



**DEVELOPMENT OF COMMUNICATIVE SKILLS THROUGH
READING ENGLISH LITERATURE IN ACCORDANCE WITH THE
PRIORITIES OF THE NEW UZBEKISTAN DEVELOPMENT AND
ACTION STRATEGIES**

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Poyonova Madina Nasriddin kizi

Master's student in foreign language and literature: English language

email: poyonovamadina25@gmail.com

Dilnoza Nazarova Eraliyevna

*National pedagogical university of Uzbekistan named after Nizami
associate professor of the department of history, doctor of philosophy in
historical sciences (PhD)*

Abstract: *This study examines how reading English literature develops communicative skills within New Uzbekistan's development and action strategies (2022-2026 / 2017-2021). Analysis of studies from journals reveals that literature-based instruction significantly enhances communicative competence while aligning with national educational priorities. The research proposes integrated pedagogical approaches for implementing literature-based instruction in Uzbekistan's higher education system, directly supporting strategic goals of educational quality, human capital development, and international cooperation.*

Keywords: *communicative competence, literature-based instruction, English language teaching, New Uzbekistan Strategy.*

INTRODUCTION

The Development Strategy of the New Uzbekistan for 2022 — 2026 and the Strategy of Actions for the further development establish comprehensive educational priorities emphasizing “improving education quality and bringing pedagogical staff knowledge to international levels” while “developing human capital” through enhanced learning outcomes. Reading English literature serves as a multifaceted



pedagogical tool simultaneously developing linguistic proficiency, intercultural awareness, and communicative skills.

Contemporary research demonstrates literature-based instruction significantly outperforms traditional methods. The survey (2021) with Bangladeshi university students revealed literature significantly developed all language skills while enriching vocabulary and grammar. Savaşç's (2018) study found students in mixed form-content literature groups achieved 22% improvement in speaking fluency compared to 8% in traditional groups, with large effect sizes.

As Uzbekistan pursues becoming an “Enlightened Society” with strengthened international cooperation, developing students’ communicative abilities through literature becomes strategically imperative. This research systematically analyzes empirical evidence supporting literature-based pedagogy's effectiveness and its alignment with New Uzbekistan’s strategic framework. The study addresses the following questions:

1. How does this pedagogy align with New Uzbekistan’s Development Strategy priorities?
2. What pedagogical models prove most effective in enhancing communicative competence?

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Communicative competence encompasses integrated ability to use language effectively in diverse contexts, encompassing linguistic, sociolinguistic, discourse, and strategic dimensions. Literature-based instruction uses authentic literary texts as primary vehicles for language learning, grounded in three theoretical principles:

Input Hypothesis: Literature provides comprehensible input rich in vocabulary, grammatical structures, and discourse patterns. Studies demonstrate vocabulary acquisition is 30-40% faster through literature than textbooks.

Reader-Response Theory: Literature requires active meaning construction, promoting critical thinking transferable to communication. The researcher of one study (2021) documented that dialogic literary discussions significantly enhanced argumentative abilities and communicative skills.



Sociocultural Theory: Literary texts embed language within cultural contexts, facilitating intercultural communicative competence development. In 2023 the number of researchers found literature-based telecollaboration significantly enhanced behavioral (54%), affective (32%), and cognitive (14%) dimensions of ICC.

Speaking Skills: Savaşç's (2018) mixed-methods experimental study with form-focused, content-based, and mixed literature approaches found the mixed approach produced superior speaking outcomes, with significantly enhanced fluency, accuracy, and discourse management.

Reading Comprehension: Yang's (2024) experimental study with 60 Chinese university students teaching reading skills through literature demonstrated significant grade improvements. Experimental groups achieved: 11.7% excellent, 38.3% good, 36.7% average performance compared to control groups showing inverse patterns.

Integrated Skills: The survey in 2021 revealed 87% of Bangladeshi university students agreed literature significantly enriched vocabulary, while 76% reported improved grammatical competence.

METHODOLOGY

This study used a mixed research method that included policy analysis, data comparison, and thematic review. The main goal was to understand how teaching English through literature helps students develop communication skills and how this connects with the priorities of the Development Strategy of the New Uzbekistan for 2022 — 2026 and the Strategy of Actions for the further development. A combined qualitative and quantitative approach was used to make the study both detailed and reliable. The research included an analysis of Uzbekistan's education policies and a review of earlier studies about teaching English through literature. This combination helped to compare real teaching results with the goals of the national strategy.

Information for the study came from three main sources:



1. Government documents — such as The Development Strategy of the New Uzbekistan for 2022 — 2026 and the Strategy of Actions for the further development for 2017-2021 found on lex.uz.
2. Scientific articles — studies from 2018-2024 that discuss teaching English literature, improving communication skills, and modern teaching methods.
3. Comparative research data — results from international studies that showed how literature-based learning improves skills like speaking, reading, and vocabulary (for example, studies by Savaşç, 2018; Song, 2023; Yang, 2024).

Besides, the main goals from the Development Strategy, especially Goals 37-46, were studied to see how they relate to improving education and developing students' communication skills. Numbers and statistics from different studies were compared to see how much students improved in speaking, reading, and overall communication after learning through literature.

Policy analysis examined Uzbekistan's strategic documents (lex.uz sources) for alignment with research findings. Quantitative data were synthesized using meta-analytic principles comparing effect sizes. Qualitative findings were analyzed through thematic coding examining pedagogical effectiveness, implementation factors, and strategic alignment.

RESULTS AND DISCUSSION

When we analyze the alignment with New Uzbekistan Strategic Priorities, it must be emphasized that within the framework of the implementation of Goals 37-46 of **the Development Strategy of the New Uzbekistan for 2022 - 2026**, special attention is paid to the development of human capital, improving the quality of education, and creating opportunities for the professional and personal growth of citizens. These tasks are directly related to the development of students' communicative skills, critical thinking, and cultural competence, which are formed, in particular, through the study and analysis of works of English literature.

In accordance with the 37th Goal, aimed at providing opportunities for vocational training at the expense of the state and the formation of practical competencies in citizens, the use of English literature contributes to the development



of what are called “flexible skills” - the ability to reason, cooperate, express thoughts, and understand the interlocutor. These skills are considered today as an integral part of the professional training of a modern specialist. Goals 38-40, which provide for improving the quality of preschool education and implementing scientifically based approaches, create a foundation for early formation of language sensitivity and speech skills. Familiarizing children with adapted English texts and fairy tales in preschool institutions can be an effective tool for developing communicative abilities, which corresponds to the strategic tasks of forming the intellectual potential of the nation.

Further Goals 41-44 are aimed at improving the general education system: updating curricula, improving teachers’ qualifications, and integrating best international practices. These provisions are directly related to the idea of introducing English literary works into the educational process as a means of forming linguistic and intercultural competence. Through the analysis of literary texts, students master the skills of dialogue, argumentation, and teamwork, which fully reflects the tasks of modernizing education and developing human capital. The 45th goal, which provides for the phased provision of free meals for primary school students, reflects the state’s aspiration for social justice and equal learning conditions. In this context, equal access to humanities subjects, including literature and foreign languages, becomes an important aspect of forming a spiritually rich and socially active individual.

In turn, the 46th goal, aimed at increasing higher education coverage and improving its quality, involves training competitive personnel who possess modern communication skills and are capable of participating in international scientific and cultural processes. The study of English literature in universities contributes to the development of academic literacy, analytical thinking, and intercultural interaction, which fully corresponds to the strategic priorities of the state.

Thus, developing communication skills through reading English literature has not only pedagogical and cultural significance but also serves as a practical mechanism for implementing the key objectives of the New Uzbekistan



Development Strategy. Through literature, an individual capable of effectively communicating, critical thinking, perceiving cultural diversity, and contributing to the country's socio-economic and spiritual development is formed.

According to **the Action Strategy on Five Priority Areas of the Development of the Republic of Uzbekistan**, the fourth strategic direction — “Development of the social sphere” — emphasizes improving education, health care, employment, and social protection as key foundations of national progress. Within this framework, education and science (section 4.4) play a central role in developing human capital, ensuring high-quality and accessible education, and preparing competitive professionals. The goals of enhancing education quality, expanding preschool and higher education access, improving teacher qualifications, and deepening foreign language learning directly align with the development of communicative competence through English literature. Reading and discussing literary works in English fosters linguistic proficiency, cultural understanding, and critical thinking—skills that reflect the Strategy’s vision of preparing an intellectually active and socially responsible generation. Moreover, the focus on innovation, digital transformation, and international educational standards supports the implementation of literature-based pedagogies that integrate creativity, technology, and communication.

Thus, teaching English through literature not only strengthens students’ language abilities but also contributes to achieving the broader strategic goals of education modernization, human capital development envisioned by New Uzbekistan.

The effective implementation of literature-based instruction for developing communicative competence in accordance with the priorities of the New Uzbekistan Development Strategy requires a comprehensive, multi-level approach that integrates pedagogical innovation, institutional capacity-building, and national policy support. At the classroom level, Savaşç’s (2018) form-focused, content-based model provides an effective foundation by combining explicit attention to linguistic forms with meaning-centered literary discussions. This model includes stages such



as pre-reading activities focused on target grammar and vocabulary, guided reading for comprehension, form-focused exercises reinforcing language accuracy, and open discussions that encourage fluency and interpretation. Similarly, Song's (2023) task-based literature instruction emphasizes a progression from input-focused activities to comprehension and output-focused tasks, fostering motivation, deeper engagement, and communicative confidence among learners. For modern learners, Chaiyadet's (2020) technology-enhanced model demonstrates the value of integrating mobile learning tools—such as film adaptations, digital discussions, and interactive assignments, which not only increases accessibility to literature but also aligns with Uzbekistan's national emphasis on digital transformation and innovation in education.

At the policy level, Uzbekistan can strengthen communicative competence development by mandating literature components in national English curricula in alignment with the New Uzbekistan Strategy, focused on improving educational quality and teacher professionalism. Additionally, establishing teacher development programs that train educators in literature-based pedagogies is crucial to ensure consistent and effective implementation. The development of culturally appropriate annotated bibliographies of English literary works would further support localized learning, ensuring that students engage with texts that reflect universal human themes while resonating with national values. Assessment reforms should also shift from rote testing to communicative outcome measures, allowing students to demonstrate linguistic proficiency through interactive and interpretive performance.

At the institutional level, universities should launch pilot programs integrating literature-based language instruction, supported by expanded English-language literary collections and digital platforms that provide easy access to authentic texts. Partnerships with international institutions experienced in literature-based pedagogy can provide valuable training, curriculum resources, and opportunities for collaborative research. These steps collectively ensure that literature becomes not merely an academic subject, but a transformative pedagogical medium for building communicative, critical, and intercultural competencies—core



goals of Uzbekistan's educational modernization and human capital development priorities.

CONCLUSION

As Uzbekistan pursues becoming a developed society through The Development Strategy of the New Uzbekistan for 2022 — 2026 and the Strategy of Actions, literature-based English instruction offers a powerful tool cultivating communicative competence alongside critical thinking, cultural awareness, and humanistic values. The evidence base provides solid foundation for comprehensive implementation advancing multiple strategic goals simultaneously.

Thus, fostering communicative competence through the study of English literature holds both educational and cultural value and functions as an effective tool for realizing the main goals of the New Uzbekistan Development Strategy. Literature helps shape individuals who can communicate confidently, think analytically, appreciate cultural diversity, and actively participate in the nation's social, economic, and spiritual advancement. Similarly, the fourth direction of the Action Strategy and Section 4.4 on education and science fully support the integration of English literature into language teaching as a powerful means of developing communicative skills, human capital, and cultural competence, which are key to achieving the educational and social goals of New Uzbekistan.

In conclusion, reading English literature represents not merely an optional pedagogical enhancement but a strategic imperative for Uzbekistan's educational transformation. The robust international evidence base, clear alignment with national priorities, and proven pedagogical models provide a solid foundation for comprehensive implementation supporting New Uzbekistan's development trajectory.

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