speaking in the process of perception and transformation of a literary text, thus, is expressed in the three-phase nature of the inner side of the activity – in each scheme there is a stimulating, formative, and realizing levels; the level of realization is determined as a result of inclusion in speech; motive has an initiative role [3].

Reading is of great importance in improving the cognitive creative activity of students. If we consider the subject structure of reading, text will be the subject of the activity; definite statement in connection with the perceived text will be the product.

In theory and practice of teaching foreign language speech activity, various types of “guides” are used. This may be a language category (grammatical phenomenon, lexical unit, language model), extralinguistic category (topic), psychological category (speech act or act), communicative category (situation), speech (text). In our opinion, the situation and the text allow to get the most tangible results when building an independent monologue utterance.

Read texts are often used to develop monologue speech in a foreign language class, as reading provides a topic for students’ independent statements. The text stimulates the skill to coherently express thoughts, because it is characterized by consistent presentation of the material. In addition, the text is able to carry the maximum possible amount of information, both linguistic and extra linguistic [1].

For the fullest realization of the potential of the text, the students are not required, in the final analysis, to make a transformed reproduction of textual information, but an independent monologue statement in connection with authentic text, a statement of their thoughts about what they read. Not only exercises of a problematic nature will contribute to this.

We believe that in order for students to express their attitude in a monologue statement on the text, it is necessary to rely on an additional «guide» – the situation. In our opinion, only with such an organization of work the text will provide a real assistance in the development of independent oral monologue speech and will be an incentive for students to make the statements. However, in any authentic text there may be not one, but several situations. While agreeing with this traditional interpretation of the problem, we nevertheless strive to ensure that students find different solutions within the same situation. This is intended to contribute to the model of using authentic text as the basis for the independent construction of a monologue utterance, taking into account the implementation of problem-oriented exercises in the pre-text, text and post-text stages of working with text.

When organizing the methodological work on the formation of an independent monologue utterance of students, it is necessary to take into account the difference between the problematic educational and speech situations that we offer and the educational and speaking situations in general, which is based, we believe, on the work of different levels. The educational-speech situation is the totality of speech and non-speech conditions set by us to the student, necessary and accessible for the student to correctly perform the speech action in accordance with the

communicative task we have planned [2].

In relation to the educational and speech situation, certain restrictions are usually deliberately set, allowing students to choose the way of speech response that the teacher needs.

As a result, in educational and speech situations, the level of creativity is usually limited. In problematic educational and speech situations, the framework of creative activity is not limited to given parameters, they, on the contrary, imply unlimited imagination and fantasy [5].

Problematic educational and speech situation (as any situation) consists, first of all, of the conditions of the situation (problem) and the speech reaction of students [2].

Speech reaction is largely determined by the formulation and nature of the problem. A number of requirements can be presented to problems as to a specific type of assignment: problems should be of interest to students; take into account the life experience of students; reported in a very concise, compact form; consider language capabilities of students; be in the degree of difficulty in the «zone of proximal development» of students; contain a contradiction, a conflict between the knowledge already existing in students heads and the requirements that the situation presents to them; should be solved with maximum student activity [4].

The type of monologue speech, indicated in the methodology of teaching foreign languages as a monologue, is capable of providing a solution to a problematic educational and speech situation. In the framework of this study, we will limit ourselves to the consideration of this kind of oral monologue utterance in connection with authentic text as a monologue-story with elements of argumentation and evaluation. The choice of this form of monologue is determined not so much by the topic of the text, but by the communicative task, the level of students' readiness for speaking in a foreign language, as well as the system of tasks oriented towards one or another kind of utterances. By a monologue-story with elements of argumentation and evaluation, we understand the speech work written by the students themselves in connection with the presented personality-oriented situation, which implies the presence of subjective-evaluative characteristics in the statement.

The integration of interdisciplinary approaches in teaching monologic speech to pedagogical students significantly enhances the quality of foreign language education. By uniting content and methods from linguistics, cultural studies, psychology, and pedagogy, this approach fosters the development of holistic

communicative competence. It enables students not only to construct coherent and purposeful monologues but also to internalize language as a functional tool for professional and social interaction.

The proposed model of interdisciplinary integration supports meaningful speech development through project-based learning, discursive genre awareness, and person-oriented technologies. It aligns with contemporary educational goals, preparing future teachers to operate effectively in real communicative contexts. Overall, this pedagogical strategy is both innovative and practical, offering a promising direction for modern foreign language teacher training.

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