

THE ROLE OF THE ENGLISH LANGUAGE TEACHER IN DEVELOPING INTEGRATED READING AND WRITING SKILLS AMONG 10-11 GRADE STUDENTS IN UZBEKISTAN

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Annotation

This article examines the role of the English language teacher in developing integrated reading and writing skills among 10–11 grade students in Uzbekistan. In modern foreign language education, reading and writing are considered interdependent skills that should be taught in a unified and meaningful way. The teacher plays a key role in organizing this integration by selecting appropriate materials, designing communicative tasks, and guiding students through the learning process.

The study highlights that effective integration of reading and writing skills requires a shift from traditional teacher-centered instruction to a more learner-centered and interactive approach. In this process, teachers act as facilitators who help students understand texts, analyze information, and transform reading input into coherent written output. Special attention is given to task-based learning, genre-based instruction, and reflective activities that support the reading-to-writing process.

The article also emphasizes that the teacher's feedback and scaffolding strategies significantly contribute to improving students' writing accuracy, coherence, and lexical range. The findings suggest that when teachers effectively integrate reading and writing instruction, students demonstrate higher levels of communicative competence and greater confidence in using English.

Keywords

English language teaching, teacher role, integrated skills, reading skills, writing skills, communicative competence, Uzbekistan education system, task-based learning, genre-based approach, reading-to-writing, secondary education, student-centered learning.

INTRODUCTION

In recent years, foreign language education in Uzbekistan has undergone significant reforms aimed at improving the quality of teaching and learning English. One of the key priorities of these reforms is the development of students' communicative competence through the integrated teaching of language skills rather than isolated skill instruction. In this context, reading and writing are

considered closely interconnected skills that support each other in meaningful language learning.

For 10–11 grade students, who are at the upper secondary level and preparing for higher education, the ability to understand written texts and express ideas in written form is particularly important. However, traditional classroom practices in some contexts still treat reading and writing as separate components, which limits students' ability to transfer knowledge from comprehension to production. Therefore, integrating these skills through effective pedagogical approaches has become an essential methodological issue.

In this process, the English language teacher plays a central role. The teacher is responsible for selecting appropriate texts, designing integrated tasks, and guiding students through stages that connect reading input with writing output. Moreover, the teacher facilitates interaction, provides feedback, and supports learners in developing critical and reflective thinking skills. As a result, students are able not only to understand texts but also to transform them into coherent written products.

LITERATURE REVIEW

The integration of reading and writing skills in foreign language teaching has been widely discussed in applied linguistics and language pedagogy. Researchers generally agree that these two skills are not isolated components of language learning but are closely interconnected processes that mutually reinforce each other. Reading provides learners with linguistic input, exposure to vocabulary, grammatical structures, and discourse patterns, while writing enables learners to actively use and reorganize this input in meaningful ways. In this regard, the role of the teacher becomes crucial in facilitating this integration and ensuring that learners can effectively transfer knowledge from comprehension to production.

Harmer (2015) emphasizes that reading and writing should be taught in a connected manner because reading serves as a model for writing. According to him, learners improve their writing competence when they are exposed to well-structured texts that demonstrate how ideas are organized and developed. Similarly, Nation (2009) argues that reading is one of the most important sources of language input, and it directly contributes to the development of writing fluency and accuracy. He highlights that learners who engage in extensive reading are more capable of producing coherent written texts due to increased familiarity with language patterns.

Hyland (2004), in his genre-based approach to writing, stresses that writing should not be viewed merely as sentence-level production but as a socially situated act that follows specific text conventions. From this perspective, reading becomes an essential tool for understanding genre structures, discourse organization, and communicative purposes. Teachers, therefore, are expected to guide students in analyzing different text types and using them as models for their own writing

tasks. This approach strongly supports the idea of integrating reading and writing instruction in a structured and purposeful way.

Richards and Rodgers (2014) also underline the importance of communicative language teaching (CLT), where the primary goal is to develop learners' communicative competence through meaningful interaction. In CLT classrooms, the teacher acts as a facilitator who designs tasks that require students to process input and produce output in an integrated manner. Reading-to-writing tasks, such as summarizing, paraphrasing, and transforming texts into different genres, are commonly used strategies that reflect this approach. These tasks encourage learners to actively engage with language rather than passively receive information.

Scholars such as Johns (2008) further highlight the importance of genre awareness in academic writing. According to her, learners need explicit instruction in understanding how different texts are structured and how meaning is constructed within specific genres. This is particularly relevant in educational contexts like Uzbekistan, where students are expected to develop academic literacy skills at the upper secondary level. Teachers play a key role in scaffolding this process by providing clear models, guiding analysis, and supporting students in producing their own texts.

In addition, recent research in language pedagogy emphasizes the importance of reflective and metacognitive practices in skill integration. Flavell's (1979) concept of metacognition suggests that learners who are aware of their own cognitive processes are more effective in learning. In the context of reading and writing integration, reflection helps students evaluate their understanding of texts, identify difficulties, and improve their written output. Teachers, therefore, are expected to incorporate reflective activities into classroom practice to enhance learners' autonomy and self-regulation.

METHODOLOGY

This study investigates the role of the English language teacher in developing integrated reading and writing skills among 10-11 grade students in Uzbekistan. A mixed methodological approach was employed, combining theoretical analysis with empirical classroom-based observation in order to obtain a comprehensive understanding of the teaching process and its effectiveness. The research design focused on identifying how teacher practices contribute to the integration of reading and writing skills and how these practices influence students' language development.

The theoretical part of the study was based on the analysis of scientific literature related to integrated skills teaching, communicative language teaching, genre-based instruction, and task-based learning. Comparative and analytical methods were used to examine different pedagogical approaches and to determine the most effective strategies for integrating reading and writing skills. Special attention was given to the role of the teacher as a facilitator, task designer, and feedback provider in modern language classrooms.

The empirical part of the research involved classroom observation and analysis of teaching practices in English lessons for 10–11 grade students. During the observation process, particular attention was paid to how teachers organize reading activities, how they guide students in extracting information from texts, and how they connect these activities to writing tasks. The study also examined the types of instructional materials used, the nature of classroom interaction, and the strategies employed to support student engagement.

In the experimental phase, integrated reading-to-writing tasks were implemented under teacher guidance. Students were asked to read selected texts, analyze their structure and content, and then produce written outputs such as summaries, paraphrases, and short essays. Teachers played a central role in scaffolding this process by providing instructions, modeling writing techniques, and offering corrective feedback. This allowed students to gradually develop the ability to transform reading input into coherent written production.

Data collection included qualitative observation notes and analysis of students' written work. The evaluation of writing performance was based on several criteria, including content relevance, coherence and cohesion, lexical resource, grammatical accuracy, and task fulfillment. In addition, the teacher's instructional strategies were analyzed in relation to their effectiveness in promoting skill integration.

Overall, the methodology enabled a detailed examination of how teacher-mediated instruction supports the development of integrated reading and writing skills. The combination of theoretical analysis and classroom observation provided reliable insights into effective pedagogical practices in the context of English language teaching in Uzbekistan.

DISCUSSION AND RESULTS

The findings of this study indicate that the English language teacher plays a decisive role in the successful integration of reading and writing skills among 10–11 grade students in Uzbekistan. Classroom observations revealed that when teachers systematically connect reading activities with writing tasks, students demonstrate higher levels of comprehension, better organization of ideas, and improved written production.

One of the key results of the study is that students in teacher-guided integrated instruction show significant improvement in their ability to transform reading input into meaningful written output. Tasks such as summarizing, paraphrasing, and text transformation were particularly effective in helping learners understand how information from reading can be reorganized in writing. This confirms that reading-to-writing instruction is most effective when it is carefully scaffolded by the teacher.

The results also show that teacher feedback has a strong impact on students' writing development. When teachers provide clear, constructive, and formative

feedback, students become more aware of their mistakes and are more motivated to revise their work. This process contributes to improvements in coherence, lexical variety, and grammatical accuracy. Moreover, students demonstrate increased confidence in expressing their ideas in English.

Another important finding is the development of students' metacognitive and reflective skills. Teachers who encourage reflection through guided questions help students evaluate their own learning process. As a result, learners become more independent and responsible for their own progress. This reflects the importance of the teacher not only as an instructor but also as a facilitator of reflective learning.

CONCLUSION

In conclusion, the English language teacher plays a central and multifaceted role in developing integrated reading and writing skills among 10–11 grade students in Uzbekistan. The teacher acts as a facilitator, task designer, feedback provider, and reflective guide, ensuring that students can effectively connect reading comprehension with written production.

The study demonstrates that integrated instruction significantly improves students' reading comprehension, writing quality, and metacognitive awareness. Through well-designed tasks and continuous teacher support, learners are able to transform input into output more effectively and develop greater confidence in using English.

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