

## IMPROVING ALL TYPES OF LANGUAGE SKILLS IN THEIR INTERCONNECTION: READING, WRITING, AND SPEAKING

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**Yuldasheva Farogat Turakulovna**

*Senior Teacher,*

*National University of Uzbekistan*

*E-mail: [yuldashevafarogat@mail.ru](mailto:yuldashevafarogat@mail.ru)*

### **Abstract**

This article explores the interrelated development of reading, writing, and speaking skills in second language acquisition. It emphasizes the importance of integrating these types of language activity within a unified methodological framework. The article provides theoretical insights and practical approaches to enhance the effectiveness of language teaching through a holistic skill-based model.

### **Keywords**

language skills, reading, writing, speaking, integrated language teaching, communicative competence, language acquisition.

**Introduction.** Language acquisition is a complex, multi-dimensional process that encompasses various forms of verbal activity. Among these, reading, writing, and speaking are fundamental components of communicative competence. While these skills are often taught separately in educational practice, recent research and pedagogical trends highlight the importance of their interconnected development. The integration of different types of speech activity not only enhances learners' overall language proficiency but also promotes more authentic and functional use of the target language.

The aim of this article is to analyze the theoretical foundations and practical strategies for improving all types of language skills—reading, writing, and speaking—in their interdependence. This integrated approach to teaching fosters cognitive, linguistic, and communicative development and reflects real-life patterns of language use. The article draws upon the communicative and competency-based approaches that currently dominate foreign language pedagogy.

**Theoretical background.** The idea of interrelated language skills is not new; it is rooted in the communicative language teaching (CLT) paradigm and supported by psycholinguistic theories. According to Hymes' concept of communicative competence (1972), effective communication requires the ability to interpret and produce meaningful discourse across different modalities. Vygotsky's sociocultural

theory (1978) also underscores the interactive nature of language development, emphasizing dialogic learning and the role of mediated activity.

Language skills are rarely used in isolation. In natural communication, reading supports vocabulary development and grammatical accuracy, which in turn influences writing. Writing strengthens knowledge of textual structures and fosters precision in spoken language. Speaking develops fluency and spontaneous language use, often inspired by input from reading and writing. Therefore, pedagogical methods should reflect this interconnected nature.

### **Interconnection of language skills: reading, writing, and speaking**

#### **1. Reading as input for writing and speaking**

Reading provides linguistic input, introduces students to various registers and genres, and enhances vocabulary acquisition. Well-designed reading activities help students internalize grammar and discourse patterns, which serve as models for both writing and speaking.

Examples:

- **Post-reading discussions** can stimulate speaking and critical thinking.
- **Reading logs or summaries** improve both comprehension and writing skills.
- **Reading-to-write tasks**, such as essays based on articles, encourage synthesis and transformation of information.

#### **2. Writing as a tool for consolidation and preparation**

Writing encourages learners to process language deeply. It consolidates vocabulary, reinforces grammar, and develops the ability to organize ideas. Writing tasks can prepare students for oral presentations or help reflect on reading materials.

Examples:

- **Writing scripts** for oral reports.
- **Dialogues or short stories** based on reading materials.
- **Reflective journals** that link personal thoughts with textual interpretation.

#### **3. Speaking as a practice of expressive competence**

Speaking requires active language production and the ability to respond in real time. It promotes fluency, confidence, and adaptability. Speaking activities that are informed by reading and writing are more meaningful and content-rich.

Examples:

- **Debates or role-plays** based on written articles.
- **Oral summaries** of reading passages.
- **Speaking clubs** where participants prepare by reading texts and writing discussion questions.

### **Practical Strategies for integrated skill development**

1. **Task-based learning (TBL):** Create communicative tasks that combine reading, writing, and speaking, such as group projects, research assignments, or case studies.
2. **Project-based learning (PBL):** Use longer-term projects where students research a topic (reading), write reports (writing), and present findings (speaking).
3. **Portfolio assessment:** Track learners' progress through written reflections, reading logs, and recorded speaking performances.
4. **Content and language integrated learning (CLIL):** Use subject matter content (e.g., science, history) to develop language skills in an integrated manner.

**Conclusion.** The interconnection of reading, writing, and speaking is a vital principle in modern language education. Enhancing these skills in isolation can lead to fragmented knowledge, whereas an integrated approach promotes functional, communicative competence and learner autonomy. Teachers should design lessons that reflect the natural interplay of language modes, helping students transfer knowledge across skills and apply it in authentic communicative contexts. This not only increases language proficiency but also motivates learners by showing the relevance of each skill to real-world interaction.

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