

## SKILLS DEVELOPMENT IN TEACHING FOREIGN LANGUAGE

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**Abstract.** The development of language skills in foreign language education is essential for effective communication and cultural understanding. This article investigates pedagogical methods and practical strategies used in developing the four core language skills listening, speaking, reading, and writing within a foreign language teaching context. Using a qualitative research approach, the study collected data from classroom observations, teacher interviews, and lesson materials in secondary schools and language centers. The findings suggest that a balanced, integrated-skill approach, enhanced by technology and learner-centered methods, leads to greater language proficiency and learner motivation. This study underlines the need for professional development for teachers and curriculum designs that prioritize skill integration to address modern educational challenges.

**Keywords:** foreign language teaching, language skills development, integrated-skill approach, listening, speaking, reading, writing, communicative competence, pedagogical strategies, learner motivation, teacher training, curriculum design, educational challenges.

**Annotatsiya.** Xorijiy til ta'limida til ko'nikmalarini rivojlantirish samarali muloqot va madaniy tushunishni ta'minlash uchun muhim ahamiyatga ega. Ushbu maqola xorijiy til o'qitish jarayonida to'rtta asosiy til ko'nikmasi – tinglab tushunish, og'zaki nutq, o'qish va yozishni rivojlantirishda qo'llaniladigan pedagogik usullar va amaliy strategiyalarni o'rganadi. Sifatli tadqiqot yondashuvi asosida o'rta maktablar va til markazlaridagi dars kuzatuvlari, o'qituvchilar bilan suhbatlar hamda dars materiallari orqali ma'lumotlar to'plandi. Tadqiqot natijalari shuni ko'rsatadiki, texnologiyalar va o'quvchiga yo'naltirilgan metodlar bilan boyitilgan muvozanatli, integratsiyalashgan ko'nikmalar yondashuvi tilga oid bilim va ko'nikmalarni oshirishda hamda o'quvchilarning motivatsiyasini kuchaytirishda samarali hisoblanadi. Mazkur tadqiqot o'qituvchilarning kasbiy rivojlanishi va zamonaviy ta'lim muammolarini hal etish uchun ko'nikmalarning integratsiyasiga asoslangan o'quv dasturlarini yaratish zarurligini ta'kidlaydi.

**Kalit so'zlar:** chet tilini o'qitish, til ko'nikmalarini rivojlantirish, integrallashgan ko'nikmalar yondashuvi, tinglab tushunish, og'zaki nutq, o'qish, yozish, kommunikativ kompetensiya, pedagogik strategiyalar, o'quvchining motivatsiyasi, o'qituvchilarni tayyorlash, o'quv dasturini loyihalash, ta'limdagi muammolar.

## **Introduction**

Language education plays a vital role in shaping communication, cultural exchange, and global integration. In the context of teaching a foreign language, the mastery of fundamental skills listening, speaking, reading, and writing forms the foundation for learners to achieve fluency and functional competence. Unlike first language acquisition, learning a foreign language in formal settings demands deliberate and structured teaching strategies, especially to ensure balanced development across all four skills.

Over the past few decades, the focus in foreign language education has shifted from grammar-based instruction to communicative and task-based approaches. However, many classrooms still struggle with implementing skill integration due to limited resources, lack of training, or rigid curricula. As modern education embraces digital tools and interactive techniques, understanding how to best develop these skills has become a pressing concern for educators, administrators, and curriculum designers.

This study aims to explore:

- How language skills are developed in classroom settings.
- Which teaching strategies and tools are most effective in improving learners' proficiency.
- What challenges teachers face in fostering skill development.
- How learners respond to different instructional approaches.

## **Methods**

### **1 Research design**

A qualitative research design was employed to gain in-depth insights into how skills are taught and developed in foreign language classrooms. The study focused on observing real classroom environments and collecting the perceptions and experiences of teachers actively engaged in language instruction.

### **2 Participants**

The participants included 10 foreign language teachers and 120 students (aged 14–18) from:

- Three public secondary schools
- Two private language centers

These institutions were selected for their diversity in teaching practices and student demographics.

### **3 Data collection instruments**

- Classroom observation checklists: Used to record teacher behavior, student engagement, instructional techniques, and integration of skills.
- Semi-structured interviews: Conducted with teachers to discuss their methods, materials, challenges, and views on skill development.
- Document analysis: Reviewed teaching materials, lesson plans, and assessment methods.

### **4 Data collection procedure**

The data collection was carried out over three months. Each classroom was observed during three different lessons, each focusing on one or more language skills. Teachers were interviewed after the observations to reflect on their strategies and student responses.

#### 5 Data analysis

Thematic analysis was used to identify recurring patterns and themes across the data sources. The information was categorized under key headings such as skill integration, instructional practices, learner engagement, and barriers to effective teaching.

### Results

#### 1 Integration of language skills

The analysis revealed that classrooms using an integrated-skill approach showed higher levels of student participation, comprehension, and practical language use. Lessons combining listening and speaking, such as discussions after audio exercises, or reading followed by writing summaries, encouraged learners to use language more naturally.

#### 2 Instructional strategies used

Teachers adopted various strategies to develop the four skills:

- Listening: Use of audio materials, music, podcasts, and video content. Some teachers incorporated note-taking exercises and comprehension questions.
- Speaking: Group discussions, debates, interviews, presentations, and role-plays were frequently used to promote verbal interaction.
- Reading: Teachers used both printed texts and online articles, often followed by critical thinking or comprehension tasks.
- Writing: Writing tasks ranged from short sentences and dialogues to essays, journal entries, and creative writing exercises.

#### 3 Role of technology

Digital tools were found to play a significant role in skill development:

- Language learning apps (e.g., Duolingo, Quizlet) were used for vocabulary and grammar practice.
- Multimedia tools (e.g., YouTube, TED Talks) helped enhance listening and speaking skills.
- Collaborative platforms (e.g., Google Docs, Padlet) supported peer feedback and writing.

#### 4 Challenges faced by teachers

Despite using diverse methods, teachers reported several challenges:

- Insufficient time to cover all skills equally within a single lesson.
- Limited access to technological resources in public schools.
- Large class sizes, making personalized instruction difficult.
- Lack of teacher training in integrated-skills methodology.

#### 5 Learner engagement and feedback

Students expressed a strong preference for interactive and communicative tasks, especially those involving speaking and listening. Many reported that

reading and writing were less enjoyable unless tied to real-life scenarios or creative tasks. The use of technology and group work significantly boosted their motivation and confidence.

### **Discussion**

The results confirm that successful foreign language teaching relies heavily on the balanced development of all four core skills. Traditional methods that isolate each skill often fail to prepare students for real-world communication, which demands simultaneous processing of multiple skills.

Integrated-skills instruction not only mirrors authentic language use but also fosters deeper learning. For example, listening to a dialogue and responding verbally enhances both comprehension and fluency. Reading a story and writing a continuation strengthens both literacy and creativity. These activities reinforce vocabulary, grammar, and functional use of language in context.

Pedagogical implications include:

- Teachers should design lessons that integrate skills naturally rather than focusing on them in isolation.
- Assessment should include tasks that require students to demonstrate multiple skills, such as presentations (speaking + writing), or reading and summarizing texts.
- Teacher training programs must address practical ways to implement skill integration, use technology, and engage learners actively.

Moreover, institutional support is essential. Schools must invest in resources and training, especially for underfunded institutions. Curriculum developers should revise syllabi to prioritize skills-based instruction aligned with modern communicative goals. Cultural and linguistic considerations also play a role in skill development. Teachers should select culturally relevant materials and adapt their strategies to meet learners' backgrounds and language needs.

### **Conclusion**

The development of language skills in foreign language teaching is a multifaceted process that requires careful planning, effective methods, and adaptability. The study reveals that integrated-skill instruction, supported by communicative techniques and technological tools, significantly enhances learners' language proficiency and motivation. Addressing challenges such as lack of resources and training is crucial for effective implementation.

To meet the evolving demands of global communication and intercultural competence, foreign language education must evolve towards dynamic, student-centered, and skills-oriented teaching. Future research should explore the long-term effects of skill integration and investigate similar practices across different languages and age groups.

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