



INTEGRATING INDIVIDUAL APPROACH INTO EFL TEACHING: TOWARDS THE DEVELOPMENT OF DISCURSIVE COMPETENCE IN HIGH SCHOOL STUDENTS

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Annotatsiya

Ushbu maqolada ingliz tilini chet tili sifatida (EFL) o'qitishda individual yondashuvning o'rne, xususan, yuqori sinf o'quvchilarida diskursiv kompetensiyani rivojlantirishdagi ahamiyati tahlil qilinadi. Xalqaro nazariyalar D.Hymes, M. Canale & M. Swain, Celce-Murcia M. hamda o'zbek olimlari A. Shodiev, B. Yo'ldoshev, N.Karimova, D. Qodirova, tadqiqotlariga tayangan holda, o'quvchilarda mazmunli va kontekstga mos diskurs yaratish ko'nikmasini shakllantirishda individual metodikalar zarurligi asoslab beriladi. Maqolada metodologik asoslar tahlil qilinadi, O'zbekiston umumta'lim maktablarida mavjud muammolar yoritiladi hamda diskursiv kompetensiyani rivojlantirish vositasi sifatida differensial ta'limni amaliyotga tatbiq etuvchi didaktik model taklif etiladi.

Kalit so'zlar: individual yondashuv; diskursiv kompetensiya; ingliz tili; yuqori sinf; O'zbekiston; metodologiya.

Аннотация

В статье рассматривается роль индивидуального подхода в обучении английскому языку как иностранному (EFL) в старших классах, с особым акцентом на развитие дискурсивной компетенции. Опираясь на международные теории Hymes, Canale & Swain, Celce-Murcia, а также на исследования узбекских ученых Шодиев, Ёлдошев, Каримова, Кодирова, авторы обосновывают необходимость использования индивидуализированных методик для формирования у учащихся способности создавать связный и контекстуально уместный дискурс. В статье анализируются методологические основы, выявляются существующие проблемы в системе среднего образования Узбекистана и предлагается дидактическая модель, реализующая дифференцированное обучение как средство развития дискурсивной компетенции.

Ключевые слова: индивидуальный подход; дискурсивная компетенция; английский язык; старшие классы; Узбекистан; методология.





Annotation

This paper explores the integration of the individual approach into English as a Foreign Language (EFL) instruction for high school learners, with a particular focus on developing discursive competence. Drawing on international theories (Hymes, Canale & Swain, Celce-Murcia) and Uzbek scholarship (Shodiev, Yo'ldoshev, Karimova, Qodirova), the study argues that individualized methodologies are essential for fostering coherent, contextually appropriate discourse production among learners. The article examines methodological frameworks, highlights challenges within Uzbekistan's secondary education context, and proposes a pedagogical model for enhancing discursive competence through differentiated instruction.

Keywords: individual approach, discursive competence, EFL, high school, Uzbekistan, methodology.

Introduction

The development of communicative competence has long been recognized as a central goal of foreign language education. Within this framework, discursive competence—the ability to produce extended, cohesive, and coherent oral and written discourse—emerges as a crucial subcomponent. In Uzbekistan, English language reforms introduced since 2013 have placed strong emphasis on communicative outcomes aligned with international standards. However, while the national curriculum (DTS) underlines discourse skills, classroom practices often remain grammar-focused and exam-oriented.

Uzbek scholars such as A. Shodiev [7] and B.Yo'ldoshev [8] have pointed out that methodological innovation is necessary to bridge this gap. They stress that individualized instruction, which adapts to learner variability in abilities, interests, and learning styles, represents a powerful tool for fostering discourse competence in high school learners. Against this backdrop, this article seeks to conceptualize and operationalize the individual approach in EFL teaching as a pathway to developing discursive competence.

Hymes [3] introduced the notion of communicative competence, emphasizing that language use should be understood within discourse and social interaction. Canale and Swain (1980) further refined the concept, identifying discourse competence as one of the four pillars of communicative ability. Later, Celce-Murcia M. [2] highlighted that discourse competence functions as a link between linguistic resources and pragmatic use, enabling learners to engage in meaningful communication. Richards and T.C.Rodgers [6] added that learner-centered and individualized methods are integral to





communicative language teaching, thereby reinforcing the role of personalization.

Within Uzbekistan, A.Shodiev [7] advocates a competence-based curriculum that explicitly accounts for learner individuality. B. Yo‘ldoshev [8] suggests differentiated classroom tasks that provide scaffolding for weaker learners while challenging more advanced students. Karimova N. [4] underscores the importance of digital technologies—such as blogs and online debates—in supporting individual discourse practice. Similarly, Qodirova D. [5] critiques the dominance of grammar-translation methods in Uzbek schools, noting that this tradition undermines the development of discourse skills. Taken together, these studies suggest that individualization is not an optional supplement but rather a methodological necessity for discursive competence development.

The individual approach in education is defined as the adaptation of teaching methods, content, and pace to the unique characteristics of learners, including age, proficiency, motivation, and cognitive style. Its core dimensions include:

1.Cognitive styles (visual, auditory, kinesthetic) that shape how learners best process discourse input.

2.Proficiency levels that require differentiated discourse tasks suited to A2, B1, or B2 learners.

3.Motivational factors that call for connecting discourse tasks to learners’ personal interests and aspirations.

4.Sociocultural context, which requires attention to Uzbek learners’ communicative habits, classroom culture, and societal expectations.

Since discursive competence demands flexibility, coherence, and creativity in communication, individualized tasks enable learners to construct extended discourse aligned with their strengths while gradually addressing weaknesses.

The integration of the individual approach into discourse-based teaching can be conceptualized through four stages:

Stage	Teacher’s Role	Individualized Strategy	Expected Discursive Output
Input	Provide authentic discourse models (texts, debates, podcasts)	Match texts with learners’ proficiency & interests	Comprehension of discourse structure
Practice	Scaffolded	Tiered activities	Mini-discourse





	discourse tasks	(simple dialogues vs. extended essays)	units
Production	Facilitate individual & group output	Assign roles, flexible topics, project-based learning	Extended spoken & written discourse
Reflection	Guide learner self-analysis	Personalized feedback & peer review	Metacognitive awareness of discourse strategies

This table ensures learners are exposed to authentic discourse, given opportunities to practice at appropriate levels, produce extended communication, and reflect on their performance.

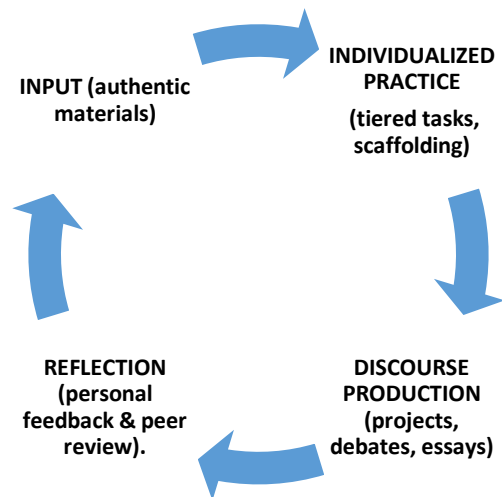
Despite the potential benefits, several obstacles hinder the integration of individualized discourse instruction in Uzbekistan. Large class sizes reduce opportunities for personalized feedback. Exam-oriented teaching continues to prioritize grammar and vocabulary over discourse. Uniform textbooks are insufficiently differentiated, limiting opportunities for adaptation. Furthermore, many teachers require additional training to implement individualized, discourse-focused methodologies effectively.

At the same time, there are significant opportunities. Policy reforms have mandated competence-oriented teaching, creating institutional support. Digital resources such as forums, blogs, and podcasts extend individualized discourse practice beyond the classroom. Peer learning in mixed-ability groups enables natural differentiation and collaborative support. Finally, portfolio-based assessment provides a means of tracking individual learners' discursive progress over time.

The proposed pedagogical model is designed to systematize the process of fostering discursive competence through an individualized approach. It integrates the key stages of instruction—exposure to authentic input, differentiated practice, discourse production, and reflective evaluation—into a coherent framework that aligns with both theoretical foundations and practical classroom realities.

A conceptual model for individualized discursive competence development can be represented as a cyclical process:





This model emphasizes continuity, personalization, and systematic development, ensuring that discursive competence evolves in tandem with learner motivation and capacity.

Conclusion

Integrating the individual approach into EFL teaching provides a viable pathway for developing discursive competence in high school students. By tailoring tasks to learners’ cognitive styles, proficiency levels, and interests, teachers can stimulate motivation and enhance communicative proficiency. In Uzbekistan, the combination of policy reforms, digital technologies, and both local and international scholarship creates favorable conditions for methodological innovation.

The successful implementation of this approach, however, requires teacher professional development, flexible curricula, and innovative assessment practices. Ultimately, the individual approach ensures that discourse learning is not only more effective but also more meaningful, thereby preparing learners for real-life communicative challenges in academic, professional, and global contexts.

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