

DEVELOPMENT OF READING SKILLS OF STUDENTS

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Abstract: At present, a new education system is being established in Uzbekistan. There is a change in the educational paradigm, a new content of education is being introduced. The task of improving, developing and optimizing the methods of teaching foreign languages has always been and remains one of the urgent problems of education in Uzbekistan. The development of reading skills in B1 level students attracts close attention of researchers and educators-practitioners. Learning a foreign language has become a requirement of the time. One of the main goals of teaching English at the level of primary general education is the formation of the ability to communicate in a foreign language, taking into account the speech capabilities and needs of younger students. Reading is one of the main types of speech activity. It can be both a goal and a means of learning. Thanks to reading, a person joins the cultural and scientific achievements of mankind, gets acquainted with the art and life of other peoples. The process of reading has a huge impact on the formation of personality. While reading, students' active and passive vocabulary is enriched.

Keywords: reading skills, development, vocabulary, teaching English, tasks, newspaper articles, materials from the Internet, experiment.

Introduction.

The problem of the formation of reading skills has always been given great attention. The teacher is tasked with teaching students to read texts, understand and comprehend their content. In real life, reading acts as a separate, independent type of communicative activity, the purpose of which is to satisfy the need for information contained in the text. Reading in this role is widely used for educational, aesthetic purposes. Based on the research of Rogova G.V. and Vereshchagina I.N., in reading, as in any activity, they distinguish a meaningful plan (what the text is about) and a procedural plan (how to read and voice the text). In terms of content, the result of the activity of reading will be the understanding of what has been read; in the procedural - the process of reading itself, that is, the correlation of graphemes with morphemes, the formation of holistic methods of recognizing graphic signs, the formation of internal speech hearing, which finds expression in reading aloud and silently, slow and fast, with full understanding or with general coverage. According to these authors, in terms of the form of reading, reading has two forms: it is carried out silently (internal reading) and aloud (external reading). Reading to oneself is the main form of reading, the purpose of which is to extract information, it is "monologue", performed alone with oneself; reading aloud is a secondary form, it is "dialogical", its meaning is mainly in conveying information to another person. Reading aloud is very useful in the early stages of developing reading skills in a foreign language in order to learn the correct pronunciation. Reading aloud performs an important educational function: it is a means of learning to read to oneself. In addition to the formation of reading skills, various reading technologies, compensatory skills, and independent work skills are already beginning to form at the initial stage. All language and speech skills are improved simultaneously.



The authors of the textbook "Methodology for the development of reading skills among students of level B1", in the structure of reading, as well as in activity, distinguish motive, purpose, condition and result. The motive of reading is communication and communication with the help of the printed word; the goal is to obtain information on the issue that interests the reader. The conditions for reading activity are considered to be the mastery of the graphic system of the language and the methods of extracting information. The result of the activity is the understanding or extraction of information from the read text with varying degrees of accuracy and depth. The authors of this source also note that reading is associated with other types of speech activity: speaking, writing and listening. Reading and writing use the same graphic language system. Reading and listening are based on perceptual and mental activity associated with perception, analysis and synthesis; probabilistic forecasting is of great importance, which can be both at the verbal and at the semantic level. It is necessary to take into account when teaching foreign languages and develop all types of speech activity in interconnection. And this applies to the early stage of learning. Rogova G.V. notes that in the process of teaching a foreign language to B1 level students, reading is the goal and the means. As an independent type of speech activity, reading appears only when students read in order to obtain the necessary information from the text. At the same time, it must be remembered that, depending on the situation, the accuracy and completeness of extracting information can be different. Based on this, B1 level students should master reading as a source of information and use reading for better assimilation of language and speech material.

A huge amount of information contained in texts intended for reading encourages the development of a flexible approach to reading, that is, the development of the ability to extract information with varying degrees of depth and completeness, depending on the communicative task. At one time, the English scientist Michael West wrote about this: "... while reading an article in the Lancet, I skimmed through the first paragraph, which spoke of previous work that was not related to the issue of interest to me, read the following part briefly in order to have an idea of the purpose, the nature of the present experiment, and read the description of the experiment; studied the results and conclusions". Thus, as in other aspects, there are different types of reading in reading, which are aimed at achieving different goals. According to the target setting, three types of reading are distinguished: introductory, studying, viewing, or as it is also called search reading. The purpose of introductory reading at an early stage is to understand the main content of texts that are not linguistically difficult, have a logic of presentation and a clear structure, corresponding to the age and interests of students, while guessing the meaning of unfamiliar words based on visual clarity, linguistic guess and reacting to the content as verbally and nonverbally.

The goal of learning reading is a complete and accurate understanding and comprehension of all information in small texts built on language material familiar to students. Viewing / search reading is aimed at quickly finding the necessary information in the text, reading it aloud, underlining, writing out. In the English-language methodology, to determine these types of reading, the following terms are used that contribute to the solution of speech problems when using written texts:

- Skimming – determination of the main theme/idea of the text;
- Scanning – search for specific information in the text;
- Reading for detail - a detailed understanding of the text not only at the level of content, but also the meaning.



It turns out that in foreign and domestic methods there are no serious disagreements about what types of reading you need to master when learning a foreign language. The differences are terminological. Despite the closeness of the positions of methodologists of different schools, a significant diversity can be observed in practice.

As mentioned above, there are many different approaches to teaching reading in a foreign language. Many methodologists are of the opinion that learning to read should begin with the study of newspaper articles. But it should be noted that in English articles in newspapers and magazines are on different topics and therefore it will be very difficult for a B1 level student to understand the meaning of what they read. Consider the opinions and approaches to teaching reading by a domestic specialist in the field of foreign language education Passov E.I. and foreign methodologist Opal Dunn. As a result of studying the works of Passov E.I. and Opal Dunn identified the following approaches in teaching reading at the present stage of development of the methodology of teaching foreign languages to B1 level students who accompany the reading process, they distinguish:

- analytical reading;
- synthetic reading;
- reading aloud;
- Reading to yourself.

Pedagogical classification, based on the organizational side of the educational process, divides reading into:

- cool reading;
- home reading;
- individual reading;
- group reading;
- choral reading.

According to the methodological classification, which focuses on the target setting and the conditions that determine the educational and speech activity, reading can be educational and communicative. In turn, educational reading is divided into intensive and extensive. Intensive reading involves the ability to fully and accurately understand the text, overcoming difficulties in extracting the necessary information through analytical actions and using dictionaries. With intensive reading, special attention is paid not only to the content and meaning of the text, but also to its linguistic form. For intensive reading, short texts and text exercises are used to test understanding of the text read. Extensive reading involves working with large volumes of text, while the content of the text is the focus of attention. A very important role in this type of reading is played by a guess that allows you to overcome certain kinds of difficulties. One of the main goals of developing reading skills in B1 students is to develop communicative or mature reading skills. Communicative reading assumes that the reader knows the purpose of the activity ahead of him. Its main characteristics are the automation of reading technique, a high level of development of receptive lexical and grammatical skills, as well as the reader's focus on the content of the text, flexibility in using and combining techniques that correspond to a specific reading task.

The transition from educational reading to communicative reading has a phased nature and is impossible without the development of intensive and extensive reading skills. The type of work on the development of reading skills that we consider in this article is, in essence, intensive reading, but it also performs the function of a preparatory stage and a transition to extensive



reading of authentic texts, which implies an increase in the level of language proficiency according to the system adopted by the Council of Europe. The modern education system pays great attention to the assimilation of English as the main language of science. In the current realities, "students often have to deal with popular science, journalistic and literary texts in a foreign language", which have no translation analogues due to their novelty. The styles of writing scientific texts in Uzbek and English are significantly different, "including the choice of vocabulary and the nature of the examples given". In this regard, it is necessary to identify the main factors that cause the greatest difficulties for B1 level students in the transition from reading adapted texts to reading in the original. First of all, this is the presence of complex grammatical constructions, as well as a large volume and variety of vocabulary. In addition, when it comes to a work of art, the author's style can cause difficulties; a scientific or popular science text is difficult due to the need to assimilate a significant amount of information. In our opinion, students can be helped to overcome these difficulties if the goal is not to read the text itself, but to complete a specific task for it. An example of such a task could be the preparation of questions on the content. The task of the teacher is to divide the text into semantic parts and determine the number of questions that should be composed for each of them. In this case, students begin to focus on the search for such facts, which will subsequently be used to complete the task, i.e. formulate questions. At the same time, they probably pay more attention to the vocabulary directly related to the selected facts, instead of dwelling on every unfamiliar word and thereby increasing the reading time and the complexity of information perception. If the teacher sees a need for this, students can make the questions test, offering them options for answers. As they select answers, they will again focus on factual information that should be remembered. In any case, the task of the teacher is to explain to the students what kind of questions should be. The division of the text into parts is also important, as this allows students of the B1 level to cope with a large amount of text and at the same time perform their work in a systematic, phased manner. From the point of view of the teacher, one of the advantages of using this technique is that, by analyzing the questions compiled by students at level B1, he assesses the degree of their understanding of what they have read. This is especially important insofar as reading large texts is usually performed by students on their own, as an extracurricular activity. The teacher does not have the opportunity to control the activities of B1 students in the same way as he does in the classroom, especially to check the quality of the assimilation of information by each student. Another advantage is that the prepared questions can be used for further work. For example, when answering questions in pairs (groups), students can repeat the material they have learned. The questions can also be used as an outline for a retelling or discussion. The first type of activity contributes to the assimilation of new lexical units, the second - to the development of oral speech skills. The active involvement of students in the preparation of educational materials also helps to increase their motivation to complete the task and responsibility for mastering the information contained in the proposed text. We also note that this situation is problematic and, along with other problematic situations used in foreign language classes, contributes to the development of the personality and thinking of students. The undoubted advantage of this technique is also the fact that B1 level students perform a significant part of the work independently in extracurricular time, which allows the lesson to pay more attention to the development of productive skills.

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