

Developing Students' Reading Skills While Working On Reading Materials

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Abstract: *The article deals with the issues related to choosing appropriate reading materials. Reading refers to the written forms of speech activity, as it is associated with letters and their visual perception. Author defines the importance and usefulness of reading for the youth of nowadays and stages of improving this process and dealing with the difficulties which learners come across while reading process.*

Key words: *reading, strategy, reader, reading purpose, communicative approach reading activities, motivation for reading, readability, authentic, scanning, skimming, reading strategies.*

In the process of reading, it is first necessary to perform certain operations with similar generally established signs (see, visually identify the letter, establish what sound it means, etc.), and then reproduce the sound form of the word and catch the content contained in it. You can read only by specially learning this.

Reading is one of the complex psychophysiological processes and is carried out through the interaction of a number of mechanisms or factors, among which the decisive role is played by: 1) the visual, 2) the speech-motor, 3) the auditory, 4) semantic.

Reading begins with visual recognition of the graphic elements of the text, i.e. letters, their combinations, words, etc. In the brain | impulses of "visual perceptions are deciphered (decoded), correlated with stored in the memory standards (graphic images of letters, sounds-sensory identifiers, their articulatory properties, words, etc.), are converted into sounds, sound forms of words, phrases and etc. And even if reading proceeds in the mode of so-called reading to oneself, silent reading, then speech-motor and auditory mechanisms practically work the same as when reading loudly. However, these actions, when the voice is "muted", proceed in hidden in and e. So, the speech organs (tongue, lips, larynx) make micromotion, which the reader practically does not catch, but the instruments clearly fix them. Hearing

with silent reading is turned inward, as it were, but in all cases (both with loud and silent reading), as soon as a visual impulse has entered the brain, signals are sent from it to the speech, motor, articulatory and auditory mechanisms, which immediately come into action.

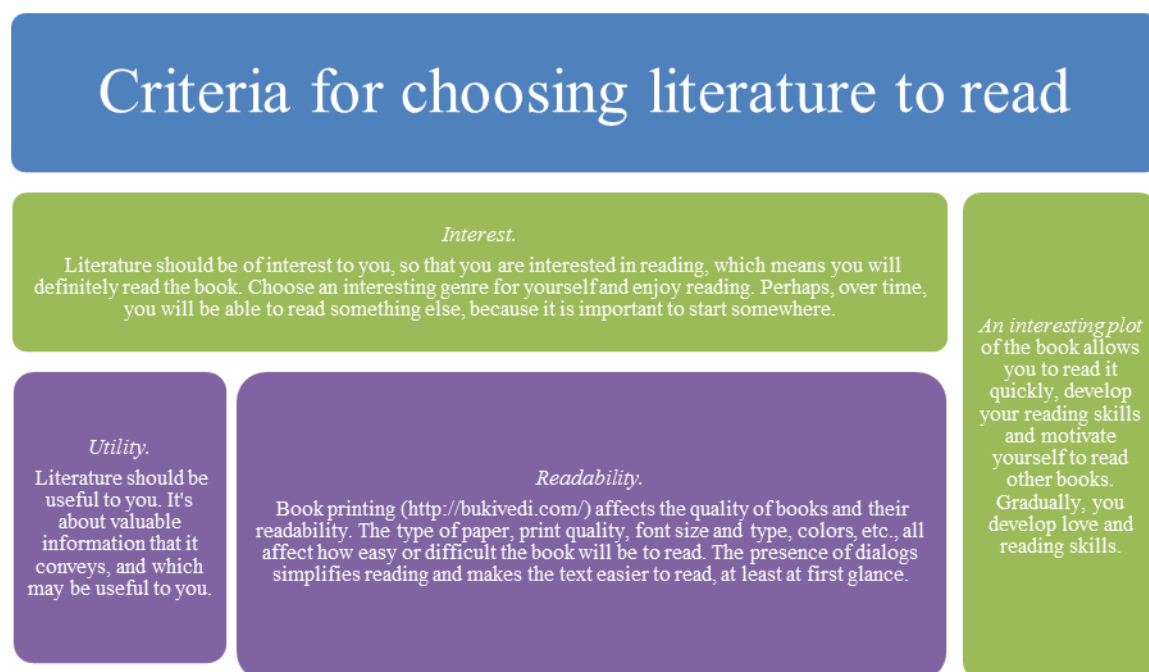
The first step towards mastering the reading technique should be aimed at students memorizing letters, the originality of their styles, configurations, the formation of skills to quickly distinguish a particular letter from others, correlate it with the sound or sounds that it is intended to transmit on the letter, to find out that it denotes when it appears in a chain of other letters forming a written word. At the same time, children learn the ability, recognizing and decoding letters, to reproduce the sound form of a word on them. However, for the implementation of reading, even at this initial stage, the child is required to understand the meaning of each word being read, the semantic connection between the words and the thought expressed in the sentence [5]. The subsequent stages of learning mark the ascent to a higher level of mastery of reading, when you have the ability to comprehend the subtext of a work, conduct a mental dialogue with the author and character images, feel the beauty of the language, the perfection of the composition of the work, etc.

Reading is one of the main ways of acquiring information, therefore mastering the skill of full reading is for students the most important condition for successful schooling in all subjects. As a special type of activity, reading provides extremely great opportunities for the mental, aesthetic and speech development of the child. This implies the need for systematic and focused work on the development and improvement of reading skills [1].

The term “reading” is used in different meanings: in the narrow sense, it is the formation of a reading skill, mastery of the reading technique, in the broadest sense - the reading technique plus understanding of the read. We will consider the term “reading” in the second sense: reading as a type of speech activity, and the following components are interconnected: a) the perception of the graphic form of a word, b) its translation into sound form, c) reading comprehension (words -

phrases - sentences - text). During literacy, first graders master the technique of reading, i.e. the skill of sequential reading is developed with the transition to reading in whole words.

Students fall into two categories: students who read books and students who don't read them. The former are constantly in search of new literature, while the latter do not know where to start reading. But it is important to read, as this allows you to develop. Some replace reading books with reading materials on the Internet, this is not the same, but still better than nothing. When the question arises of what to read, it is worth considering the main criteria for choosing literature to read.



An interesting plot of the book allows you to read it quickly, develop your reading skills and motivate yourself to read other books. Gradually, you develop love and reading skills.

The practical benefit of literature is that the information that you receive when reading books can be put into practice in the form of useful knowledge.

Developing the reading skill, the teacher proceeds from the essence of this skill. Psychologists consider reading as a type of activity that is characterized by two interconnected sides: one of them finds expression in the movement of the eyes and speech-motor processes, the other in the movement of thoughts and

feelings caused by the content of what is read. In other words, reading includes components such as visual perception, pronunciation and comprehension of the reading. As students master the reading process, these components come closer together, and interaction between them occurs.

Of great importance is the content side of educational materials intended for reading. It is the content that holds the potential to awaken positive motivation among students, and arouse the need for reading in a foreign language.

There is no need for their subjects to correspond to the lexicon-colloquial topics being studied at this stage. Only at the initial stage, the texts contain only that language material that was previously learned by the students and used by them in oral speech. Moreover, the number of combinations of this material is extremely limited. The content of reading texts is almost identical to the content of oral speech. At subsequent stages, as the volume of linguistic material expands, the number of possible combinations increases, which affects the content of texts for synthetic reading [4]. The content of these texts covers more and more diverse situations that are not always related to the subject of oral speech. They may also contain unfamiliar vocabulary material, the meaning of which can be guessed either on the basis of word-formation analysis, or as a result of the exact contextual meaning of the word, or by similarity with the word in the native language.

The suitability of the texts or their parts for speech practice can be determined by, for example, the following criteria:

- a bright and entertaining plot of a text or passage;
- emotionality and imagery of presentation;
- the relevance of the material;
- the thematic proximity of the subject to the life experience and interests of students;
- the possibility of a clash of points of view and opinions, giving rise to discussions;

- the possibility of various situational transformations of the content side of the text or passage.
- educational value.

It is necessary to select the text from the standpoint of what moral problems arise in them, how they are solved. Artistic texts of the country of the language being studied satisfy these selection criteria. Proponents of the literary-geographical approach prove why it is fiction that is most preferable for reading and further discussion in the lesson [5].

The choice of a literary text as the main subject of home reading is not accidental.

A distinctive feature of a literary text (as compared with non-fiction), as is known, is that fiction is primarily aimed at cognizing a person, which corresponds to the cognitive aspirations of most young people.

The use of non-fiction and other non-fiction literature for “in-depth” home reading requires a certain level of background knowledge, a special attitude, and sometimes an interest in the topic of presentation, while the information contained in a work of art does not depend to the same extent from the readiness of the reader to the perception of the text [2].

Pre-text exercises (work on words and grammar used in the text).

1. Find, write out and translate sentences with specific words.
2. Find pairs: the word and its definition. Students are given 2 columns, their task is to connect the pairs with arrows.
3. Select the word antonym from the proposed ones.
4. Select a synonym for the word from the proposed group.
5. Explain a word or phrase with an idiom without translating it.
6. Connect a pair of words within the meaning.
7. A partial translation of the sentence, where students have only to translate into English one word given in brackets.

Controlling the understanding of the general content

All of these tasks are maximally facilitated, in them all attention is concentrated only on the content. They can be carried out both orally and in writing, as directed by the teacher.

This control system should be as focused as possible on the reader's self-control. At the same time, control tasks can be communicated to the reader either before or after reading [2] .

Control feedback is carried out during the reading process and contributes to a more complete understanding of the text information [3].

1. to title the main semantic parts of the text;
2. find (write out) sentences expressing the main idea of individual parts of the text;
3. read (write out) those fragments from the text that characterize a particular hero;
4. find (write out) proposals confirming or denying a certain opinion;
5. list in sequence all the actors;
6. name in sequence all the places of action named in the text;
7. to continue (finish) the story with one or two phrases in a foreign language;
8. answer questions that students can find answers to in the text;
9. guess and describe situations in which the author uses a particular lexical unit, word combinations or the whole sentence.

Monitoring the understanding of important details of the text and its assessment

Understanding the text is only part of the task, preparing for the next stage - for a conversation on what you have read. In essence, this second approach to reading control is more an exercise in spoken language than in reading. Discussion involves understanding the content of the text; the understood content serves as the basis for building conversations, messages, modeling situationally conditioned speech acts, making judgments, expressing relationships, emotions, etc. Exercises for organizing a conversation on what has been read should be a sequential series

of tasks aimed at a gradual transition from prepared speech to speech unprepared. This system of exercises should be in every possible way focused on clarifying the relationships between the actors, on opening and evaluating the motives of their actions. The following tasks are possible here:

1. Transfer the content of individual episodes from the text.
2. Tell how the hero of the story acted in this situation;
3. To stage the behavior (act) of certain heroes.
4. To characterize this or that hero of the story: appearance and character.
5. Describe the time, place and circumstances of the action;
6. Explain the intentions of the author;
7. Answer the questions stating in the answer their own point of view on the issue raised.
8. To comment on an event, episode or act contained in the text;
9. Organize a discussion-discussion in connection with the assessment of events or actions of the characters of the text;
10. Give a detailed assessment of the actions of the heroes outlined in the text;
11. Express the main idea of the text in one sentence;
12. Tell about your impressions about the text, evaluate it. Say what you liked, what not, and why.

10. Post-text phase

Creative assignments

- Try to imagine the behavior of the heroes in the changed circumstances, for example, a few years later, or ask what would happen to the heroes if something did not happen;
- Retell the text on behalf of various characters. Here, students can even dream up, because the text cannot contain all the information about the behavior and location of a particular hero;
- Offer a picture-illustration to the text, not drawing it, but simply describe what will be there;

To summarize, we can say that:

1. Reading is not only a means of teaching a language, but also an independent type of speech activity. Therefore, one cannot subordinate it to oral speech; one must separately teach the understanding of the text.
2. The process of learning to read consists of learning different types of reading.
3. For each type of reading, it is necessary to develop appropriate skills.
4. It is necessary to teach reading by applying appropriate exercises: the time allocated for their implementation is constantly reduced.
5. The ability to highlight the most important elements from the text is the basis of learning to read. In this case, knowledge of the structural-semantic organization of the text is necessary.
6. Individual assignments are a positive factor for increasing students' interest in learning.

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