



# CENTRAL ASIAN JOURNAL OF THEORETICAL AND APPLIED SCIENCES

Volume: 02 Issue: 12 | Dec 2021 ISSN: 2660-5317

## Integration of Reading and Writing in Teaching English

**Matluba Anarjanovna Nazaralieva**

Fergana Polytechnic Institute Department of Teaching Languages, Teacher

*Received 24<sup>th</sup> Oct 2021, Accepted 29<sup>th</sup> Nov 2021, Online 16<sup>th</sup> Dec 2021*

**Annotation:** *This article is about how Reading and Writing are the most significant processes of our life. Reading and Writing their strategies are used in the class in order to make lesson easier and enhance reading and writing comprehension and vocabulary knowledge. You have to take into consideration your students' ability and their age in choosing reading strategies and activities.*

**Keywords:** *young learners, adult learners, significant process, to contain, to assign, target language, to verify vocabulary, to comprehend, to be more crucial in reading comprehension, adequate.*

### INTRODUCTION

Of course, it usually requires the separation of language sections, which are divided into separate reading, writing, literature, and communication courses. Adding these four areas to each course is the first step towards integration, as listening, speaking, and reading activities in the classroom determine their effectiveness. It is not enough to provide separate activities for diversity; The only compatible element of such activities is that they all take place in the same room. Instead, the integration of activity (and integration is the key word here) reinforces the natural interdependence of these languages. [1] The unifying goal that forms the basis of all activities separates integration from one another. In an integrated classroom, all activities — listening, speaking, reading, writing, or any combination of these — help to achieve the goal effectively. One option for organizing curricula, such as goals for a holistic approach, is a thematic-based course.[2]

### THEORY AND RESEARCH

The above definition examines what is meant by the theoretical and research foundations of what is understood through the combined approach of listening, speaking, reading and writing activities in the classroom. Now, on the topic of "What is Integration?" The question is "Why unite?" will change to

In general, the discussion for the integration approach in the English classroom focuses on how children learn the language. Much of the research on language development involves language skills in children. verbal expressions explain the types of grammar that is now evolving, almost from adult grammar to full-fledged proficiency[3.4]. They again generalize language development to the general field of Piagetian knowledge development. However, the Cairns do not base their argument on the theory of spoken language.

Bradford Arthur explains the teacher-oriented principles of Natural Language Learning in his book Teaching English to English Speakers; By this he also implies "learning natural languages" and saying

"natural" rather than artificial or mechanical methods of learning natural language. [5.7] Arthur says that language learning is natural for all children, so teaching methods should develop a tendency for each student to learn a natural language. He describes the process of learning several aspects of language as a step-by-step, developmental process. In the case of natural language learning, the child covers many areas of language at the same time. Therefore, no one should teach by highlighting individual parts. [6]

## PROCESS

Although articles or books on integration explore interrelated processes in elementary school, James Moffit elaborates on this theory in his 13th grade textbook for teachers. Moffet discusses errors and omissions in classroom management skills and provides a theoretically integrated textbook through thirteenth grade. Based on a student-centered classroom design, Moffet focuses on engaging in a variety of listening, speaking, reading, and writing exercises. She describes a wide range of activities, explains how to use them in class, and gives examples.[8] In other words, he skillfully solves the idea of the curriculum, but in the course, he ignores the learning skills that combine these ideas.

## GOALS AND OBJECTIVES

In the Teacher's Guide book, Stephen and Susan Judy recommend the important things that go into instruction to help you plan your voice courses. The following list of primary goals and objectives should help to formulate courses that are harmonious in terms of structure, materials, and student engagement[9].

Also, all of the combined activities help the student develop their language skills.

Second, courses and topics should be based on a variety of issues, such as family, men and women, old age, human dignity, cities, and heroism. In addition, the specificity of the thematic framework is that it ensures that a real harmonization takes place. Without a common goal, the various activities of listening, speaking, reading, and writing will not lead to anything[10]. Also, a variety of competitions and exercises will increase the student's knowledge.

Third, the diversity of textbooks and materials is an important part of an English lesson. Diversity should not be a mistake because it is a means to an end. It is important to provide students with more resources and experiences to demonstrate the potential of the topic[11]. In addition, many materials will better introduce the reader to the topic. As a result, student identification increases personal interest, which increases interest, and engages them in the lesson.

Fourth, writing theory should be developed as an integral part of the course as a structural process. Emphasis should be placed on planning, drafting, reviewing, editing, and publishing. Traditionally, writing skills have been isolated as an extracurricular activity. Writing skills also interact with other language skills.

For example, the whole class or small group will turn to listening and speaking to help develop writing. In the draft, students work alone, but with a special passion when they do the same task as a group. The review, editing, and publishing stages directly integrate language processes. During the final stages of writing, they read the pages of themselves and their friends, explain them orally and in writing, and prepare their writing for their peers as potential reading material. Therefore, writing skills should not be overlooked. [12]

Once students have finished reading, they participate in a "written conversation". In this second event, students write answers from their own reactions, based on more analytical concepts, characters, "Everyman" heroism, and a variety of responses, such as antiquity and the game's adaptability to the modern world, rather than the presentation style. informal classroom notes emphasize emphasis on

reaction rather than noisy speech. When students are armed with personal notes, they briefly discuss the short but powerful answers. [13]

In addition to the teachers' responses to the feedback from both students - through written and oral discussion of the two activities, each student should be prepared for the post-participation and third activity[14]. This activity involves dividing the "everyman" into small groups to implement a game that can be performed by their peers in the school auditorium. Each group decides on a voice recorder to prepare the current version of Everyman for their thoughts and decisions. When the groups are finished, quickly present the group's ideas from each representative to the whole class.

The first session is dedicated to students silently reading the first five parts of "Ancient Mariner's Rome." For this activity to be successful, students must stop reading after completing the fifth lesson participate in an informal discussion in which their attitude towards the Mariner and his actions must be in the same sense as the narrator's plot. [2]

In the second session, students participate in creating their own versions of how Mariner's story ended. Students should not hold rhythm and rhyme, but they should keep the ideas the same as Mariner's point of view. If students compose open-ended questions about Mariner's repentance, final, and heroic qualities, along with questions about the role of spirits and the fate of the crew, they will remove obstacles to the writing process. Students mark their conclusions as "good" or "not good" and the teacher reads them to the whole class.

The third activity closes the unit. Students read the poetic passages and then respond to what they have written, and the object is to reflect on the relationship between themselves and Coleridge's relationship. At the end of the discussion, the similarities and differences in each completion will be explored, and how and why Mariner's life is portrayed differently will be discussed.

The main goal of the comic is to convey emotional, reflective and creative emotions to the superhero in the comic. In the first lesson, students read the booklets of their choice. After about thirty minutes, the students who are reading stop to read the textbook to think in the form of literature with their protagonists. The content and structure of this species are then discussed in class. [4] For example, content can engage in imagination, action, illustration, anti-superhero, anti-evil, anti-evil, and right and wrong behaviors. Descriptions of the structure can be short sentences, simple language, a fast transition period, and a general formula for general heroism, conflict, structure, conclusion, and precision. After the general discussion, students should think about the superhero they created and wanted to write about.

Second, students try to develop a unique superhero, write in a comic form, and work together and effectively in a small group. In groups of five, the work is divided according to the following positions: Editor-in-Chief, Script Advisor, Author, Artist, and Cover. While each group member develops the comic book as a whole, everyone responds at a separate stage.

After the groups have finished their comics, the whole class gathers again to express their attitude to the creation of literature and to participate in the work of other peer writers.

## CONCLUSION

The activities of the main department shown here provide work that is, students treat them well.

Students are involved in the diversity of their daily activities; constant research on the subject of the course maintains a high level of interest and enthusiasm; attention to the fact that the processes of listening, speaking, reading, and writing are closely intertwined is entirely intended for language. The protagonist sections in this course can only serve as an example of an integrated approach to teaching English. In fact, an integrated approach is a methodology that assimilates the results of a recent study on

the interdependence of language learning. The success of the methodology depends on the teacher's integration of activities aimed at the purpose of the lesson and the long-term development of the language.

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