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## WAYS OF IMPROVING READING AND SPEAKING SKILLS IN ENGLISH

Annotation

This article focuses on teaching effective strategies for improving English reading and speaking skills, focusing on the relationship between these two skills and the importance of a holistic approach to language learning. The study analyzes different styles and methodologies, explores their strengths and weaknesses, and highlights their importance for fluency, comprehension, and language acquisition.

**Key words:** Reading, speaking, speech skills, motivation, practice, language acquisition, teaching materials, vocabulary, communicative approach.

## INGLIZ TILIDA O'QISH VA GAPIRISH QOBILIYATINI RIVOJLANTIRISH YO'LLARI

Annotatsiya

Ushbu maqola ingliz tilida o'qish va gapirish ko'nikmalarini yaxshilashning samarali strategiyalarini o'rgatishga qaratilgan bo'lib, bu ikki ko'nikma o'rtasidagi munosabatlarga va til o'ganishga yaxlit yondashuvning ahamiyatiga e'tibor qaratadi. Tadqiqot turli uslub va metodologiyalarni tahlil qiladi, ularning kuchli va zaif tomonlarini tadqiq etadi, ravonlik, tushunish va tilni bilishda ularning ahamiyatini ta'kidlaydi.

**Kalit so'zlar:** O'qish, gapirish, nutq qobiliyati motivatsiya, amaliyot, tilni o'zlashtirish, o'rgatuvchi materiallar, lug'at, kommunikativ yondashuv.

## СПОСОБЫ УЛУЧШЕНИЯ НАВЫКОВ ЧТЕНИЯ И РАЗГОВОРНОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация

Эта статья посвящена обучению эффективным стратегиям улучшения навыков чтения и разговорной речи на английском языке, уделяя особое внимание взаимосвязи между этими двумя навыками и важности целостного подхода к изучению языка. В исследовании анализируются различные стили и методологии, исследуются их сильные и слабые стороны, а также подчеркивается их важность для беглости речи, понимания и овладения языком.

**Ключевые слова:** Чтение, говорение, речевые навыки, мотивация, практика, овладение языком, учебные материалы, словарный запас, коммуникативный подход.

**Introduction.** The study will emphasize the relationship between reading and speaking skills, exploring how improvements in one area can positively impact the other. In addition, the research will examine the role of motivation, practice, and feedback in language acquisition, as well as the influence of cultural context on language use. The primary objectives of this thesis are firstly, to explore the interconnectedness between reading and speaking skills in language learning. The next one is analyzing effective strategies for improving both skills. Also, this identifies common challenges learners face when working on these skills.

**Literature review.** The relationship between reading and speaking skills has been a long topic of interest in language acquisition studies. Previous research suggests that reading comprehension and speaking fluency are closely related, with each skill reinforcing the other. According to Grabe and Stoller (2002), effective reading strategies can improve vocabulary acquisition and sentence structure, which in turn enhances speaking ability [1]. Similarly, Swain (1985) argued that speaking provides opportunities for learners to actively use the vocabulary and grammar they encounter while reading, leading to a more integrated language learning experience [2]. Vygotsky's Sociocultural Theory (1978) posits that social interaction and communication play crucial role in cognitive development, supporting the view that speaking practice can facilitate better understanding of written texts [3]. The theory emphasizes the importance of collaborative

learning and dialogue in the language acquisition process, suggesting that speaking practice can help learners process and internalize what they read. In the context of teaching English as a second language, studies by Nation (2001) and Richards (2008) highlight several strategies for improving reading and speaking skills [4]. These include task-based learning, extensive reading, and the use of authentic materials. Additionally, Harmer (2007) advocates for a communicative approach in teaching, which promotes integration of all language skills, including speaking and reading, in authentic contexts [5].

Materials play a crucial role for teachers in helping students learn English. More broadly, materials can be defined as anything specifically designed to enhance students' understanding and experience of the language. This includes textbooks (coursebooks), workbooks, storybooks, videos, audio cassettes, pictures, brochures, menus, interactive CDs, and other real-life artifacts. When choosing and selecting materials for teaching, several factors should be considered, such as whether to create the materials ourselves, how to select suitable resources for students, how to adapt materials to aid our learners, and the benefits of either adapting or creating our own teaching materials.

**Research Methodology.** While much research has focused on the individual improvement of reading and speaking skills, fewer studies have looked at how the two skills can be developed in tandem, highlighting the need for a more integrated approach to language teaching. The research

will utilize a mixed-methods approach, combining qualitative and quantitative methods to analyze the effectiveness of different strategies in improving reading and speaking skills. The study will be based on classroom observations, surveys, and interviews with language learners and instructors, as well as the analysis of student performance in reading and speaking tasks. Observations of classroom interactions and teaching techniques will be conducted in a variety of ESL (English as a Second Language) classrooms. The focus will be on how reading and speaking skills are integrated in the lessons. Surveys will be distributed to both language learners and instructors to gather insights into their perceptions of effective strategies for improving reading and speaking. Interviews will provide a deeper understanding of the challenges faced by learners and the methods instructors use to facilitate skill development. Pre- and post-assessments of reading comprehension and speaking fluency will be conducted. This will allow the study to measure the progress of learners over a specified period. The data collected will be analyzed to determine which strategies are most effective for improving both reading and speaking skills.

Teachers can select and utilize one or more of these resources in their teaching practices. However, several questions may arise, such as whether the materials are appropriate for the students' age, interests, and cognitive development, whether to create their own materials or purchase them, and whether they have the budget and time to produce or buy these resources. Additionally, teachers may wonder if they should rely solely on the materials from the course books or how many supplementary materials they can incorporate into the classroom to enhance the core materials.

**Analysis and results.** Effective Strategies for Improving Reading and Speaking Skills: Task-Based Learning: Task-based learning (TBL) emphasizes the use of real-world tasks to develop language skills. This approach involves tasks that require both reading and speaking components, such as role-playing, debates, and group discussions based on reading materials. Research by Ellis (2003) indicates that TBL fosters communication, critical thinking, and practical language use, which enhances both reading comprehension and speaking fluency [6]. For example, a task that involves reading a news article and then discussing its content allows learners to apply reading comprehension skills while simultaneously practicing speaking.

**Extensive Reading and Discussion:** Extensive reading, in which learners read large amounts of material outside the classroom, is a widely recommended strategy for improving reading fluency and vocabulary. According to Nation (2001), extensive reading not only improves reading comprehension but also provides learners with the vocabulary and structures needed to speak more fluently [7]. By discussing the texts they read in class, learners can practice their speaking skills while reinforcing their understanding of the material. The discussion also promotes the use of new vocabulary in context, which aids retention and usage in conversation. **Integrated Skills Approach:** The integrated skills approach encourages the simultaneous development of all four language skills (reading, writing, listening, and speaking). Research by Richards (2008) and Brown (2007) suggests that teaching these skills together, in an interconnected manner, helps learners build confidence and competence across different areas [8]. For example, a lesson might involve reading a text, summarizing its content, and then discussing it in a group or pair work activity, providing ample opportunities to practice both reading and speaking.

d) **Interactive and Collaborative Learning.** Social interaction and collaboration are key to improving both reading and speaking skills. Learners can engage in group

reading activities, peer discussions, and interactive exercises where they practice speaking while exploring the meaning of the texts they read.

According to Vygotsky (1978), learning is most effective when it involves social interaction and dialogue. Activities like think-pair-share or group presentations based on reading assignments foster collaboration and allow learners to practice speaking while simultaneously reinforcing reading comprehension. Although these strategies can be effective, there are several common challenges that learners face when attempting to improve both reading and speaking skills. Many learners find it difficult to maintain motivation for both reading and speaking practice, particularly if they do not see immediate improvement. In many classrooms, speaking practice may be limited to a few activities, which may not provide enough exposure to real-world speaking situations. Some learners may experience anxiety about speaking, which can hinder their willingness to engage in speaking tasks.

Typically, students who start by learning to write or understand the script do not learn to speak independently. Teachers can use appropriate speaking models, such as audio tapes or recordings, to help students learn the language through imitation. Learning English are based on these principles;

**Principle of Basic Sentences:**

These practical principles, supported by nearly all linguists, are grounded in psychological reasoning. Students typically find it easier to imitate or repeat longer phrases or sentences in their native language than in a foreign language. Since a child's memory span is limited, there is a significant risk that they may forget what they hear while learning a second language.

**Principle of Patterns as Habits:**

The main goal of language learning is to apply it in daily life. In writing, sentences are created by following specific patterns. Mastering a language means being able to use these construction patterns along with suitable vocabulary, at a natural pace, for effective communication.

**Principle of the Sound System:**

Language is primarily spoken and verbal. To effectively teach it, students should be introduced to the sound system of language through various methods such as demonstration, imitation, the use of props, comparison, and practice. The sound system should be integrated with vocabulary and sentence structures.

**Principle of Vocabulary Control:**

When a child begins learning a language, mastering the sound system comes first, followed by grammatical patterns. To construct correct sentences, vocabulary must be taught, but it should be kept minimal, carefully selected, and properly organized. If too many words are introduced too soon, students may struggle to learn efficiently. By limiting vocabulary at the start, students can more easily grasp basic patterns and key sounds. Once these fundamentals are learned through practice, vocabulary can be gradually expanded.

**Principle of Teaching Language Challenges:**

Children typically learn both their first and second languages in a school setting, and there are often significant structural differences between the two. These differences can be seen as challenges, though they aren't necessarily problems but rather areas requiring conscious attention.

**Principle of Writing as a Representation of Speech**

This principle emphasizes that teaching graphic symbols (letters and characters) and associating them with the language units they represent are separate tasks. It also highlights that teaching reading and writing should be distinct from teaching speech. Language learning is based on listening, speaking, reading, and writing (LSRW) skills, and scientific principles support starting with listening. This can be achieved

through narration, storytelling, play-based methods, and games, which help students develop speaking skills

Principle of Graded Patterns:

In second language teaching, patterns should be introduced progressively, in a series of cumulative, graded steps. This principle suggests that it is more effective to teach sentence patterns rather than focusing solely on individual words. Early lessons should include graded questions, responses, requests, greetings, and statements.

Principle of Language Practice versus Translation:

While all languages are equally valuable, no two languages are identical, making direct word-to-word translations impossible. Translating between languages can lead to incorrect constructions because there are no exact equivalents between them. From a psychological perspective, translation is a complex and unnecessary process when learning the skills of listening, speaking, reading, and writing (LSRW). Linguists such as P. Gurrey argue that teaching both the mother tongue and a foreign language can complement each other by highlighting differences between the languages, but translation should only be used as a last resort in second-language teaching. Instead, language should be taught through practical use, which provides more concrete knowledge and ample opportunities for students to learn the language effectively.

Principle of Shaping Responses:

In language learning, students often struggle to produce or recognize elements and structures that differ from their first language. This principle suggests two strategies to improve student responses. One method is to break down responses into smaller parts, allowing for practice before attempting a full response.

Principle of Language in Situations:

Language is used to communicate thoughts, feelings, ideas, and emotions, and it functions as a social, cultural, and

geographical phenomenon. People acquire language skills by being exposed to real-life situations within their society. Even in a classroom or artificial setting, practicing language in context helps with acquisition. Using motivating aids and creating situational examples in teaching makes the learning process more meaningful and effective for acquiring language skills.

Principle of Learning as the Crucial Outcome:

Language can be taught with scientific accuracy, with the primary goal of fostering learning rather than simply entertaining students. For example, language learning can focus on listening, speaking, reading, and writing (LSRW) skills. When a textual passage is read aloud, students listen and try to identify familiar concepts and words. Introducing new vocabulary and structures can motivate them to speak. Students can also be encouraged to read the same passage aloud and complete writing exercises. In a scientific approach, the emphasis is on the depth of learning rather than merely on engaging interest [9].

**Conclusion.** This article has examined effective strategies for improving reading and speaking skills in English, with a focus on the interconnectedness of these two areas. The study has highlighted several approaches, such as task-based learning, extensive reading, and the integrated skills approach, which can be used to enhance both reading comprehension and speaking fluency. By analyzing classroom practices and learner experiences, this research emphasizes the importance of adopting a holistic approach to language learning, where reading and speaking are developed together to achieve greater fluency and proficiency. The findings of this study contribute to the ongoing discussion about how best to teach English language skills in a balanced and effective way. It is hoped that the strategies outlined in this thesis will help language educators better support their learners in becoming proficient English speakers and readers.

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