COMMON CHALLENGES IN DEVELOPING WRITING AND READING SKILLS

Shamsiddinova Sevara Ilhom kizi

Chirchik State Pedagogical University Faculty of Tourism Department of foreign languages and literature

Sevarashamsiddinova77@gmail.com

+998970140406

Scientific supervisor:

Khazratkulova Ezoza Ismat kizi

Annotation: This article, authored by Shamsiddinova Sevara Ilhom kizi, explores the challenges that students face in developing writing and reading skills, which are fundamental to academic success and personal development. It identifies key obstacles such as language limitations, cognitive impediments, lack of access to resources, low motivation, and sociocultural influences. The article emphasizes the importance of understanding these challenges to design effective interventions and teaching strategies.

Key words: writing and reading skills, literacy challenges, language barriers, cognitive development, access to resources, socioeconomic factors, motivation in literacy, digital tools in education, teacher training, educational strategies

Gaining proficiency in writing and reading is essential for both successful academic performance and clear communication. However, students frequently encounter a variety of obstacles that impede their advancement. This article examines typical challenges such as sociocultural influences, cognitive impediments, limited exposure to reading materials, and language restrictions. Teachers and legislators can have a better understanding of how to build treatments

and establish environments that foster skill development by looking at these issues. Strategies to overcome these obstacles and enhance literacy outcomes are suggested in the paper's conclusion.

Reading and writing are critical abilities for both career and personal development. They make it possible for people to interact with academic material, communicate and obtain information, and effectively engage in society. Despite their significance, a number of internal and environmental obstacles make it difficult for many students to become proficient in these areas. Fostering literacy and lifelong learning requires recognizing and resolving these issues.

One of the most prevalent problems that students encounter is language-related difficulty. These include having a small vocabulary, having poor grammar, and having trouble comprehending complicated phrase structures. These issues are frequently made worse for second-language learners by interference from their mother tongue.

Certain cognitive skills, including as memory, attention, and understanding, are necessary for the development of writing and reading abilities. Decoding material, structuring ideas, and remembering information might be difficult for students with cognitive disabilities or attention issues.

Lack of access to high-quality reading materials, such books, periodicals, or online resources, can hinder the acquisition of new skills. Students in disadvantaged communities frequently do not have access to libraries or technology that can help them become more literate.

One major obstacle is a lack of enthusiasm in writing or reading. These exercises may seem pointless or unimportant to learners, which lowers their motivation to practice. This problem is especially prevalent in settings where reading is not emphasized as a worthwhile or pleasurable activity.

The way that cultures see education and literacy has a big impact on learning new skills. Students may not have access to support networks or role models to motivate them to read and write in communities where literacy is not valued. Socioeconomic issues like poverty can also restrict access to resources and education.

Overcrowding in classrooms and poor teaching strategies might impede individualized instruction. Deep reading abilities may not be developed by conventional methods that emphasize rote repetition over critical thinking.

Digital resources like interactive writing platforms, reading applications, and e-books can increase the accessibility and interest of literacy instruction. These tools can also monitor development and offer tailored feedback.

Through book clubs, reading challenges, and storytelling sessions, communities and schools can foster a love of reading. Interest can also be sparked by exposure to various genres.

Teacher Training Literacy outcomes can be enhanced by providing teachers with useful teaching techniques like formative assessment and differentiated instruction. In order to meet the needs of diverse students, teachers should also receive training.

The process of improving one's writing and reading abilities is intricate and impacted by numerous variables. Even though problems like sociocultural limitations, resource scarcity, and language barriers still exist, they can be lessened with the use of focused tactics. To create an environment where students can flourish, educators, parents, and legislators must work together.

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