

CHET TILI O'QITISHNING INTEGRALLASHGAN KURSI UCHUN “AUDITORIYANI TADQIQ QILISH” MODULINI ISHLAB CHIQUISH: METODIK ASOSLAR VA AMALIY TATBIQ IMKONIYATLARI

DEVELOPING AN AUDIENCE RESEARCH MODULE FOR THE INTEGRATED COURSE OF FOREIGN LANGUAGE TEACHING: METHODOLOGICAL FOUNDATIONS AND PRACTICAL IMPLICATIONS

Axundjanova Moxira Azamovna
Teacher, Fergana State University
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ANNOTATSIYA

Mazkur maqolada Chet tili o'qitishning integrallashgan kursi doirasida ishlab chiqilgan “Auditoriyaning tadqiq qilish” modulining nazariy asoslari va pedagogik ahamiyati yoritiladi. Auditoriyaning tadqiq qilish jarayoni ehtiyojlar tahlili, individual farqlar va talaba shaxsiga yo'naltirilgan pedagogika tamoyillariga asoslanib, bo'lajak o'qituvchilarga talabalarning til ehtiyojlari, motivatsiyasi, til darajasi hamda o'rganish uslublarini aniqlash ko'nikmalarini shakllantiradi. Maqolada modulning tuzilishi, ma'lumot to'plash usullari, tahlil jarayoni va o'quv jarayoniga tatbiq etish mexanizmlari batafsil bayon etiladi. Ushbu modul kompetensiyaga asoslangan chet tili o'qituvchilarini tayyorlash uchun muhim metodik yangilik hisoblanadi.

Kalit so'zlar: auditoriyaning tadqiq qilish; ehtiyojlar tahlili; talaba markazidagi yondashuv; integrallashgan chet tili o'qitish; o'qituvchilarni tayyorlash; individual farqlar; kommunikativ kompetensiya

ABSTRACT

This article examines the development of an *Audience Research Module* within the course *Integrated Foreign Language Teaching*, emphasizing its theoretical foundations and pedagogical significance in teacher education. Audience research—based on needs analysis, individual differences, and learner-centered pedagogy—provides future teachers with essential skills for identifying learners' linguistic needs, motivation, proficiency level, and learning preferences. The paper outlines the module's structure, including data-collection methods, analysis procedures, and application strategies for lesson planning and material adaptation. The module serves as an innovative methodological tool for competency-based foreign language teacher preparation.

Keywords: audience research; needs analysis; learner-centered teaching; integrated foreign language teaching; teacher education; individual differences; communicative competence

Introduction

The modernization of foreign language teacher education requires the integration of both pedagogical theory and applied methodology into a unified instructional framework. Within this context, the development of an “Audience Research Module” for the course *Integrated Foreign Language Teaching* is a significant methodological innovation. Understanding learners' backgrounds, linguistic needs, and preferred learning styles plays a critical role in designing

effective instruction, especially in competency-based, learner-centered educational environments.

Theoretical Foundations of Audience Research

The concept of audience research is grounded in needs analysis, one of the central pillars of applied linguistics and language pedagogy. Hutchinson and Waters [1,1987] emphasize that needs analysis serves as a bridge between learners' existing linguistic competence and the target learning outcomes. In teacher education, this process is not merely diagnostic but deeply formative, helping future teachers recognize the diversity and variability of learner profiles.

The development of an audience research module requires drawing upon theories of individual differences [2, 2005], socio-cognitive learning theory, and communicative language teaching. By integrating these theories, the module equips future teachers with the ability to interpret how motivation, aptitude, learning preferences, and socio-cultural factors shape students' behaviors in the language classroom.

Furthermore, audience research is strongly linked to differentiated instruction and inclusive pedagogy. Contemporary scholars argue that the teacher's ability to adjust materials, task difficulty, and instructional approaches based on learner data contributes directly to improved learning outcomes and stronger communicative competence [3,2014]. Therefore, the module's theoretical base is not limited to language pedagogy alone but extends to educational psychology and curriculum design.

Structure and Components of the Module

The Audience Research Module proposed in this study includes the following key components:

1. **Identification of learner variables:** age, proficiency level, cognitive style, motivation type, linguistic background, and sociocultural environment.
2. **Data-collection methods:** questionnaires, interviews, classroom observations, diagnostic language tests, reflective journals, and learning-style inventories.
3. **Data analysis:** qualitative coding, descriptive statistics, interpretation of learner profiles, creation of learner segments, and mapping learner needs to lesson objectives.
4. **Application phase:** adapting teaching materials, selecting communicative tasks, modifying assessment criteria, and ensuring alignment with learning outcomes.

Each component is accompanied by examples, templates, and guidelines that future teachers can apply during teaching practicum. This structure ensures that audience research becomes not an abstract topic but a practical tool for instructional design.

Pedagogical Value of the Module

The integration of this module into the curriculum significantly enhances teacher professionalism. First, it encourages a diagnostic mindset—an essential skill for reflective practitioners. By analyzing learner characteristics, teachers become capable of making informed pedagogical decisions rather than relying on intuition.

Second, it strengthens the principles of learner-centered education. When a teacher systematically identifies learners' needs, the teaching process naturally evolves into a more personalized and motivating environment. Scholars emphasize that such personalization increases student engagement, reduces anxiety, and supports autonomy in language learning [4, 2015].

Third, the module helps future teachers build competencies in evidence-based teaching. They learn to justify their instructional choices through collected data, a skill increasingly important in contemporary pedagogical standards and accreditation systems.

Practical Implications for Integrated Foreign Language Teaching

In an integrated course model, different areas of pedagogical knowledge—linguistics, methodology, psychology, and educational technology—must interact coherently. The audience research module supports this integration by functioning as a central decision-making tool. For example:

- In *methodology*, the module guides the selection of tasks appropriate for different proficiency levels.
- In *linguistics*, it helps identify which grammar or vocabulary areas pose particular difficulty to specific learner groups.
- In *psychology*, it informs understanding of motivation, anxiety, and learning strategies.
- In *technology-enhanced learning*, it assists in choosing digital tools suited to learners' preferences and abilities.

Thus, the module promotes a holistic, data-informed teaching approach that aligns with the broader goals of competency-based foreign language education in Uzbekistan and internationally.

Conclusion

The development of an Audience Research Module for the *Integrated Course of Foreign Language Teaching* represents a timely and meaningful contribution to teacher education. Grounded in established theories of needs analysis, individual differences, and communicative pedagogy, this module equips future educators with essential analytical and reflective skills. Its structure supports practical implementation, while its pedagogical impact extends across lesson planning, material adaptation, and learner engagement. As higher education increasingly prioritizes learner-centered and evidence-based instructional models, the integration of this module into the curriculum stands as an important methodological advancement.

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