

A SKILL-INTEGRATED APPROACH TO DEVELOPING READING COMPETENCE IN PHILOLOGY STUDENTS

Ravshan Saidov Tursunovich

Senior teacher of Applied aspects of
English language department, UzSWLU
tursunovich1989@mail.ru

<https://doi.org/10.5281/zenodo.20078218>

Abstract

This article explores a skill-integrated approach to developing reading competence among philology students. It emphasizes the interconnection between reading and other language skills, namely writing, speaking, and listening. The study focuses on how integrating these skills can enhance vocabulary acquisition, fluency, and comprehension. Additionally, the role of interactive and communicative activities is discussed. The findings suggest that a holistic, skill-integrated approach significantly improves students' overall language proficiency and reading performance.

Keywords: reading competence, skill integration, philology education, language skills, EFL, communicative approach

In modern foreign language education, language skills are no longer taught in isolation. Instead, reading, writing, speaking, and listening are viewed as interconnected components of communicative competence. For philology students, reading serves as a foundation for developing other language skills, but its effectiveness increases when it is integrated with productive skills.

However, in many traditional classrooms, reading is still treated as a separate activity focused mainly on translation and comprehension questions. This limits students' ability to use language actively. Therefore, a skill-integrated approach is necessary to improve both reading competence and overall language proficiency.

According to Jeremy Harmer, language skills should be taught in an integrated manner because real communication requires simultaneous use of multiple skills. [1,418] He emphasizes that reading often supports speaking and writing development.

Christine Nuttall highlights that reading is not a passive skill but an interactive process involving prediction and interpretation. This interaction becomes more effective when learners discuss and write about what they read. [2,78]

Stephen Krashen argues that extensive exposure to meaningful input through reading naturally supports other language skills development. [3,27] Similarly, Françoise Grellet notes that reading activities should be combined with speaking and writing tasks to deepen comprehension. [4,322]

These perspectives strongly support the idea that reading competence develops best within an integrated skills framework.

This study is based on qualitative classroom observation and pedagogical analysis. The following skill-integration methods were applied:

Reading + Speaking (discussions, debates, presentations)

Reading + Writing (summaries, essays, reflections)

Reading + Listening (audio-text matching, comprehension tasks)

Collaborative reading activities (group interpretation)

Task-based learning using literary texts

Students engaged with literary and academic texts and completed follow-up productive tasks to reinforce understanding.

Integration of Reading and Speaking

After reading texts, students participated in discussions and oral presentations. This helped them express ideas in English and reinforced comprehension.

Integration of Reading and Writing

Students were asked to write summaries and short essays based on reading materials. This improved both vocabulary retention and grammatical accuracy.

Integration of Reading and Listening

Listening tasks based on the same reading texts helped students connect written and spoken language, improving overall comprehension.

Role of Interaction

Group activities encouraged students to interpret texts collaboratively, which enhanced critical thinking and motivation. Overall, skill integration transformed reading from a passive activity into an active learning process.

The study confirms that integrating reading with other language skills significantly enhances philology students' language development. A skill-integrated approach not only improves reading competence but also strengthens speaking, writing, and listening abilities.

Therefore, modern language teaching should move away from isolated skill instruction and adopt a more holistic and communicative framework.

Adabiyotlar, References, Литературы:

1. Harmer, J. (2007). How to Teach English. Harlow: Pearson Longman.
2. Nuttall, C. (1996). Teaching Reading Skills in a Foreign Language. Oxford: Heinemann.
3. Krashen, S. D. (2004). The Power of Reading: Insights from the Research. Westport, CT: Libraries Unlimited.
4. Grellet, F. (1981). Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises. Cambridge: Cambridge University Press.