

Method For Improving Teaching Methods Based On The Communicative Approach For Students Of Primary Education (On The Example Of The Subject Of Mother Language-Reading Literacy And Its Teaching Methodology)

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Abstract

This article discusses the methodology for improving teaching methods based on a communicative approach for students of primary education, as well as analyzes effective methods, interactive tasks, communication-oriented teaching technologies that serve to form communicative competencies in teaching the subject of native language-reading literacy, and the mechanisms of their practical application. Methodological proposals and recommendations are substantiated to develop students' oral and written speech, independent thinking, text analysis, and content reworking skills. Best practices in increasing the effectiveness of education based on a communicative approach, innovative strategies and teaching tools that can be used in the lesson process are based on a scientific and pedagogical point of view.

Keywords: Communicative approach, primary education, native language, reading literacy, interactive methods, communication competence, innovative technologies, pedagogical methodology, speech development, student activity.

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1. Introduction

The President of the Republic of Uzbekistan calls for the improvement of strategies for using knowledge in the field of pedagogy in the training of highly qualified personnel in the system of continuing education, who are creative and initiative, able to independently solve professional and life problems, and able to quickly adapt to new techniques and technologies [1].

Further improvement of the system of continuing education, increasing the opportunities for quality educational services, continuing the policy of training highly qualified personnel in accordance with the

modern needs of the labor market is being studied as one of the important and urgent tasks of today, improving the professional and social training of future specialists, training them to become high-quality competitive personnel, and establishing close cooperation with the world's leading scientific and practical institutions [2].

Today, the modernization of the process of teaching native language-reading literacy in the primary education system, its content and methodological improvement, is one of the most important pedagogical tasks of the education system. Globalization, a sharp increase in the flow of digital information, the need to form 21st century skills in students require the organization of the

educational process on the basis of new didactic approaches. In particular, in conditions where the development of the communicative competence of the student, his independent thinking, analysis of content, and the ability to express his opinion fluently have become one of the main priorities of education, traditional teaching methods are no longer able to meet modern requirements. Therefore, improving the training system for students of primary education, which includes modern methodological approaches, new pedagogical technologies, and innovative approaches, is recognized as an urgent scientific and methodological problem. In particular, mastering teaching technologies based on a communicative approach is a crucial factor in improving the professional competence of future teachers.

Communicative approach – is a strategy that simulates communication, aimed at the formation of psychological and linguistic readiness for communication, conscious understanding of the material and methods of action with it, as well as understanding the requirements for the effectiveness of the statement. The communicative method, combined with some traditional elements of teaching, assumes maximum immersion of students in the language process. The main goal of this technique is to form communicative competence of students. Mechanical reproduction exercises are minimized. The classes are dominated by exercises that develop not only memory, but also logic, analytical and figurative thinking, the ability to evaluate information, that is, they train the cognitive mental functions of the subject of study. Communicative tasks are aimed at using all the knowledge and skills of the student [3].

The communicative approach is the main methodological direction in the subject of native language-reading literacy, which serves to develop students' oral and written speech, form a culture of communication, and deepen their skills in working with text. This approach interprets teaching not only as a process of imparting knowledge, but also as a means of forming the student as an active participant, a person who can freely express his or her opinion and take the initiative in the communication process. The organization of the lesson process, oriented towards real communicative situations, exchange of ideas, debate, problem tasks, creative research, and cooperation, requires future primary school teachers to thoroughly master communicative methods, interactive tasks, and modern pedagogical technologies.

If we take the communicative process as the initial stage

of communication, when explaining a topic, the teacher first of all sets a communicative (information transfer) goal and requires students to take interactive actions (cooperative actions). In practical and seminar classes, and even in lecture classes, the teacher, in his turn, addresses students with various questions and evaluates them accordingly through this method. Most students show their activity in this regard. It is important to educate students in the ability to communicate correctly, fluently, and meaningfully and, on this basis, to cultivate their aesthetic taste, to achieve communicative literacy in developing the ability to think independently, and to develop student competence [4].

This article provides a scientific and practical in-depth analysis of the issue of improving methods based on the communicative approach in teaching the subject of native language-reading literacy to students of primary education, as well as studying existing methodological approaches, evaluating their effectiveness, and proposing new methodological aspects based on modern pedagogical requirements and educational standards. The scientific conclusions obtained are aimed at further improving the mechanism of application of the communicative approach in primary education and developing methodological recommendations that serve to increase the professional competence of future teachers.

2. Methods

The theoretical and methodological foundations of the communicative approach to teaching native language-reading literacy in primary education have been thoroughly studied by many local and foreign pedagogical scientists. At the same time, the modern educational paradigm requires the formation of the student as an active participant in the learning process, the development of his communicative, creative and critical thinking skills, which further increases the relevance of this topic.

L.S.Vygotsky's sociocultural theory of development defines the psychological foundations of communicative teaching by emphasizing that interaction within the speech environment reinforces the social nature of learners' thinking. His idea of the "zone of proximal development" also demonstrates that communication- and collaboration-based tasks accelerate the learner's cognitive processes. J.Bruner's constructivist pedagogy interprets the mediating role of language, inquiry, explanation, and meaning-making through

communication as the central mechanism that turns the learner into an active constructor of knowledge. D.Dewey's experience-based educational concept likewise supports the communicative approach with its idea that learners should be encouraged to study through active communication, questioning, and problem-solving situations.

The communicative competence model (linguistic, sociolinguistic, discourse and strategic competencies) developed by M.Canale and M.Swain in Western methodology emphasizes that not only grammatical knowledge is important in language learning, but also skills such as the ability to engage in meaningful communication, the appropriate choice of speech situations, and the free expression of thought. This model today forms the modern methodological basis of language education, including mother tongue science in primary education.

Uzbek scientists — K.Abdullaeva., N.Mahmudova., G.Shodmonkulova., M.Kurbanova., Sh.Abdullaeva., R.Safarova., Sh.Yahyoeva and others have conducted a number of scientific studies on teaching native language-reading literacy in primary grades. Their studies cover such issues as:

1) step-by-step organization of text analysis (K.Abdullaeva);

2) the importance of interactive methods in developing student speech

(N.Mahmudova);

3) development of reading speed, comprehension of content, logical thinking

(G.Shodmonkulova);

4) the use of creative tasks in lessons (M.Kurbanova).

In recent years, the number of domestic scientific studies on the formation of digital competencies, working with media texts, multimodal learning (text + image + sound + video), collaborative learning, communicative game technologies, and the creation of tasks based on real dialogue has been increasing. However, an analysis of the existing literature shows that most studies are mainly focused on illuminating theoretical foundations, and the methodology for forming communicative competencies of future primary school teachers, lesson design based on a communicative approach, the development of task

models, and mechanisms for ensuring active communicative participation of students in practical classes have not been sufficiently developed. Also, the experience of practicing teachers shows that the share of communicative tasks in reading literacy lessons is very low, and there are cases where the lessons are limited to reading text and answering questions. This indicates that the communicative approach is not being fully implemented. Therefore, it remains a pressing task to familiarize future teachers systematically with methodology based on the communicative approach and to develop comprehensive competencies that enable them to design communication-oriented lessons, create real communicative situations, and apply interactive methods effectively. This research is aimed precisely at filling that gap.

3. Results

During the research, a number of important scientific and practical results were achieved on improving the methodology for organizing native language-reading literacy lessons based on a communicative approach for primary school students. The results confirmed the effectiveness of the communicative approach in the teaching process and clearly demonstrated its importance in developing the professional competence of future teachers.

a) The level of initial preparation of students was determined. Based on diagnostic work, the initial knowledge and skills of students in the communicative approach were studied. The results were as follows:

b) most students have a general theoretical understanding of the essence, basic principles and methods of the communicative approach.

c) however, their competence in applying this approach in practical exercises, creating a communicative situation, forming a dialogic environment, and integrating interactive methods is not sufficiently developed.

d) it was found that the share of tasks focused on communication in lesson plans is small, and active methods such as dialogue, discussion, and exchange of ideas are not systematically used in the process of working on the text.

This situation showed the lack of special methodological guides for future teachers, the need to strengthen practical training in teaching a communicative approach.

1. A special lesson model was developed based on a communicative approach. In the process of research, a new communicative model was developed for reading literacy lessons. The model consisted of the following methodological components:

- a) introductory stage: creating real communicative situations, focusing students' attention on the topic, preparing them for active thinking and communication.
- b) main stage: increasing students' speech activity through question-and-answer, discussion, group and pair communication, comparison of opinions, and problem questions during text analysis.
- c) final stage: creative-analytical tasks - continuing the story, creating an alternative ending to the text, composing a speech on behalf of a character, role-playing, carrying out evaluation and reflection activities.

The created model significantly improved the quality of lesson plans created by students and strengthened their skills in creating lessons focused on communicative activities.

Effective conditions for implementing a communicative approach were identified. Based on analysis and experience, pedagogical conditions ensuring the effectiveness of a communicative approach were identified:

- a) ensuring the principle of student-centeredness in the lesson;
- b) gradually forming a system of tasks that stimulate communication;
- c) using didactic games based on group and pair activities;
- d) creating a speech situation through multimodal resources (pictures, audio, video, animation);
- e) organizing the processes of exchange of ideas, analysis, debate and reflection as a permanent element of the lesson.

These conditions strengthened the didactic foundation of the teaching process based on a communicative approach.

New methodological recommendations were developed. As a result of the research, the following methodological proposals were developed:

- a) designing lessons based on communicative

goals;

- b) organizing the process of working with the text through tasks aimed at active communication;
- c) creating activities that gradually form students' communication skills;
- d) combining interactive methods with the content of native language-reading literacy;
- e) using innovative pedagogical technologies that develop communicative competence.

4. Discussion

The results of this study have practically proven the effectiveness of the communicative approach in teaching native language-reading literacy to primary school students. The study showed that the communicative approach not only increases the students' speech and communication competence, but also serves to develop the level of professional training of future teachers.

The communicative approach helps to develop receptive and productive skills, including listening, speaking, reading, and writing. In addition, the communicative approach helps to develop critical thinking and problem-solving skills necessary for effective communication [5].

One of the main aspects identified in the study is the level of initial preparation of students. The results of the diagnostics showed that, despite the fact that students know the theoretical aspects of the communicative approach, their practical skills for its effective application in the teaching process are not sufficiently developed. This indicates the need for special methodological support for the systematic training of future teachers in communicative methods and the organization of lessons based on an interactive approach.

The results of the study confirmed the inextricable link with the constructivist approaches of such educators as Vygotsky, Bruner, and Dewey. For example, Vygotsky's idea of the "zone of proximal development" helped students to actively participate in the process of working in groups and pairs, asking and answering questions, and discussing problem situations in the lessons. Bruner's principles of discovery learning and Dewey's experiential learning were important tools in developing students' creative and analytical skills. At the same time, Canale and Swain's communicative competence model served as a convenient methodological basis for developing speech activity in practice.

As in other subjects, using information technologies in native language and reading lessons helps to improve the quality of education. Therefore, we can say that teaching in native language and other lessons based on the use of information technologies is a requirement of the time. The use of multimedia tools in native language and reading lessons has both scientific and educational significance in increasing the effectiveness of education.

The following principles are used in teaching the mother tongue and reading literacy:

1. The communicative approach to teaching, that is, the communicative function of language, is primary. In addition, integrative, activity-oriented, conscious, inventive, differentiated and critical approaches should be taken into account.

2. It is based on teaching both grammar and usage through practical language use, that is, reading text.

3. Within the framework of grammatical literacy, attention is paid to increasing the student's vocabulary, feeling and understanding the subtleties of meaning, differences and similarities of words, pronouncing and writing without errors, being able to connect words to form sentences and sentences to form texts, finding and correcting semantic and grammatical errors in compounds, logical errors in the text, correctly understanding the thoughts of others, expressing the same thought in different ways, performing a number of logical operations, such as restoring the continuation of an interrupted thought, correctly assessing the speech situation and using language capabilities accordingly [6].

The created communicative lesson model significantly activated the activity of students during the research process. The division of the model into introductory, main and final stages allowed students to increase their ability to communicate, strengthen their skills in understanding and analyzing the text, and enrich their speech through creative tasks. The study showed that organizing lessons on the basis of step-by-step communicative tasks stimulates students' self-assessment, cooperation and active participation in group work.

An important finding in the discussion process is that although students have theoretical knowledge of the communicative approach, they do not have sufficient skills to apply it in practice. Therefore, there is a need to strengthen methodological training, systematically introduce interactive and communicative elements in

lesson plans, and give assignments based on real situations. In particular, providing students with clear instructions on role-playing, dramatization, dialogue games, and creative tasks increases methodological efficiency. In addition, the study showed that it is necessary to create a set of supporting conditions for the effective implementation of the communicative approach. Multimodal resources (pictures, audio and video materials, graphics) significantly increase students' ability to understand the text and engage in communication. At the same time, group and pair work, discussion and debate activities in the lesson will be an important tool in developing students' communicative competence. The results of the study also show that students who study using the communicative approach not only strengthen their skills in lesson planning and the use of interactive methods, but also become ready to establish effective communication with students in the future, develop their speech and social activities. In this regard, the systematic integration of the communicative approach into methodological training in higher education is of great importance in increasing the professional competence of future teachers. In general, the results of the study proved that the communicative approach is an effective methodological tool in native language-reading literacy lessons for students of primary education, and its implementation in practice can significantly increase the speech, communication and creative competencies of students. At the same time, it was determined that it is necessary to develop special methodological recommendations for this approach and introduce them into the higher education process.

Reading literacy is the ability to perceive and apply in practice the forms of written language that are required by society and valued by the individual [7]. It is also the ability to understand and use the forms of written language that are valued by the individual, as well as to extract meaning from text in various forms.

5. Conclusion

The study focused on the importance of the communicative approach in teaching the subject of native language-reading literacy for students of primary education, its theoretical foundations and ways of methodological improvement. The application of the communicative approach to the process of higher education significantly increases the professional training of future teachers, prepares them to establish effective communication with students in the future, develop speech and creative skills. Therefore, the

systematic application of methodological training developed on the basis of the communicative approach in higher education institutions is of great importance for pedagogical practice. The application of the communicative approach to the process of training students of primary education significantly increases their professional competence, strengthens the readiness of future teachers to form students' speech, communication and creative skills. At the same time, this approach creates a scientific and methodological basis for teaching the subject of native language-reading literacy in higher education based on modern pedagogical requirements. The systematic introduction of methodological training based on a communicative approach is an important means of increasing the effectiveness of pedagogical practice and high-quality training of future teachers.

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