

The Essence And Results Of Experimental Test Work On Preparing Future English Teachers For The Practice Of Reading And Writing

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Abstract: This article focuses on the preparation of prospective English language teachers for the practice of reading and writing. In the current era of globalization, training specialists who have a strong command of English and are equipped with modern pedagogical approaches is one of the most important tasks of the education system. Therefore, the study analyzes the role of innovative methods, integrative approaches, learner-centered instruction, and the use of information technologies in developing reading and writing skills. The experimental work was conducted in three stages – diagnostic, practical, and control – and the performance of experimental and control groups was compared. The results revealed that students in the experimental group, who were taught through interactive methods, achieved more than 30 percent improvement in academic writing, text comprehension, and creative writing competencies, while the progress in the control group remained relatively low. The findings demonstrate that applying integrative and technology-enhanced approaches significantly increases the effectiveness of training future English teachers. Moreover, the outcomes of this research can serve as a valuable source for determining effective teaching methods in higher education and provide methodological recommendations for university instructors and students specializing in English language teaching.

Keywords: Experimental study, Innovation, Competence, Integrative approach, Academic writing, Main approaches, Results / Findings.

Introduction: In today's era of globalization, the training of professionals with a deep knowledge of English, with modern pedagogical approaches is one of the main tasks of higher educational institutions. In particular, in the process of preparing future English teachers for the practice of reading and writing, it is important to apply effective methods, harmonize theoretical knowledge with practical skills. Therefore, in this study, experimental work was organized and its effectiveness was studied.

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The essence of experimental work

The experimental work was carried out in three stages:

1. Diagnostic stage-the available knowledge and skills of students in reading and writing were determined. Surveys, diagnostic tests, essay and text analysis assignments were applied.
2. In the practical stage – experiment group, training was organized on the basis of such approaches as interactive methods, “process writing”, “guided reading”, “peer feedback”. In the control group, traditional methods were used. Diagnostic stage-the available knowledge and skills of students in reading and writing were determined. Surveys, diagnostic tests, essay and text analysis assignments were applied.
2. In the practical stage – experiment group, training was organized on the basis of such approaches as interactive methods, “process writing”, “guided reading”, “peer feedback”. In the control group, traditional methods were used.

3. Based on the stage of control and generalization – intermediate and final assessment, the results of the experiment were analyzed, the difference between the groups was determined.

Several methodological approaches have been tested in preparing future English teachers for the practice of reading and writing. Each of them had a different impact on the development of students' knowledge, skills and competencies.

First, on the basis of an integrative approach, the processes of reading and writing were organized in an interrelated way. Students not only read the text, but also completed assignments to retell it, make a brief synopsis, express the main idea in writing, as well as express their opinion through an essay or essay. Through this approach, they acquired the ability to distinguish between basic ideas and arguments while reading, and to state them in a systematic way when writing. First, on the basis of an integrative approach, the processes of reading and writing were organized in an interrelated way. Students not only read the text, but also completed assignments to retell it, make a brief synopsis, express the main idea in writing, as well as express their opinion through an essay or essay. Through this approach, they acquired the ability to distinguish between basic ideas and arguments while reading, and to state them in a systematic way when writing. Secondly, a person-centered approach was widely used. Taking into account the language level, interest and individual learning style of each student, suitable assignments were developed. For example, students who read the text quickly were asked analytical questions, while those who read slowly were advised to practice increasing vocabulary wealth. While in writing someone writes a creative story, others worked on an analytical essay. This method increased motivation in students and contributed to the formation of a unique writing style in them. Third, the use of Information Technology took a special place. Online articles, blogs, electronic magazines and various educational platforms were involved in the training. Students have developed both reading and writing practices by sharing ideas on online forums, editing texts, and performing collaborative writing work. Such an approach prepared them not only to learn the language, but also to be able to use modern

pedagogical technologies. Fourth, collaborative reading and writing (collaborative learning) techniques were applied. In group work, students analyzed texts together, discussed ideas, and prepared written assignments as a team. This process encouraged them to learn from each other, exchange ideas and improve their writing.

Also, step-by-step recording techniques ("process writing") performed well in the experiment. Students learned to consistently follow steps such as first drawing up a plan, then writing a draft, then editing, and preparing the final option. This approach formed in them the skill of realizing that writing is important not only as a result, but also as a process.

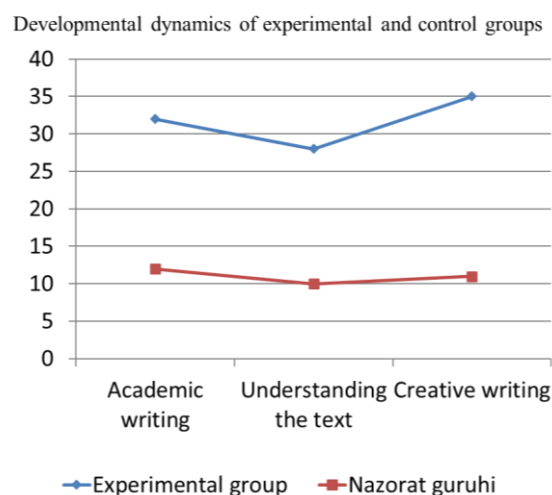
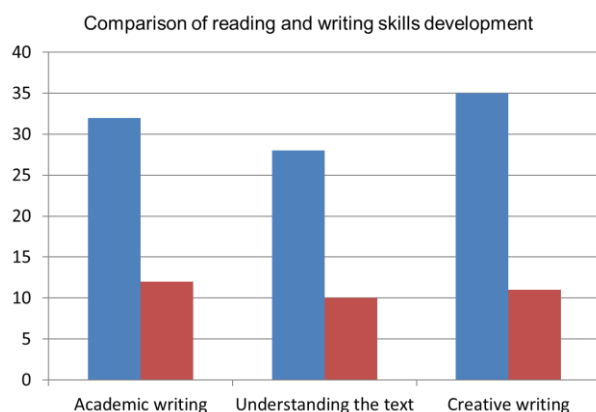
RESULTS

The results of the experimental and test work carried out showed that the approaches listed above are effective. First of all, students have achieved a significant improvement in the ability to understand the text. If at the beginning of the experiment most of the students were limited to understanding only the general content from the text, then at the end they went to the point of being able to distinguish the main opinion, evidence and important details from the text. This increased their analytical thinking.

The second important result was an increase in the quality of written speech. Student essays, essays, and text retellings became more grammatically accurate, methodically consistent, and richer in content. In particular, the use of the process writing method has been effective in making their writing orderly and logical.

The third aspect is increased creativity and independence. Students sought to freely express their personal views in the performance of writing assignments, to substantiate their point of view with evidence. This will shape the ability to independently defend one's opinion in future teaching activities.

Fourth, the skills of using information technology have developed significantly. Students learned to use online resources effectively, work with digital texts, perform writing exercises through various software tools. This increased their flexibility for the modern educational environment.



Final analysis showed that overall development rates for reading and writing in the experimental group increased above 30%. In the control group, however, such an increase was relatively low – around 10-12%. So, the applied approaches have found evidence as an effective tool in increasing the professional training of future English teachers.

In order to more accurately show the effectiveness of the experimental work carried out, the results were analyzed statistically and expressed through the following diagrams.

Diagram 1. Column view

The column diagram below compares the growth percentages in reading and writing skills in experience and control groups. The diagram shows that academic writing in the experimental group increased by 32%, text comprehension by 28%, and Creative Writing by 35%. In order to more accurately show the effectiveness of the experimental work carried out, the results were analyzed statistically and expressed through the following diagrams.

Diagram 1. Column view

The column diagram below compares the growth percentages in reading and writing skills in experience and control groups. The diagram shows that academic writing in the experimental group increased by 32%, text comprehension by 28%, and Creative Writing by 35%. In the control group, the results are much lower – around 10–12%.

Chart 2. Linear view

The linear diagram, on the other hand, more vividly expresses the dynamics of development between groups. While experimental group indicators are high in all directions, it is evident that development in the control group is relatively slow.

Thus, statistical analysis also showed that classes organized on the basis of innovative methods and approaches effectively develop reading and writing competencies of future English teachers. The linear diagram, on the other hand, more vividly expresses the dynamics of development between groups. While experimental group indicators are high in all directions, it is evident that development in the control group is relatively slow.

Thus, statistical analysis also showed that classes organized on the basis of innovative methods and approaches effectively develop reading and writing competencies of future English teachers. The results obtained through the diagrams make the text analysis more reliable.

The experimental and test work carried out clearly demonstrated the effectiveness of innovative methods in preparing future English teachers for the practice of reading and writing. Interactive and integrative approaches, the use of Information Technology and personality-oriented educational methods have played an important role in the development of reading and writing competencies in students. Based on the results, expanding this experience and introducing it into the educational process can significantly increase the professional training of future English teachers.

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