

REFLECTIVE ACTIVITY IN INTEGRATIVE DEVELOPMENT OF READING AND WRITING SKILLS IN ENGLISH

**Nazarova Shoirakhon Abdumomin kizi, PhD researcher,
Uzbekistan National Pedagogical University**

Abstract: This article highlights the importance of reflective activity in the integrative development of reading and writing skills among 10–11 grade students. Reflection is considered an important didactic tool that enables learners to analyze their learning process, evaluate their performance, and plan further learning stages. The article also examines the role of reflective tasks in the reading-to-writing process and their impact on developing communicative competence.

Keywords: reflection, integrative learning, reading skills, writing skills, communicative competence, reading-to-writing, metacognition, English language teaching.

INTRODUCTION

In modern foreign language teaching, the development of students' independent thinking and their ability to understand and manage their own learning process is of great importance. In this regard, reflective activity is considered an integral part of the educational process. Reflection allows students to analyze their reading process, evaluate their achievements, and consciously plan their further learning activities.

In the process of integrative development of reading and writing skills in English, a reflective approach plays a significant role. While reading a text, learners not only understand its content but also process, interpret, and express it in written form. This improves the effectiveness of the reading-to-writing process. From this perspective, studying the role and didactic potential of reflective activity in the integrative development of reading and writing skills of 10–11 grade students is one of the most relevant methodological issues.

LITERATURE REVIEW

The issue of reflective activity in foreign language teaching methodology has been widely studied by many researchers, and it is considered an important factor in developing learners' metacognitive skills and independent learning abilities. Dewey (1933) defines reflection as a “process of learning from experience,” emphasizing the importance of conscious analytical thinking in education. Schön (1983) describes reflection as “thinking in and on action,” explaining its significance in both professional and educational contexts.

In the context of foreign language teaching, Flavell (1979) introduced the theory of metacognition, showing that learners' ability to monitor and evaluate their thinking process improves language learning outcomes. According to this approach, reflection enables learners to choose appropriate reading strategies, plan writing tasks, and work consciously on their mistakes.

Modern methodological literature (Richards & Rodgers, 2014; Harmer, 2015) emphasizes the necessity of integrating reading and writing skills in language teaching. According to these authors, reading serves as a key resource for writing, and learners develop their language competence by creating new written products based on what they read. In this process, reflection helps students justify their choices and improve the quality of their writing.

Similarly, Hyland (2004) and Nation (2009) state that teaching writing in integration with reading is highly effective. They argue that learners not only understand texts but also gain deeper knowledge by analyzing and recreating them. Johns (2008) also emphasizes that reflective and genre-based approaches enhance learners' understanding of text structure.

METHODOLOGY

This study employed a combination of theoretical, empirical, and practical methods to examine the role and effectiveness of reflective activity in the integrative development of reading and writing skills among 10–11 grade students. The theoretical basis of the research included foreign language teaching methodology, metacognitive theory, and scientific literature on integrating reading and writing skills. In addition, methods of analysis, comparison, generalization, and systematization of scientific sources were used to clarify the didactic essence of reflective activity and its role in the learning process.

In the practical phase of the study, pedagogical observation, experimental teaching, and diagnostic analysis methods were applied. During this stage, a system of tasks aimed at the integrative development of reading and writing skills was implemented with 10–11 grade students. Learners were given tasks that required reading texts, analyzing their content, identifying key ideas, and expressing the information in written form. This process contributed to the development of reading-to-writing skills.

In addition, a system of reflective questions was used after each task to develop reflective activity. These questions were designed to help students understand, analyze, and evaluate their own learning process. For example, questions such as “What did I understand from the text?”, “What difficulties did I face?”, and “How can I improve my writing?” were used to develop learners' metacognitive thinking skills.

In the practical phase of the study, students' activities were organized in a step-by-step manner to ensure a systematic development of integrated reading and writing skills. In the first stage, students focused on reading and comprehension of the text, aiming to understand its general meaning and key ideas. In the second stage, they analyzed the text in detail and identified its main information, supporting ideas, and linguistic features. The third stage involved the production of written texts, where students transformed the acquired information into a coherent written output. In the fourth stage, reflection and self-assessment activities were implemented, allowing students to review, revise, and edit their written work. This staged approach ensured a strong integration between reading and writing skills and supported a more conscious learning process.

For the evaluation of research results, both qualitative and quantitative methods of analysis were applied. Students' written works were assessed according to the following criteria: content completeness, logical coherence, lexical richness, grammatical accuracy, and the level of reflective thinking. The results obtained in the pre-test and post-test phases were compared for each criterion in order to determine progress and improvement.

The analysis revealed that the reflective activity-based teaching approach significantly improved not only students' writing quality but also their reading comprehension skills. In particular, students demonstrated noticeable progress in organizing ideas logically, using a wider range of vocabulary, and applying grammatical structures more accurately. Moreover, their ability to identify and correct their own mistakes developed considerably.

DISCUSSION AND RESULTS

The findings of the study indicate that instruction based on reflective activity has a significant positive impact on the integrative development of reading and writing skills among 10–11 grade students. In the experimental group, learners achieved higher performance in both understanding text content and transforming it into meaningful written output. In comparison with the control group, improvements were especially evident in the coherence of writing, lexical variety, and grammatical accuracy.

In addition, reflective questioning contributed to the development of students' self-assessment skills. Students learned to consciously analyze their learning process by responding to questions such as "What did I understand?", "What mistakes did I make?", and "What should I improve next time?". This process enhanced their metacognitive awareness and made the reading-to-writing transition more effective and purposeful.

The results also showed that reflective activity increased students' motivation and engagement. Learners became more active in completing writing tasks and showed greater willingness to revise and improve their work. This directly contributed to the improvement of overall writing quality.

CONCLUSION

In conclusion, reflective activity plays an important didactic role in the integrative development of reading and writing skills in English for 10–11 grade students. Reflection enables learners to deeply understand reading materials, analyze them critically, and express them consciously in written form.

The study confirmed that the use of reflective tasks enhances students' metacognitive thinking, improves writing performance, and facilitates an effective transition from reading to writing. Furthermore, it significantly develops learners' independent learning skills and self-assessment abilities.

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