



UDK:81.23

**Guzal TURAYEVA,**  
Doctorant Namangan State University  
E-mail: [guzalturaeva025@gmail.com](mailto:guzalturaeva025@gmail.com)

Based on the review by NamDChTI associate professor, PhD X.Tursunov

### THE MAIN DIDACTIC APPROACHES USED IN THE DEVELOPMENT OF WRITTEN SPEECH: COMMUNICATIVE, ACTIVITY-ORIENTED, AND INTEGRATIVE PERSPECTIVES

Annotation

Writing serves both as a means of communication and a tool for cognitive development. Modern pedagogy increasingly relies on learner-centered didactic approaches that reflect the social, cognitive, and functional nature of language use. This theoretical study examines three primary didactic approaches: communicative, activity-oriented, and integrative through a systematic review of contemporary pedagogical literature. The key principles of each approach, highlights their pedagogical implications, and their contribution to effective writing instruction. Results indicate that while all three approaches enhance written speech, the integrative approach provides the most comprehensive framework by linking writing with other language skills and cognitive activities. The study concludes with recommendations for combining these approaches to optimize the development of written speech in educational settings.

**Keywords:** written speech, communicative approach, activity-oriented approach, integrative approach, language teaching, didactics.

### ОСНОВНЫЕ ДИДАКТИЧЕСКИЕ ПОДХОДЫ, ИСПОЛЬЗУЕМЫЕ ПРИ РАЗВИТИИ ПИСЬМЕННОЙ РЕЧИ КОММУНИКАТИВНЫЕ: ДЕЯТЕЛЬНО-ОРИЕНТИРОВАННЫЕ И ИНТЕГРАТИВНЫЕ

Аннотация

Письменная речь служит как средством коммуникации, так и инструментом когнитивного развития. Современная педагогика все чаще опирается на дидактические подходы, которые отражают социальную, когнитивную и функциональную природу использования языка. В данном теоретическом исследовании основанная на современной литературе рассматриваются три основных дидактических подхода: коммуникативный, ориентированный на деятельность и интегративный. Результаты показывают, что, хотя все три подхода улучшают письменную речь, интегративный подход обеспечивает наиболее всеобъемлющую основу, связывая письмо с другими языковыми навыками и когнитивными видами деятельности. Исследование завершается рекомендациями по сочетанию этих подходов для оптимизации развития письменной речи в образовательных учреждениях.

**Ключевые слова:** письменная речь, коммуникативный подход, деятельностно-ориентированный подход, интегративный подход, преподавание языка, дидактика.

### YOZMA NUTQNI RIVOJLANTIRISHDA QO'LLANILADIGAN ASOSIY DIDAKTIK YONDASHUVLAR: KOMMUNIKATIV, FAOLIYATGA YO'NALTIRILGAN VA INTEGRATIV ISTIQBOLLAR

Annotatsiya

Yozma nutq muloqotda kognitiv rivojlanish vositasi bo'lib xizmat qiladi. Zamonaviy pedagogika tobora ko'proq tildan foydalanishning ijtimoiy, kognitiv va funksional xususiyatini aks ettiruvchi o'quvchiga yo'naltirilgan didaktik yondashuvlarga tayanadi. Ushbu nazariy tadqiqot adabiyotlardan foydalangan holda uchta asosiy didaktik yondashuvni ko'rib chiqadi: kommunikativ, faoliyatga yo'naltirilgan va integrativ. Har bir yondashuvning asosiy tamoyillari ularning pedagogik ta'sirini va samarali yozishni o'qitishga qo'shgan hissasini ta'kidlaydi. Natijalar shuni ko'rsatadiki, har uchala yondashuv yozma nutqni kuchaytirsa-da, integrativ yondashuv yozishni boshqa til ko'nikmalari va kognitiv faoliyat bilan bog'lash orqali eng keng qamrovli asosni ta'minlaydi. Tadqiqot ta'lim muassasalarida yozma nutqni rivojlantirishni optimallashtirish uchun ushbu yondashuvlarni birlashtirish bo'yicha tavsiyalar bilan yakunlanadi.

**Kalit so'zlar:** yozma nutq, kommunikativ yondashuv, faoliyatga yo'naltirilgan yondashuv, integrativ yondashuv, til o'rgatish, didaktika.

**Introduction.** Written speech plays a vital role in education, serving as both a learning objective and a means of intellectual development. The ability to express thoughts coherently in written form reflects not only linguistic competence but also higher-order cognitive skills such as analysis, synthesis, and reflection. In modern language education, the teaching of writing has moved beyond mechanical reproduction of language forms toward approaches that emphasize meaningful communication, learner activity, and skill integration. Effective teaching of writing requires not

only attention to grammar and vocabulary but also consideration of cognitive, social, and contextual factors influencing language use [1].

Didactic approaches provide the theoretical foundation for organizing instruction and selecting teaching methods. Among the most influential approaches in contemporary pedagogy are the communicative, activity-oriented, and integrative approaches. Each offers a distinct perspective on how written speech should be developed and what role learners and teachers play in the instructional process. This article aims

to analyze these approaches and to demonstrate their significance for the development of written speech in language education.

**Theoretical Background.** The concept of written speech is closely linked to theories of language as a social and cognitive phenomenon. According to Vygotsky (1978), written speech differs fundamentally from oral speech, as it requires conscious planning, abstraction, and internalization. Writing therefore demands targeted pedagogical support and structured learning environments.

The communicative approach (or Communicative Language Teaching, CLT) is one of the most widely studied didactic perspectives in language education. Its core principle is that language learning is most effective when learners engage in authentic communication, emphasizing meaning over formal correctness [2]. In the context of written speech development, this approach promotes writing tasks that are socially meaningful, for example: letters, reports, or essays intended to convey information or persuade an audience.

The communicative approach emerged in response to form-focused methods that prioritized grammatical accuracy over meaningful language use. Its central goal is the development of communicative competence, defined as the ability to use language appropriately in social contexts [3]. Identifying grammatical, sociolinguistic, discourse, and strategic components of communicative competence [4].

Studies have demonstrated that communicative-oriented writing instruction improves both fluency and coherence, as learners are encouraged to focus on the communicative intent of their texts rather than merely adhering to grammatical rules [5]. The approach encourages interactive activities such as peer feedback, collaborative writing, and role-based writing tasks, aligning written output with real-life communicative contexts, encouraging learners to produce texts that fulfill specific communicative intentions rather than merely demonstrating correct language forms.

In applied linguistics, writing is increasingly viewed as a process rather than a product, involving planning, drafting, revising, and editing [6]. This process-oriented understanding aligns with modern didactic approaches that emphasize learner engagement, purposeful activity, and contextualized language use.

**Activity-Oriented Approach.** The activity-oriented perspective is rooted in activity theory, which views learning as an interactive, purposeful activity situated in social and cognitive contexts [7]. Applied to writing, this approach frames writing as a problem-solving activity that requires learners to engage actively with content, audience, and textual structure. In education, this approach emphasizes learner agency, goal-directed activity, and reflection. Writing is understood as a complex activity involving cognitive operations such as planning, organizing, monitoring, and evaluating. Unlike CLT, which emphasizes communication as the primary goal, the activity-oriented approach highlights process and engagement, including planning, drafting, and revising, as crucial stages of written speech development, for instance, projects, simulations, and task-based writing activities help learners construct knowledge while developing higher-order cognitive skills, such as critical thinking and argumentation [7; 8].

**Integrative Perspective.** The integrative perspective combines elements from multiple didactic traditions to create a holistic framework for writing instruction. This approach emphasizes the integration of skills (reading, writing, speaking, and listening) and learning domains (linguistic, cognitive, and socio-cultural) to develop well-rounded communicative competence [9]. In practice, integrative approaches often involve text-based instruction, where learners analyze, produce,

and reflect on texts across genres and disciplines. This perspective aligns with modern pedagogical trends emphasizing interdisciplinary learning, cognitive engagement, and contextualized skill development, making it particularly effective for developing advanced written speech.

**Methodological Analysis.** The communicative approach is defined in linguistics and language teaching as an orientation that prioritizes meaningful communication and interaction as both the means and goal of instruction [2]. In the context of written speech, communicative didactics help to re-conceptualize writing not merely as a linguistic system but as a social and purposeful communicative act.

A theoretical synthesis was conducted by examining multiple didactic frameworks dealing with language learning, speech development, and instructional approaches. Theoretical synthesis in educational research involves integrating ideas from different sources to form a coherent understanding of theoretical perspectives, highlighting synergies and distinctions. This approach is commonly used in didactic model development and linguistic didactic theory [5]. For instance, an integrative view of writing instruction often appears in models that combine different language skills (reading, speaking, writing) and scaffold the development of deliberative textual competence through staged pedagogical design. Such models usually draw from communicative and task-oriented traditions and treat writing as interconnected with other communicative competencies.

**Comparative Synthesis.** The comparative aspect involves identifying core theoretical premises, instructional implications, and conceptual overlaps among these perspectives. For example, while the communicative perspective emphasizes meaning making through interaction, the activity-oriented perspective stresses writing as purposeful problem solving and knowledge construction within activity systems, and the integrative perspective emphasizes blending multiple skills and content domains.

The methodology involves comparative synthesis of the three didactic perspectives under study:

Communicative perspective interpreted through language didactic literature, which foregrounds interaction and communicative competence, applying these principles to written output [2]. From a communicative perspective, written speech is developed through tasks such as writing letters, essays, reports, and reflections intended for actual or simulated audiences. Learners are encouraged to consider why they are writing, for whom, and in what context. Feedback focuses not only on linguistic accuracy but also on clarity, coherence, and effectiveness of communication. Research indicates that communicative writing tasks enhance learner motivation and promote meaningful language use [10]. By situating writing within communicative contexts, this approach helps learners perceive writing as a functional and socially relevant skill. Research indicates that communicative writing tasks enhance learner motivation and promote meaningful language use [10]. By situating writing within communicative contexts, this approach helps learners perceive writing as a functional and socially relevant skill.

Activity-oriented perspective based on educational activity theory and communicative-activity models that conceptualize writing as meaningful activity embedded in social and cognitive contexts. Such perspectives can be traced to broader activity-theoretical traditions in educational psychology and lingua-didactics [11]. Within the activity-oriented approach, written speech develops through structured writing activities that require learners to solve communicative and cognitive problems. Tasks such as composing argumentative essays, summaries, or project reports engage

learners in purposeful action and decision-making. The activity-oriented approach contributes to the development of learner autonomy and metacognitive awareness, as students learn to regulate their own writing processes.

The integrative perspective is based on the idea that language skills are interdependent and should be taught in connection rather than isolation. Reading, listening, speaking, and writing mutually reinforce one another and contribute to holistic language development [12]. Integrative Perspective understood through frameworks that explicitly link multiple language skills and tasks into a holistic instructional design for writing (including text-based and discourse-level approaches) [9]. Teachers act as facilitators who guide learners through the stages of the writing process, providing scaffolding and feedback. This approach aligns with process writing models, which stress the importance of drafting and revision [6]. Integration also extends beyond language skills to include content integration, where writing tasks are connected to subject matter from other disciplines. This reflects the interdisciplinary nature of real-world communication.

**Role of Integration in Writing Instruction.** In the development of written speech, the integrative approach encourages the use of reading texts as models for writing, oral discussions as preparation for written expression, and listening activities as sources of ideas and vocabulary. For example, students may read an article, discuss its main ideas, and then produce a written response. Such integration enhances comprehension, enriches language input, and supports deeper cognitive processing. Studies suggest that integrated-skill instruction leads to improved writing quality and coherence [6].

**Discussion.** Although the communicative, activity-oriented, and integrative approaches differ in focus, they share common principles: learner-centeredness, meaningful language use, and the active role of the learner. In practice, these approaches are most effective when combined. The communicative approach ensures that writing remains purposeful and socially relevant; the activity-oriented approach supports cognitive engagement and process awareness; and the integrative approach promotes holistic language development. Together, they create a comprehensive framework for teaching written speech in modern educational contexts. The theoretical analysis confirms that communicative, activity-oriented, and integrative approaches each contribute to the development of

written speech, though in different ways. The “communicative approach” emphasizes social function and meaningful communication, making it highly effective for developing audience-oriented writing skills. The “activity-oriented approach” enhances process awareness and cognitive engagement, fostering learner autonomy and metacognitive strategies. The “integrative approach” maximizes learning outcomes by connecting language skills, content knowledge, and cognitive processes, leading to richer, more effective writing development.

The literature suggests that a “hybrid approach”, combining elements of all three, may provide the most effective instructional framework. Educators are encouraged to design writing curricula that include authentic communicative tasks, structured activity sequences, and integration with other language and content skills.

**Conclusion.** The development of written speech in educational contexts is best understood through the lens of multiple didactic perspectives. The “communicative approach” emphasizes meaningful interaction, the “activity-oriented approach” foregrounds purposeful engagement, and the “integrative perspective” offers a holistic framework combining both these strengths. Theoretical analysis of these models suggests that an “integrated instructional strategy” is one that incorporates communicative tasks, cognitive engagement, and cross-skill integration that provides the most robust foundation for developing effective, adaptable, and contextually appropriate written communication skills. Future research could explore empirical validation of integrated frameworks in diverse educational settings.

The development of written speech is a multifaceted pedagogical task that requires a solid theoretical foundation and flexible instructional strategies. The communicative, activity-oriented, and integrative approaches offer valuable insights into how writing skills can be effectively developed. This article has demonstrated that these approaches are not mutually exclusive but complementary. Their combined application allows educators to address linguistic accuracy, communicative effectiveness, cognitive engagement, and skill integration. Future research may focus on empirical studies examining the effectiveness of integrated didactic models in diverse educational settings.

## REFERENCES

1. Vygotsky L. S. *Mind in society: The development of higher psychological processes*. – Harvard university press, 1978. – T. 86.
2. Richards J. C., Rodgers T. S. *Approaches and methods in language teaching*. – Cambridge university press, 2014.
3. Hymes D. et al. On communicative competence //sociolinguistics. – 1972. – T. 269293. – C. 269-293.
4. Canale M. et al. Theoretical bases of communicative approaches to second language teaching and testing. – 1980.
5. Astafurova T. N. et al. *Lingua-Didactic Model Of Teaching High School Students Specialty-Oriented Essay Writing In English* //European Proceedings of Social and Behavioural Sciences. – T. 99.
6. Flower L., Hayes J. R. A cognitive process theory of writing //College Composition & Communication. – 1981. – T. 32. – №. 4. – C. 365-387.
7. Engeström Y. Expansive learning at work: Toward an activity theoretical reconceptualization //Journal of education and work. – 2001. – T. 14. – №. 1. – C. 133-156.
8. Moskovkin L. V. Development of ideas about the teaching method in didactics and linguodidactics //Russian Language Studies. – 2020. – T. 18. – №. 3. – C. 295-314.
9. Sanako. Text-based language teaching methodology / Sanako. — [Б. м.] : Sanako, 2021. — URL: <https://sanako.com>
10. Richards J. C. *Communicative language teaching today*. – Cambridge : Cambridge university press, 2006. – T. 25. – №. 2. – C. 261-277.
11. Woo D. J., Guo K., Susanto H. Exploring EFL students' prompt engineering in human-AI story writing: an activity theory perspective //Interactive Learning Environments. – 2025. – T. 33. – №. 1. – C. 863-882.
12. Oxford R. *Integrated Skills in the ESL/EFL Classroom*. ERIC Digest. – 2001.
13. Hyland K. *Second language writing*. – Cambridge university press, 2019.