

## READING SKILLS AND THEIR DEVELOPMENT

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**Abstract.** This article provides feedback on reading skills and their development.

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Educational institutions set the tasks for the development and training of younger students. Following them, the teacher needs to formulate universal educational actions in students. Along with them, the most important result of mastering the main educational program is the formation of the skill of reading texts of different genres and styles.

First of all, it is necessary to distinguish meaningful reading from technical reading, which is considered in the works in the literary reading lessons. Reading is a complex work, which distinguishes the process of transcribing written speech into sound speech and understanding the meaning of the read text.

These two types of reading are closely connected and together constitute "full reading". Without mastering the mechanism of reading, understanding the meaning of what has been read is impossible, so technical reading is only the sounding out of the text, while meaningful reading implies primarily the construction of one's own thoughts and understanding on the basis of what has been read. M. Azimova thinks that the mechanism of sense-making is "collision of meanings", when a reader compares different variants of comprehension of reality reflected in a text [37, p. 117]. K.D. Ushinsky, L.S. Vygotsky and other researchers pointed to this in their works [8, p. 58].

Today in modern school practice there is often a lot of work on the development of technical reading skills with complete neglect of the formation of reading skills. Although the entire course of literary reading is aimed precisely at comprehension of the meaning of the work.

The development of mechanical reading is the first step in mastering the meaningful reading and gradually turns into an action for realization of conscious reading, comprehension of the read, which eventually becomes the main goal of reading [32, p. 61]. In the study of reading fiction texts the considered skill is understood as comprehension of the moral thought of the work. Since in a fiction text it is not the words themselves that matter, but their purpose in the text, the main purpose of meaningful reading of works is the birth of own meanings from the meanings available

in the text, due to the presence of the subjective worldview of each individual [32, p. 158].

Many researchers have recognized the role of reading as important in the spiritual development of a person, but only if reading is aimed at awareness and comprehension of what has been read [6, p. 14]. Some scholars consider meaningful reading as a kind of perception process, using the concept of "meaningful text perception".

The formation of reading skills at the moment is the need of modern society in general and each person in particular. Semantic reading is a very broad concept, the understanding of which, although it has certain characteristics among different scientists in various fields of science, nevertheless has a common essence for all. Semantic reading is reading comprehension, the ability to see "between the lines" and the ability to draw public conclusions based on the studied texts.

The formation of reading skills involves work on increasing the pace, expressiveness, awareness of the content of the reading. The teacher creates his own set of tasks to improve the efficiency of work in these areas. The formation of reading comprehension, speed, techniques is really important. Each of these components is first formed, worked out as a skill and, with the help of exercises, gradually rises to the level of skills, which is performed without difficulty, received completely automatically and then is used to successfully study other disciplines. As a teacher we should focus on the exercises that increase the development of each skill separately. These tasks easily fit into the structure of a reading lesson, they can be given to children at home for independent work.

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