

## BALANCING READING AND WRITING: TASKS THAT BUILD COMPLETE LANGUAGE PROFICIENCY

### O'QISH VA YOZISHNI MUVOZANATLASH: TO'LIQ TIL KOMPETENSIYASINI RIVOJLANTIRUVCHI VAZIFALAR

### СБАЛАНСИРОВАННОЕ РАЗВИТИЕ ЧТЕНИЯ И ПИСЬМА: ЗАДАНИЯ ДЛЯ ФОРМИРОВАНИЯ ПОЛНОЙ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ

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#### ABSTRACT

This article explores how reading and writing tasks can be integrated in English as a Foreign Language (EFL) classrooms to foster complete language proficiency. The study highlights practical methods for balancing receptive and productive skills through task-based learning that strengthens comprehension, expression, and critical thinking. Strategies to increase student engagement and language accuracy are discussed.

**Keywords:** reading, writing, language proficiency, EFL classrooms, task-based learning, integrated skills, teaching methodology

#### ANNOTATSIYA

Ushbu maqolada EFL darslarida o'qish va yozish vazifalarini birlashtirish orqali to'liq til kompetensiyasini rivojlantirish masalasi yoritiladi. Tadqiqot qabul qiluvchi va ifodaviy ko'nikmalarni muvozanatlash, tushunish va ifoda qilishni, tanqidiy fikrlashni rivojlantirishga qaratilgan vazifalarni ko'rib chiqadi. Talabalarni faol ishtirok etishga va til aniqligini oshirishga qaratilgan amaliy metodlar taqdim etilgan.

**Kalit so'zlar:** o'qish, yozish, til kompetensiyasi, EFL darslari, vazifaga asoslangan o'qitish, integratsiyalashgan ko'nikmalar, o'qitish metodikasi

#### АННОТАЦИЯ

В данной статье рассматривается интеграция заданий на чтение и письмо в аудиториях EFL для формирования полной языковой компетенции. Исследование подчеркивает методы балансировки рецептивных и продуктивных навыков с помощью специально разработанных заданий, которые развивают понимание, выражение и критическое мышление. Обсуждаются практические стратегии повышения вовлеченности учащихся и точности языка.

**Ключевые слова:** чтение, письмо, языковая компетенция, аудитории EFL, обучение на основе заданий, интегрированные навыки, методика преподавания

#### MAIN TEXT

Recent developments in language pedagogy emphasize the integration of reading and writing skills to develop complete language proficiency in EFL contexts. Traditionally, language instruction often separates receptive skills such as reading from productive skills like writing,

which can limit learners' ability to transfer knowledge across modalities [1]. Integrating reading and writing through carefully designed tasks allows learners to see the connection between understanding texts and producing coherent, contextually appropriate language [2]. Task-based learning provides a natural framework for this integration. For example, students can first engage in extensive reading of authentic texts, identify key vocabulary and grammatical structures, and then produce written summaries, reflections, or creative responses. This approach enhances not only comprehension but also the ability to express nuanced ideas in writing, bridging the gap between receptive and productive skills [3]. Activities such as reading journals, opinion essays, and response letters encourage learners to synthesize information, make inferences, and apply cultural knowledge, fostering both linguistic accuracy and critical thinking [4]. Collaborative tasks further support integrated skill development. Group reading projects followed by joint writing exercises promote peer interaction and negotiation of meaning, which strengthens pragmatic and discourse competence. Learners can discuss main ideas, evaluate arguments, and co-construct written outputs that reflect multiple perspectives. Such collaboration mirrors real-life communicative situations, preparing students for authentic language use beyond the classroom.

In addition, iterative feedback cycles are essential for skill integration. When students produce written responses to reading texts, teachers can provide formative feedback focusing on content, coherence, and language accuracy. Revisions and reflections encourage learners to internalize conventions of academic writing while reinforcing reading comprehension strategies [5]. This cyclical process ensures that reading and writing support each other, leading to sustained improvements in overall language proficiency. Technology also offers opportunities to balance reading and writing. Digital platforms allow learners to access authentic texts, participate in discussion forums, and submit written assignments for immediate feedback. Interactive tools, such as online annotations, peer reviews, and collaborative writing apps, foster engagement while developing both comprehension and production skills. Integrating digital resources helps learners practice language in multimodal contexts, simulating real-world communication scenarios. Extensive reading programs, combined with guided writing activities, encourage learners to explore diverse genres, topics, and registers. Exposure to narrative, expository, and argumentative texts helps students acquire linguistic structures and rhetorical patterns transferable to writing tasks. Furthermore, writing about what has been read promotes deeper cognitive processing, reinforcing memory and understanding.

Finally, assessment of integrated skills should reflect the holistic approach. Portfolio assessment, project-based tasks, and reflective journals provide insights into learners' abilities to comprehend, analyze, and produce language. Such assessments capture the interplay between reading and writing skills and offer meaningful feedback for continued development.

## CONCLUSION

Balancing reading and writing in EFL classrooms through task-based and integrated activities effectively develops complete language proficiency. Learners enhance comprehension, expression, and critical thinking by engaging in tasks that connect reading and writing. Collaborative projects, iterative feedback, and digital resources support sustained learning, while assessment methods that reflect integration provide valuable insights into student progress. This approach ensures that learners not only understand language but can

also apply it meaningfully across different contexts, preparing them for real-world communication and academic success.

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