

TECHNIQUES USED FOR READING SKILL DEVELOPMENT

Nigora Qayumova - a teacher of Bukhara State University
Raxmatova Mohinur - a student of Bukhara State University

Annotation. In this article the techniques used for reading skill development are analyzed.

Annotatsiya. Ushbu maqolada o'qish ko'nikmalarini rivojlantirish uchun ishlatiladigan usullar tahlil qilinadi.

Аннотация. В этой статье анализируются методы, используемые для развития навыков чтения.

Key words: reading skill, language learning process, vocabulary, strategy, activity, context.

Kalit so'zlar: o'qib tushunish ko'nikmasi, tilni o'rganish jarayoni, lug'at, strategiya, faoliyat, kontekst.

Ключевые слова: навык чтения, процесс изучения языка, словарный запас, стратегия, деятельность, контекст.

Thinking happens both consciously and unconsciously when you read. The reader uses a variety of techniques to piece together the meaning that is presumed to have been intended by the author. The reader accomplishes this by contrasting textual information with prior experiences and background knowledge. Success in learning a second language requires proficient reading. Reading is, after all, the foundation for instruction in all facets of language learning, including using computer-assisted language learning programmes, writing, editing, and revising as well as using textbooks for language courses. [2;56].

The expectations placed on today's students to read and read well are constantly rising. It is crucial to teach reading as a process, and research shows that teaching strategies has an effect on students' understanding of reading as a process where the objective is to comprehend what is being read. However, the ultimate goal of comprehension training should be for students to take ownership of the techniques and abilities, to recognize when understanding falters and how to fix the issue. Encouraging learners to employ a variety of understanding techniques and abilities can firmly place them on the path to become lifelong readers. Students can start coordinating the methods they have learnt when they have a lot of opportunities to read independently. They can also tweak, adjust, and switch up their abilities and strategies until they can comprehend texts.

The four reading components described are integrated into a reading lesson, but they may not all be practiced in any one day. First is phonemic awareness which is

defined by the National Reading Panel as “recognizing and manipulating spoken words in language”. Next is phonics defined by the same group as “understanding letter-sound correspondences in reading and spelling” then oral reading fluency which is “reading text with speed, accuracy, and expression.” The fourth component is vocabulary defined as “understanding words read by linking the word to oral vocabulary” and lastly is comprehension defined as “directly teaching students to be aware of the cognitive processes involved in reading”[1;124]. Multiple class periods may be covered in a reading lesson. Throughout the session, the instructor should keep an eye out for any areas where the students' knowledge is lacking and design exercises that will fill in those gaps. For instance, if students are struggling to understand past tense verbs in a reading, the teacher could incorporate exercises that practise pronouncing verbs in the past tense with the suffix -ed. Similarly, if students show trouble pronouncing the past tense marker, the teacher could incorporate exercises that practise pronouncing the suffix -ed (phonological awareness). Examples of reading exercises that can be utilised with learners who are preliterate, who have some literacy in English, and who have minimal reading skills in any language are provided by the following activities. As usual, educators must modify the exercises to suit the students in their classes. Adult learners of the English language who are illiterate in the language may also be illiterate in their mother tongue. They could be from nations without written alphabets or those where alphabets are still being created, like Somali Bantu. If their nation has a written tradition, the writing may not follow an alphabetic system, as in the case of Chinese languages, or it may be written from right to left, as in the Arabic alphabet. This means that learners may need to build pre-literacy concepts and skills before they can receive instruction in alphabetic skills, such as phonological processing and decoding. These include distinguishing same and different objects and shapes, how to hold a pencil and paper, copying shapes and patterns, and understanding directionality[3;39]. There are additional obstacles to learning to read for beginning literacy learners whose native language is not English than for the majority of native speakers. Learners of the English language frequently have a little spoken vocabulary. Even if they do not know every letter in the alphabet, they still need to be able to read common words that they encounter on a daily basis or are studying in class. Every time a new vocabulary word is taught to a learner at this level, the teaching of sight words is a useful strategy. Teaching vocabulary by context clues has limited effectiveness with adult English language learners since a learner needs to know 95–98 percent of the words in a text to be able to anticipate from context. It is therefore advised to teach words before they appear in a text. Whenever new vocabulary words are introduced to literacy- and beginning-level learners, the following method might be applied. Students at the intermediate and advanced levels also require focused vocabulary education. Their oral vocabulary is below the level required to learn word meanings from context, just like

that of beginning-level learners. When working with learners that have varying levels of literacy, teachers frequently encounter difficulties.

Therefore, reading education is a crucial part of any curriculum for second languages. Giving reading instruction that works requires knowing a few key facts about literacy, reading, and teaching techniques.

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