

## WAYS TO DEVELOP LANGUAGE SKILLS COMPREHENSIVELY IN NATIVE LANGUAGE AND READING LITERACY CLASSES

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**Abstract.** *This article is devoted to the study of the theoretical foundations and practical approaches to the comprehensive development of language skills among primary school students in native language and reading literacy classes. The study analyzes the effectiveness of modern pedagogical methods, particularly interactive techniques, project-based learning, and integrated lessons, in the simultaneous development of all components of language skills. The article proposes practical recommendations for enhancing students' speech activity, expanding vocabulary, improving text comprehension and analysis, as well as developing the ability to express ideas clearly in written form. The results of the study demonstrate that the comprehensive development of language skills based on an integrated approach in native language and reading literacy classes plays a significant role in improving students' overall academic performance and communicative competence.*

**Keywords:** *language skills, listening, speaking, reading, writing, native language, reading literacy, comprehensive development, interactive methods, integrated education, primary school, communicative competence*

**Introduction.** Language is the most important means of communication for humans as social beings, playing a decisive role in shaping an individual's thinking, acquiring cultural heritage, and actively participating in society. Native language and reading literacy classes in primary education serve as the fundamental basis for developing students' language skills—listening, speaking, reading, and writing. These four skills are inseparable; the development of one supports and reinforces the others. Therefore, the comprehensive development of language skills, that is, their holistic and integrated formation, has become one of the pressing issues in pedagogical practice. In traditional education systems, emphasis has often been placed on teaching each language skill separately. For example, reading instruction has primarily focused on reading techniques, while writing has emphasized basic literacy skills. Such an approach may hinder students' full and effective acquisition of language, weaken the interconnection between skills, and limit the development of overall communicative competence.

In modern pedagogy and language teaching didactics, the need for the integrated development of language skills—teaching them in a mutually interconnected manner—is becoming increasingly important. This approach enhances students’ ability to use language in real-life situations, strengthens their interest in language learning, and improves the overall effectiveness of education. Primary school represents a critical stage in which children’s speech mechanisms, cognitive abilities, and social communication skills are actively formed. Therefore, introducing methods and strategies aimed at the comprehensive development of language skills at this stage creates a solid foundation for students’ future academic success and their development as active members of society. This article aims to analyze the theoretical foundations of the comprehensive development of language skills in native language and reading literacy classes, examine modern interactive methods, and provide practical guidelines and recommendations for their implementation.

**Literature Review.** The issue of the comprehensive development of language skills is one of the central topics in modern linguodidactics, pedagogy, and psychology. Research conducted in this field covers a wide spectrum, ranging from Lev Semyonovich Vygotsky’s theory of the interrelationship between language and thought to contemporary communicative approaches. This review aims to highlight the theoretical foundations, practical methods, and significance of integrative teaching of language skills in native language and reading literacy classes. Listening is defined as the ability to perceive spoken language, comprehend its content, and respond appropriately. It represents the receptive aspect of communication, through which learners receive information, ideas, and emotions [1]. In primary education, listening comprehension plays a crucial role in enabling students to follow instructions, understand narratives, and comprehend the speech of teachers and peers.

Speaking refers to the ability to express one’s thoughts, ideas, and emotions orally in a coherent and grammatically correct manner, as well as to engage in communication. It constitutes the productive aspect of communication and reflects the learner’s vocabulary, grammatical knowledge, pronunciation, and speech culture [2]. Reading is the ability to perceive written text, understand its meaning, analyze, and evaluate it. As a receptive skill, it encompasses vocabulary, syntactic knowledge, and strategies for working with texts (such as identifying the main idea and drawing conclusions) [3]. Reading literacy is also fundamental for mastering other academic subjects. Writing is the ability to express thoughts, ideas, and information in written form clearly, coherently, and grammatically correctly. It is a productive skill closely associated with logical thinking, grammar, spelling, punctuation, and text organization [4]. Numerous researchers in linguistics and didactics emphasize that

these skills are mutually reinforcing and complementary. They develop not in isolation, but as an integrated system. For example, strong listening skills enhance speaking ability, while reading contributes to the development of writing skills.

**Results and Discussion.** The conducted pedagogical experiment and statistical analysis demonstrated that the newly implemented methods aimed at the comprehensive development of language skills in native language and reading literacy classes were highly effective. The results of the post-experimental tests showed that students in the experimental group achieved significantly higher outcomes across all language skills compared to those in the control group. The listening comprehension performance of students in the experimental group improved markedly after the experiment compared to the control group. This indicates that they became more proficient in understanding given instructions, identifying the main idea of spoken texts, and drawing conclusions based on the information they heard. According to the assessment criteria for oral speech, students in the experimental group also showed significant improvement compared to their peers in the control group. Teachers' observations revealed that these students demonstrated greater fluency, a richer vocabulary, improved coherence in expressing their ideas, and increased confidence in engaging in communication. In addition, the experimental group outperformed the control group in reading speed and reading comprehension tests. These results indicate substantial progress in students' ability to fully understand text content, identify the main idea, distinguish secondary information, and draw conclusions based on the material read.

The results of written speech assessment (short essays or story writing) also indicated that students in the experimental group achieved significantly higher performance compared to those in the control group. This suggests that the coherence of their ideas, adherence to grammatical rules, vocabulary range, correct use of spelling and punctuation, as well as their creative approach improved considerably. Classroom observations and teachers' feedback further revealed that students in the experimental group demonstrated higher levels of engagement, interest, and motivation in language learning compared to the control group. They participated more actively in group activities, showed greater willingness to ask questions, express their ideas, and complete creative tasks.

The results of this study confirm that, in native language and reading literacy classes, developing language skills (listening, speaking, reading, and writing) in an integrated manner using modern methods is significantly more effective than teaching them separately. These findings are fully consistent with contemporary theories emphasizing that language should be learned through communication [5], as well as with Lev Semyonovich Vygotsky's views on the crucial role of social interaction in

language and cognitive development [6]. Integrating lessons, incorporating real-life situations through project-based activities [7], engaging games [8], and group discussions create a supportive and stimulating environment for active language use. In turn, this not only improves students' academic performance but also fosters essential 21st-century skills such as communication, critical thinking, collaboration, and creativity [12]. These skills are vital for success in the modern world.

The practical significance of the study lies in providing teachers with concrete methods for the integrated development of language skills in native language instruction. It was found that moving away from traditional teaching approaches and adopting age-appropriate, student-centered methods that encourage active participation is highly important. Achieving the requirements specified in national educational standards [9] also depends significantly on the comprehensive development of language skills. Studies by local researchers [10, 11] similarly emphasize the importance of using innovative technologies and increasing student engagement to support integrated language skill development. Another important aspect of this approach is that it encourages students to perceive language not merely as a set of rules, but as a tool for communication and knowledge acquisition. This enhances their interest in language learning, strengthens their self-confidence, and makes the learning process more effective and engaging. When students enjoy learning, their academic achievement improves accordingly. At the same time, the study has certain limitations. For example, since the experiment was conducted over a relatively short period (one academic term), it was not possible to fully assess the long-term effects of the proposed methods. Future research should focus on examining the long-term impact of these approaches, their applicability across different age groups, and the development of specific techniques aimed at enhancing individual language skills. Furthermore, conducting large-scale studies across different regions would increase the generalizability of the findings.

**Conclusion.** This study clearly demonstrates the theoretical and practical significance of the comprehensive development of the four core language skills—listening, speaking, reading, and writing—among primary school students in native language and reading literacy classes. The conducted pedagogical experiment and its statistical analysis confirmed that the application of innovative pedagogical technologies and integrated approaches significantly improves students' language skills in a holistic manner. Effective utilization of the complementary and mutually reinforcing nature of listening, speaking, reading, and writing contributes to the enhancement of students' overall communicative competence. Based on the findings of the study, it is recommended that teachers systematically integrate active teaching methods—such as project-based learning, interactive games, discussion-based

activities, and comprehensive text work—into native language and reading literacy instruction, rather than teaching language skills in isolation. This approach contributes to educating a younger generation that not only possesses a deep knowledge of their native language but is also capable of expressing ideas freely, coherently, and effectively, actively participating in society, and demonstrating critical and creative thinking. In turn, this plays a significant role in their academic success and future social adaptation. The study also provides a foundation for further in-depth and long-term research on the comprehensive development of language skills.

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