



**The reading - writing connections: Helping students become better
communicators**

Toirova Umida Sobirovna

*Teacher of English linguistics department of
Bukhara state university*

Nematova Sabina

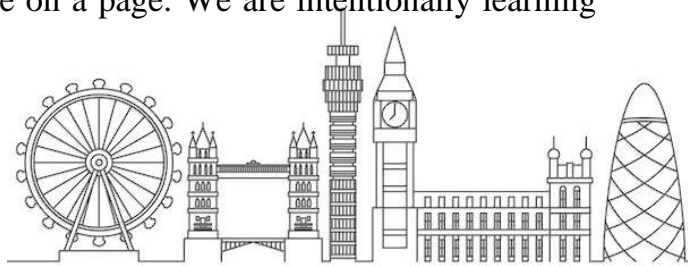
*Student of 11.1INGK-24 group of
Foreign Language faculty of BSU*

Abstract: *Reading and writing are usually challenging as separate skills in the community, but they are deeply connected to each other in every field. Strong readers tend to be strong writers, and both skills play an important role in helping students become effective communicators. When students start analyzing texts, they not only absorb information but at the same time they will learn how language works, how the ideas are well-structured, and how to express everything clearly by themselves. In today's world, where social skills like communication is important than ever, integrating reading and writing skills in the classroom may help students develop their abilities to articulate ideas clearly, learn information and think critically. This article explores the strong connection between reading and writing and how it can be beneficial to students in order to become better communicators.*

Key words: *reading, writing, help, skill, communicator, writers, texts, students, book, know, everything, read, write, see, important, classroom, develop, engage, learn, people, engaged, arguments, critically, thinking, effectively, vocabulary, knowledge, thoughts.*

Introduction

Think about it: every word you know, every little collection of letters you piece together to enhance your vocabulary, you know from reading. From point of my view, you don't know from directly reading it yourself, but someone might have told you, and they would have read it- in a book, on a sign, in a newspaper, on a screen, on a banner, to name just a few. We view words everywhere we go. It is an inescapable part of our society. Whether you like to read or not, you are always bound to have to place a bunch of letters together and depict their meaning, even if you are just following directions in a car. The word of reading is not just about book, you may read everything you is, it is subconscious process that happens naturally on person's brain or in their nature. If you read the same type of work, or only texts written by one author, your writing skills will naturally be not as varied as someone who reads more widely. However, signposts directing you from Coventry to London might not exactly have a huge impact on your writing skills. For many, it is the act of opening a novel and digesting a story that helps further their ability to communicate a narrative on a page. We are intentionally learning





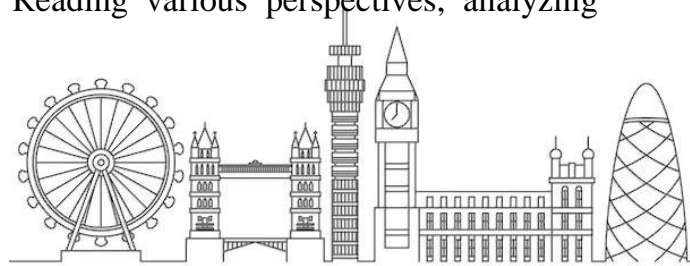
MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

as we are reading. We may be learning how character arcs develop, how to implement humour into dialogue, when to introduce villains, how to structure narratives so the climax neither comes too early nor too late, why it is important to breathe life into characters in order to produce empathy, and so on. We take tips from our favourite novels, and we reproduce their writing habits by intermingling them with our own styles. It may be an unconscious result of reading (not everyone reads to learn – in fact, most people prefer to read for pleasure over academia), but it is still an ever-present consequence. How reading enhances writing skills: reading is one of the most popular and effective way to improve writing skills. When students engage wit well-written texts, they soak up patterns of language, organization and expressions that can shape their own way of writing.

Main body

Expanding vocabulary and language skills: the more students read, the more words they explore for themselves. Exposure to a rich vocabulary contributes them to use wide range of vocabulary in their writings. Moreover, they start learning the meaning of the word, sentence structures, and stylistic choices that develop their ability to write in academically. For instance, a student who engaged to read historical novels or books might pick up new ways to describe events, while a student who tends to read persuasive essays will learn crafting ways or techniques for creating strong arguments. Multilingual learners come to our classrooms with a rich array of vocabulary across languages (Martinez, 2018). It is vital to see this knowledge through an asset-based lens; word knowledge in a student's home language is rich word knowledge that can support reading development in English. As multilingual readers learn new words in English, they are also building word connections among languages they know. Additionally, research shows multilingual learners' home language vocabularies positively impact students' ability to use vocabulary in more sophisticated ways – like interpreting metaphors or making connections between words that represent complex ideas (Genesee et. al, 2012).

Understanding sentence structure and grammar: through reading students can see examples of how sentences are structured, how punctuation is used, and how different styles of writing function. These ideas helps them naturally develop an understanding of grammar and syntax, and also it helps them to avoid from errors in the writing. In order to understand this sentence in its fullest sense, a reader must have a strong grasp of English grammar. They need to identify that the first part of the sentence carries the main message and make sense of this initial clause. In the example above, the first clause is complicated because it includes a heavy noun phrase – dwelling on the recollections of childhood. For a reader to understand what is meant here, they must recognise the head noun in that clause - dwelling - and understand that childhood describes the noun recollections. What we need learners to recognise is that the writer is telling the reader that Frankenstein feels satisfaction when he thinks about his childhood over a long period of time. Developing critical thinking skills: Reading various perspectives, analyzing





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

personal motivations, and evaluating opinions in texts all help to stronger critical thinking. When students start reading critically, they begin to realize how authors construct their ideas, which, in turn, helps them to evaluate their own arguments and perspectives in writing skills.

How writing strengthens reading skills: Just a reading develops writing, writing also enhances reading comprehension and engagement. When students write about what they read or think, they are likely to be engaged more deeply with the material, improving both their understanding and their ability to analyze texts.

Reinforcing comprehension: writing about a book, article, or a story forces students to process the information more comprehensively. The Active Reading Through Writing strategy encourages students to engage with texts through writing before, during, and after reading to enhance comprehension and critical thinking skills while activating prior knowledge. In addition, this strategy develops students' analytical abilities, reflection skills, and deeper understanding of the material. The strategy prepares students for reading by activating background knowledge. Students process new information during or after reading to support synthesis and connections between texts.

Building Confidence in expression: regularly writing helps students become much more comfortable while articulating their thoughts and opinions. The more they practice, the more confident they gain from it. Active reading is the act of reading to understand and evaluate a text. It's often described as "reading with a purpose." This helps pupils, children, and people of all ages to broaden their understanding of a text or knowledge of a subject. You can reread something over and over again, but it isn't the most effective way to digest the material. Children can improve this by using one or more active reading strategies. For pupils in primary education, active reading can involve reading a book with a child rather than reading a book to a child. Set evaluation activities or encourage classroom discussions about a text after you have read it to help learners better understand the text.

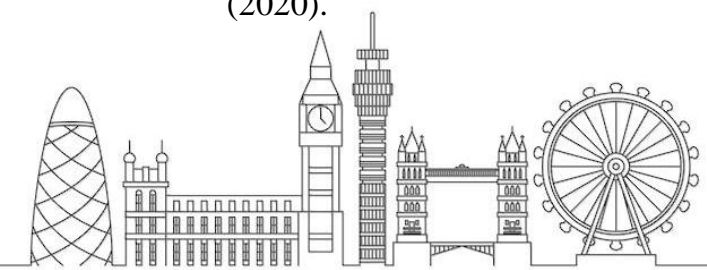
Conclusion: A student's reading and writing prowess is vital towards the development of strong communication skills. A student who reads a lot and writes on a regular basis tends to express themselves more eloquently, arrange their thoughts systematically, and analyze things more deeply. Through combining both reading and writing in communication, teachers can assist learners in developing essential skills necessary to excel in education, professional endeavors, and everyday interactions. Motivating learners or readers to read for content and provide an opinion in the form of a reflection improves scholastic achievement and makes students more articulate and confident communicators in all walks of life.





References:

1. <https://theboar.org/2019/02/reading-improve-writing-skills/-and-word-knowledge>
3. <https://bedrocklearning.org/literacy-blogs/how-are-grammar-and-reading-comprehension-connected/>
4. <https://teachbritannica.com/instructional-strategy/active-reading-through-writing/>
5. <https://www2.https://wida.wisc.edu/resources/resource-snapshot/expanding-and-strengthening-vocabulary.edsurge.com/news/2022-03-02-why-writing-should-be-at-the-center-of-literacy-instruction>
6. <https://www.worldliteracyfoundation.org/why-literacy-matters/>
7. Toirova U. S. Semantic determination of the noun //ISJ Theoretical & Applied Science, 11 (79). – 2019. – С. 139-143.
8. Toirova Umida Sobirovna. (2023). SHER ZOOSEMISM IN UZBEK WORKS. Web of Teachers: Inderscience Research, 1(8), 168–176. Retrieved from <https://webofjournals.com/index.php/1/article/view/345>
9. Toirova, U. (2022). Analysing of Cat Zoosemy in the Uzbek and English Works. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 14(14). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/6804
- 11 Lewis C. S. The Lion, the Witch and the Wardrobe. – New York: Macmillan, 2017. – P.34.
- 20 European science international conference: MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS talqini.
10. Toirova, U. (2021). Maqollarda Zoosemizmlarning ingliz va o'zbek tillaridagi ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 1(1). https://journal.buxdu.uz/index.php/journals_buxdu/article/view/1953
11. Toirova Umida Sobirovna. (2023). THE DESCRIPTION OF LION ZOOSEMY IN UZBEK'S NOVELS. American Journal of Research in Humanities and Social Sciences, 11, 36–12. Retrieved from <https://americanjournal.org/index.php/ajrhss/article/view/580>
13. Umida Toirova, S. Ahmadning Qorako'z Majnun va P. Turnering Nachiko hikoyalarida it zoosemasida sadoqat timsoli, ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz): Том 19 № 19 (2022): Статьи и тезисы (buxdu. uz)
14. Toirova U. Said Ahmadning "Qoplon" va Roald Dahl ning "Beware of the Dog" hikoyalarida It zoosemasi berilishi //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 8. – №. 8.
15. Toirova, Umida. "The interpretation of zoosemy through the symbol of Monkey in the stories of N. Eshonqul "Maymun yetaklagan odam (The Man Leading the Monkey) and WW Jacob "The Monkey"s Paw" Toirova Umida Sobirovna A teacher of English literature department Bukhara." ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz) 1.1 (2020).





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS

16. Sobirovna T. U. O'zbek Asarlarida Sher Zoosemizmi //Diversity
Research: Journal of Analysis and Trends. – 2023. – T. 1. – №. 9. – C. 50-57.

17. Sobirovna T. U. IT VA MUSHUK ZOOSEMIZMI O'ZBEK ASARLARI
TALQINIDA //Miasto Przyszłości. – 2023. – T. 42. – C. 13-22.

18. Toirova, U. (2023). MUSHUK ZOOSEMIZMINING O'ZBEK
ASARLARIDAGI BADI'Y QO'LLANILISH USULLARI. ЦЕНТР НАУЧНЫХ
ПУБЛИКАЦИЙ (buxdu. uz), 42(42).

19. Toirova, U. (2023). INGLIZ ROMANLARIDA BO'RI ZOOSEMASINING
BERILISH USULLARI. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 42(42).

20. Toirova, U. (2023). NORMUROD NORQOBILOVNING" DASHTU
DALALARDA" ASARIDA BO'RI ZOOSEMASI. ЦЕНТР НАУЧНЫХ
ПУБЛИКАЦИЙ (buxdu. uz), 37(37). 21. Toirova, U. (2023). INGLIZ
ROMANLARIDA IT ZOOSEMASINING TURLI XIL TALQINI. ЦЕНТР НАУЧНЫХ
ПУБЛИКАЦИЙ (buxdu. uz), 34(34).

