

HOW TO TEACH READING AT SCHOOL

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ABSTRACT

Reading is one of the most essential skills a child will acquire in his or her lifetime. Because we live in a society where literacy is the key to success, this is the case. When reading ability does not develop overnight, some parents and teachers become concerned that they are on the wrong instructional track. However, the “right” books and “best” method to teach reading depend on the individual child. No two individuals will master reading at the same time or pace, and perseverance and patience are essential, especially for children with learning difficulties or differences.

Key words: beginning reader, boring teacher, playing games, books, kids

INTRODUCTION

Reading is a difficult activity. We must teach children to read and expand their vocabulary simultaneously. In addition, as students mature, they must acquire more complex reading skills, such as inference. Therefore, what are the most effective reading strategies that educators and parents must teach? How do you instruct them? To answer these questions effectively, you must approach reading instruction based on the developmental level of your students/child: early/beginning reader, emergent reader, and advanced reader. Recognizing the strengths and weaknesses of each developmental level and catering to those will allow you to teach reading more effectively. Tanya—the butterfly teacher—shares reading comprehension teaching tips for advanced readers, so I will share tips for early and beginning readers in this post.

METHOD

“Reading is a process of constructing meaning from written texts. It is a complex skill requiring the coordination of interrelated sources of information” [1]

Strategies for building vocabulary for beginning readers Helping beginning readers develop extensive background knowledge and vocabulary is a highly effective method for teaching reading. As you teach young readers more vocabulary, ensure that the lessons are fun, as most children learn best through play.

- Encourage children to engage in frequent verbal interaction with you and others in order to develop their oral vocabulary. The vocabulary of those who engage in more conversation will expand.

- Combine pictures with vocabulary words and actions: For instance, put up a poster outside of your classroom with signs for shaking hands, hugging, greeting with a bow/folded hands, or simply smiling, and have the students point to how they prefer to be greeted. Encourage the children to say the words out loud and then perform them.
- Play games to identify common objects Boring instruction will make reading a chore. Make reading more entertaining by providing children with vocabulary-building games. As children become more proficient and confident in pronouncing words for things such as vegetables, fruits, simple objects, colours, plants, and actions such as mowing, sweeping, washing, and drying, etc., they are laying the foundation for fluent reading. The vocabulary-building advice presented above assists beginning readers in acquiring additional background knowledge that influences their reading.
- Introduce children to books without text. Some of my favourites for beginning readers include:

1) Free fall by David Weisner, 2) Up and Up by Shirley Hughes, and 3) Noah's Ark by Peter Spier.

Allow each child to “read” these picture books independently, retell the story to others, or even interpret a page in their own words to develop pre-literacy skills. This set of wordless and simple-word books helps young readers develop essential vocabulary skills.

- Initiate a story Use flash cards or picture books to initiate a made-up story. Then, permit your students or children to create the next segment or line of the story you have begun. This assists them in laying the groundwork for sequencing in reading.

Simple rebus readers should be read. These entertaining books help beginning readers respond to story prompts, identify sight words, and expand their vocabulary, all of which are essential pre-literacy skills.

RESULTS

Some kids might find this kind of game hard, so feel free to change it by adding flashcards, pictures, or other ways to help kids. If it's too hard for them, they won't feel like they can play, which could make them throw a fit. At the same time, teachers will teach sight words, or common words that kids can learn by heart, to make it easier for them to understand sentences. The idea is that if children don't have to figure out how to sound out as many words, they can pay more attention to figuring out new words and terms.

As kids get better at reading, they read out loud less and more and know more and more words just by seeing them. So, they move faster. They can also do more with the books they read, such as follow more complicated plots, understand specific details, get the main idea, and draw conclusions and make predictions [2]. They learn more

words because reading introduces them to new words that they can figure out what they mean by what they are used for. Also, reading has an effect on how well you can write. Kids get used to more complicated sentence structures and start to use and change them to say what they want to say. This is a very important skill that they will use in all of their classes, from English to Social Studies.

CONCLUSION

Good readers have tools that help them figure out what's going on in what they read. These readers use their knowledge of how things work to solve problems and fill in the blanks. Teachers should plan activities for students to do before, during, and after reading to help them get the most out of it. In order to understand these activities, you have to use skills from other areas. That is, they shouldn't just read without doing anything else. They should also be told to listen to each other talk about the text, answer questions, and write their thoughts.

REFERENCES

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