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### INDIVIDUAL YONDASHUV ASOSIDA YUQORI SINIF O'QUVCHILARIDA DISKURSIV KOMPETENSIYANI RIVOJLANTIRISH METODIKASI

Annotatsiya

Diskursiv kompetensiyani rivojlantirish zamonaviy ta'limning asosiy yo'nalishlaridan biridir, ayniqsa, yuqori sinf o'quvchilarida til va nutq malakalarini chuqurlashtirishda muhim ahamiyatga ega. Ushbu maqolada individual yondashuv asosida yuqori sinf o'quvchilarida diskursiv kompetensiyani rivojlantirishning metodik asoslari, bosqichlari va amaliy usullari ko'rib chiqiladi. Shaxsiy xususiyatlar va ehtiyojlarni inobatga olgan holda dars jarayonini loyihalash, o'quvchilarning kommunikativ faoliyatini faollashtirish va ularning mantiqiy-nutqiy salohiyatini kengaytirish orqali diskursiv kompetensiya shakllantiriladi. Maqolada ta'limiy diskurs, funksional nutq turlari va interaktiv metodlardan foydalanish orqali erishilgan empirik natijalar tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, individual yondashuv asosida ishlab chiqilgan metodika o'quvchilarning tanqidiy fikrlash, argumentatsiya, muloqot va madaniy muloqot qobiliyatlarini rivojlantirishda samaralidir.

**Kalit so'zlar:** Diskursiv kompetensiya, individual yondashuv, yuqori sinf o'quvchilari, kommunikativ faoliyat, metodika, muloqot, tanqidiy fikrlash.

### МЕТОДИКА РАЗВИТИЯ ДИСКУРСИВНОЙ КОМПЕТЕНЦИИ У СТАРШЕКЛАССНИКОВ НА ОСНОВЕ ИНДИВИДУАЛЬНОГО ПОДХОДА

Аннотация

Развитие дискурсивной компетенции является одним из основных направлений современного образования и играет важную роль в углублении языковых и речевых навыков у старшеклассников. В данной статье рассматриваются методические основы, этапы и практические методы развития дискурсивной компетенции у учащихся старших классов на основе индивидуального подхода. Формирование дискурсивной компетенции осуществляется через проектирование учебного процесса с учётом личных особенностей и потребностей учащихся, активизацию их коммуникативной деятельности и расширение логико-речевого потенциала. В статье анализируются эмпирические результаты, достигнутые с использованием образовательного дискурса, функциональных видов речи и интерактивных методов. Результаты исследования показывают, что методика, разработанная на основе индивидуального подхода, эффективна для развития критического мышления, аргументации, общения и культурного взаимодействия у учащихся.

**Ключевые слова:** дискурсивная компетенция, индивидуальный подход, старшеклассники, коммуникативная деятельность, методика, общение, критическое мышление.

### STAGES OF DEVELOPING DISCURSIVE COMPETENCE IN UPPER-GRADE STUDENTS THROUGH AN INDIVIDUALIZED APPROACH

Annotation

The development of discursive competence is essential for high school students to engage meaningfully in academic, social, and professional communication. This paper presents a methodological model grounded in individualized learning approaches for enhancing discursive competence among upper-grade learners. It explores the alignment of personal cognitive, emotional, and linguistic profiles with instructional strategies that foster critical thinking, structured argumentation, and coherent speech production. The stages of implementation - diagnostic, formative, interactive, and reflective - are described in detail, supported by theoretical frameworks and empirical observations. Findings indicate that personalized learning pathways not only support academic discourse skills but also nurture learners' autonomy, intercultural sensitivity, and communicative efficacy.

**Keywords:** Discursive competence, individualized approach, upper-grade students, communicative activity, methodology, discourse, critical thinking.

**Introduction.** Modern educational reforms emphasize the ability of students to not only acquire grammatical knowledge, but to construct and interpret

meaningful discourse. For upper secondary students, this competence becomes essential for success in

academic, professional, and cross-cultural environments.

Discursive competence refers to a learner's ability to construct coherent, cohesive, and contextually appropriate spoken or written texts. This includes knowledge of genre conventions, rhetorical structures, and pragmatic functions. An individualized approach – tailoring instruction to learners' unique linguistic and cognitive profiles – enhances the development of this competence.

**Analysis of literature on the topic.** In contemporary pedagogical research, the importance of discourse competence has gained prominence due to its integral role in communicative language teaching and its relevance to real-life communication. Discourse competence, defined as the ability to understand and produce coherent spoken and written texts in a particular context, is viewed as a core component of communicative competence. Drawing from the works of Canale & Swain [4] in the context of secondary education, particularly among upper-grade students, fostering discourse competence prepares learners not only for academic success but also for effective social interaction and lifelong learning.

The individualized approach, as discussed by Vygotsky [5] and later developed through differentiated instruction models by Tomlinson, [3], offers significant potential for the development of discourse competence. It acknowledges individual differences in students' language abilities, cognitive styles, and learning motivations. Individualized instruction allows educators to various tasks, texts, and scaffolding methods according to learners' specific requirements, thereby enhancing their engagement and linguistic outcomes.

It is emphasizes the significance of learner autonomy in the development of communicative competence. In this context, individualized approaches not only cater to different proficiency levels but also promote reflective and independent learning practices. Learners become more active participants in the learning process, engaging in metacognitive strategies that foster deeper understanding and control over discourse production.

Several studies highlight the pedagogical implications of integrating individualized instruction in discourse teaching. Nassaji and Fotos [9] stress the role of interaction and feedback in discourse competence development, suggesting that individualized feedback mechanisms and task adjustments can lead to more meaningful language use. Similarly, Celce-Murcia [10] argues that discourse-based instruction must consider learners' communicative goals, cultural contexts, and genre expectations - factors that can be effectively addressed through individualized strategies.

From a methodological perspective, the integration of project-based learning, reflective tasks, and discourse analysis exercises within individualized teaching frameworks has shown promising results. Research conducted by Ellis indicates that task-based language teaching (TBLT), when aligned with learners' needs and discourse goals, significantly contributes to the development of discourse fluency and coherence.

Furthermore, studies on digital learning environments Passov, E.I [15] reveals that technology-enhanced individualized learning tools, such as adaptive language learning software and e-portfolios, can further support discourse competence by offering personalized feedback and diverse communicative contexts.

In the Uzbek academic context, a number of doctoral dissertations have explored similar themes. For instance, Pardayeva D.T.[18] investigated the development of linguistic competencies among future English language teachers, emphasizing the integration of reflexive and individualized methodologies in foreign language education. Her findings suggest that individualized tasks tailored to learners' linguistic levels significantly enhance both linguistic and discourse competence.

Makhkamova G.T. [11] studied the formation of intercultural competence in philology students and highlighted the importance of discourse strategies in achieving intercultural understanding. Her research underlined that discourse competence is foundational for effective cross-cultural communication, which is especially relevant in the context of foreign language instruction.

Norqo 'ziyeva Z.K. [12] analyzed and held investigation about the impact of content and language integrated learning (CLIL) on the development of communicative and discourse competence. Her research approved that individualized instruction within CLIL frameworks promotes deeper subject knowledge alongside improved discourse performance.

In summary, the literature supports the notion that an individualized approach provides a robust framework for the development of discourse competence in upper-grade students. It promotes learner-centeredness, contextual appropriateness, and reflective engagement, all of which are essential for effective communication in a foreign language. Future research is needed to explore practical classroom strategies, teacher training models, and assessment tools that align individualized instruction with discourse competence objectives.

**Research Method.** In the development of discourse competence among upper-grade students through an individualized approach, a combination of qualitative and quantitative research methods was employed to ensure a comprehensive understanding of the process and outcomes. This section elaborates on the research design, participants, data collection tools, and procedures.

The research was structured around a pedagogical experiment involving students of the 10th and 11th grades in several general secondary schools. The primary goal was to implement and evaluate a methodology designed to develop discourse competence using individualized teaching strategies. The methodological framework was grounded in constructivist and communicative language teaching theories, which emphasize the active involvement of learners in the educational process.

**Participants** The participants included 120 students from upper secondary schools and 15 English

language teachers. The students were divided into experimental and control groups. The experimental group was taught using the individualized approach developed within the study, while the control group followed the traditional curriculum.

**Data Collection Tools** To collect data, the following tools were utilized:

Diagnostic tests to determine the initial level of discourse competence.

Observation checklists to monitor students' discourse performance during classroom interactions.

Interviews with teachers and students to gather qualitative insights.

Student portfolios and reflective journals.

Pre-test and post-test assessments to measure progress.

**Procedure** The research was carried out in three main stages:

**Preparatory Stage:** In this process investigation tools and materials were developed, and validated. Most teachers were conducted training in strategies of individualized instructional and the theoretical foundations of discourse competence.

**Formative Stage:** During the main phase of the experiment, the experimental group was engaged in lessons tailored to individual learning needs. Differentiated tasks were assigned based on diagnostic data, with a focus on developing discourse strategies such as coherence, cohesion, register awareness, and pragmatic use of language. Interactive activities like debates, role plays, collaborative writing, and project-based learning were frequently applied.

**Evaluative Stage:** After above mentioned stages instructional period, discourse competence level were re-evaluated using the same instruments. Comparative analysis between the experimental and control groups was engaged to using statistical methods to determine the effectiveness of the methodology.

**Data Analysis** Quantitative data from pre- and post-tests were analyzed using descriptive and inferential statistics to measure the degree of improvement. Qualitative data from interviews and reflective journals were subjected to thematic analysis to identify patterns in learner experiences, perceived challenges, and teacher reflections.

This mixed-methods approach provided a rich and multifaceted understanding of how individualized teaching impacts the development of discourse competence. The integration of Uzbek PhD-level pedagogical insights into the experimental design further ensured its contextual relevance and academic rigor.

**Analysis and Results.** The analysis of reflective competence development in future foreign language teachers was conducted through a multi-stage qualitative and quantitative approach. This analysis focused on evaluating the implementation of individualized instructional methodologies and their influence on the growth of discursive competencies. The findings are drawn from reflective journals, interviews, classroom observations, diagnostic tasks, and pre- and

post-intervention tests administered to both experimental and control groups.

First, diagnostic tasks were administered to assess the baseline reflective and discursive competencies of senior students majoring in foreign language education. The results revealed that while many students demonstrated strong linguistic capabilities, a majority lacked critical reflection skills and the ability to analyze their own pedagogical practices deeply. These findings aligned with prior research by Pardayeva [18] and Djurayeva [14], indicating that without targeted interventions, reflective skills remain underdeveloped.

In the experimental group, individualized pedagogical strategies were implemented over the course of one academic term. These included: differentiated tasks in microteaching sessions, targeted feedback cycles, reflective teaching journals, and discourse-based self-assessment rubrics. The control group followed a traditional instructional model without specific interventions targeting reflection.

The comparative analysis showed significant improvement in the experimental group's ability to critically analyze lesson delivery, adapt teaching strategies to learner needs, and engage in metacognitive evaluation of their classroom behavior. According to a post-intervention survey, 85% of students in the experimental group reported increased confidence in planning and reflecting on lessons, compared to 42% in the control group.

The data also suggest a strong correlation between reflective thinking and discursive competence. Students who engaged regularly in structured reflection showed measurable improvements in discourse structuring, pragmatic awareness, and classroom interaction strategies. This supports the view of Dewey [2] and Schön [8] that reflection directly contributes to deeper learning and professional growth.

Interviews with teacher trainers highlighted that the integration of individualized reflective strategies allowed for more responsive teaching and encouraged pre-service teachers to become active participants in their learning. These findings reinforce the conclusions drawn by Uzbek scholars like Makhmova [11] and Norqo'ziyeva [12], who emphasized intercultural dialogue and self-regulation as key factors in developing teaching competencies.

Moreover, an in-depth analysis of reflective journals revealed that students moved through distinct phases of reflective development - from descriptive recounting to critical evaluation and, eventually, to pedagogical transformation. This progression aligns with Kolb's [7] experiential learning cycle and Brookfield's [1] critical incident analysis framework.

Overall, the results affirm that integrating an individualized approach that emphasizes reflective practice contributes meaningfully to the development of discursive competence in future foreign language teachers. These findings underscore the importance of embedding structured reflection throughout the teacher education curriculum to prepare adaptable, self-aware educators capable of meeting diverse classroom needs.

Further research may explore long-term effects of such interventions and their impact during the induction and early career teaching phases.

**Conclusion.** This study confirms that individualized instruction significantly enhances the development of discursive competence among upper-grade students. By taking into account learners' cognitive styles, language abilities, interests, and personal needs, individualized approaches contribute to a more effective and student-centered learning environment. The personalization of instruction fosters deeper cognitive engagement, increases intrinsic motivation, and builds communicative confidence - factors that are essential for mastering discourse

practices in academic and real-life communication. Furthermore, the findings demonstrate that integrating functional speech types, interactive teaching methods, and authentic communicative tasks into classroom practice significantly improves students' skills in argumentation, logical reasoning, and cultural interaction. Discursive competence, being multidimensional, requires a didactic model that promotes active participation, critical reflection, and continuous feedback. The empirical data suggest that an individualized approach contributes not only to language proficiency but also to the development of higher-order thinking and collaborative discourse behaviors.

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