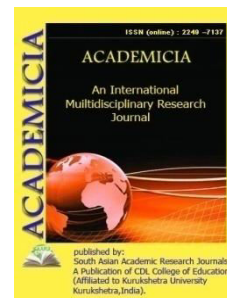




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**DEVELOPING STUDENTS READING SKILLS IN TEACHING ENGLISH  
 IN SCHOOL EDUCATION**

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**ABSTRACT**

*This article discusses that reading is one of the types of speech activities, the role and place of teaching reading in foreign language teaching in high school, the psychophysiological nature of reading, types of reading and demand for reading in high school. The level of reading skills is measured by the student's use of reading in a foreign language as a type of speaking activity; this is due to the goal set by the reader during the reading. Therefore, it is necessary to study only some elements of this type of high school education. For example: such as determining the subject of a text. It is necessary to browse 1-1.5 pages per minute. Fulfilment of these reading requirements will allow you to apply the acquired reading skills in practice. One of the issues that has caused controversy in error correction is the question. Should the teacher correct the student's error after he or she has read the text, or at the time the error was made? In this case, both ways are correct (to be explained).*

**KEYWORDS:** *Reading Skills, The Alphabet Analytical Reading, Synthetic Types, Without Translation Reading, Translation Reading.*

**INTRODUCTION**

What is the first thing a child is taught when they come to school? Of course, the alphabet. then reading and writing. Teaching any foreign language starts with the same thing. Is it possible to speak English without mastering literacy? Yes, if you freely immerse yourself in the language environment. But even with ideal conditions like living in English -speaking country, you will feel like a child in the circle of adults. Not only living in an English -speaking country, but also travelling around the world is not easy without knowing English will. Even at the airport, navigation is much easier for those who know how to read English.

So, it is clear that in order to master the language, you must learn to read. Any foreign course is structured in such a way that in the first lessons you learn the alphabet and pronunciation. In the early stages, of course, you will have to work hard to remember how to read some letters. But by mastering English in the first lessons, you can easily pronounce any text, even a text filled with unfamiliar words.

#### Theoretical Basis

We need to identify the role of reading in the information and development of reading skills in a foreign language and its place in the learning process. It is known that there are 2 functions of reading in foreign language teaching:

1. Reading is the goal in foreign language teaching.

2. Reading is a means of teaching a foreign language, consider the first function. One of the practical goals is to develop reading skills in foreign language teaching in high school. The level of reading skills is measured by the student's use of reading in a foreign language as a type of speaking activity; this is due to the goal set by the reader during the reading. Accordingly, the situation in the reading process may vary. Reading for information from the text; Along with receiving information from the text, it is also transmitted to another person (reader); In this case, it is recommended to read aloud in the second case, if you are taught to read silently. It is necessary to teach silent reading in high school, because reading aloud belongs to certain people in the field, such as teachers, actors. For many people, the main goal is to get information while reading. This requires the development of silent reading skills. When reading a text for information, the following 3 types of reading are distinguished:

A) Browse.

b) Careful reading.

c) Acquaintance (should be explained) it is intended to have an idea of the topic of the text (article, book) being read in paragraph "a", when reviewing. All you have to do is quickly read some paragraphs or some sentences in the introduction. In the "introductory" type of reading, the reader aims to know the exact content of the text, article, or book being read, and focuses all his attention on the basic (informational) information, so this type of reading sometimes covers the entire content. In the third type of reading that is when reading carefully, the student should be fully acquainted with the subject being understood from the text, critically analyze it, and apply the information in the future, This type of reading is clone slavery, If necessary, some parts of the text are re-read. The issue of reading speed has also of great importance in teaching reading, we will consider the requirements for it below.

1) "The level of comprehension of a text in an introductory reading type should include 70% of the key facts in that text. Comprehension of basic information should be clear, reading speed should be 180-190 words (per minute)

2) Comprehension of the content in type of "careful reading" should be 100%. Most importantly, it requires a complete understanding of the information in the text, article or book being read. Reading speed is secondary, but it should not be less than 50-60 words per minute.

3) In this type of "review" reading, the student is required to have a wide range of language material. Therefore, it is necessary to study only some elements of this type of high school education. For example: such as determining the subject of a text. It is necessary to browse 1-1.5 pages per minute. Fulfilment of these reading requirements will allow you to apply the acquired reading skills in practice. It should be noted that teaching reading, that is, reading a foreign language, helps to achieve a practical goal (The book being read, the information in the text, in cultivating the student's worldview, etc )

Reading is a tool for teaching a foreign language. As reading is one of the types of speech activity, it can also be an effective tool of foreign language teaching. For example, it is scientifically based too hate language material is well preserved in memory when perceived through the senses of sight. That is why reading texts at a high level (grades 8-9-10) is one of the ways to increase students vocabulary. There are 2 types of recollection in the reading process,

1. Involuntary ("acquaintance ")

2. In "voluntary" attention, students attention is consciously focused on a specific task. For example: it focuses not only on the content, but also on the language units that express it. In the methodological literature, texts aimed at extensive (content only ) and intensive (language material from the content ) reading are selected. Reading a foreign language "helps to create a language experience. Reading also helps to develop oral speech. For example, silent and aloud reading involves all the analyzers involved in speaking. Reading aloud is especially important. For example: 1) it is a valuable exercise in developing pronunciation

2) It is a valuable exercise in developing speaking skills (Visual signals are converted into sound signals)

a) Analytical

b) Synthetic types

c) Without translation

D) Translation

Depending on the nature and level of assistance provided to students, reading with and without a dictionary differs. According to :1 . Types of reading in the classroom and at home

2. Reading according to the teacher 'so assignment. 3. Reading voluntarily. 4. Frontal reading (all read the same text. 5. Individual reading. Along reading is also used to check and check skills and competencies, In developing reading skills, the needs to know enough lexical and grammatical material. Suffice it to say that 70-80% of the language units in the text should be understandable to the reader When we talk about the content teaching reading, we need to consider the requirements for the texts selected for reading.

1) The ideological and educational value of the texts is necessary.

2) The educational value of texts. They provide accurate information about the life of the country and people where the language is studied. The texts selected for reading should be chosen taking into account the interests and age of the students.

Reading aloud should be present at all stages of reading. But it will decrease as you progress to a higher level. In the process of reading, comprehension of what is read should not only be completely clear, but also fast. Frequently it is necessary to check the reading speed of students. For example : once a month.

difficulties arising from teaching reading. There are 26 letters,146 graphemes,46 phonemes in English. The English alphabet is a challenge for Uzbek students. (Similar letters in English and Uzbek are different letters)A, V,S,D,N,O,R, X, U are present in both languages, but the reading is different. "How "students often read as [hau ].When a new letter is explained, it should also be compared with a similar letter in the native language. Knowing graphemes (reading this letter combination )is also important. [ou]-to-night ow [au]-oh-ture

The reading of vowels in the accented syllable also causes certain difficulties in the reading of the vowels before the letter "g" in the epic syllable.

Digraph such as au, oo, ou, ow, consonants g, e,s, consonants, letter combinations such as th ,sh, th ,ng, ck, tion,ssion cause certain difficulties for students.

Some homonymous words that are the same in pronunciation but different in writing and meaning are also more difficult to teach to read. For example :tail -tale, too -two, write-right,eye -and etc. Jasurbek of knowledge of grammatical stuktures hinders the development of reading skills.

For example: He was asked to help the old woman. There are 2 main types of reading :reading aloud.

There are 3 methods of teaching reading aloud :

- 1.The sound method (learning to read sounds -phonemes and loudness letters to getther).
- 2.Students are taught to form sentences by adding words to each other.
- 3.Sentences are taught to read .The combination of these three methods, they is, the combined ase of which forms the reading skills A. P. Starkov distinguishes 3 stages of teaching reading.
  1. Stage:the mechanism of reading is formed. This must be olone on the bazic of lexical grammatical material previously studied orally. At this stage, an association (connection) is formed between the visual graphics, motor (sound) images of language phenomena. (Grades 4-5) In other words, the technique of silent reading was established.
  2. stage:silent reading skills are developed based on the generated reading mechanism. At this stage, as in the stage of learning, it is in the nature of .learning,it is in the nature of learning. There are some unfamiliar words in the texts set aside for reading . Students develop the skills to find their meaning . Vocabulary increase.(5-7) class.
  3. Stage: At this stage texts belonging to different styles are ready. (artistic, political, scientific).Students learn to work with a dictionary. The ability to learn (find the meaning)of some unfamiliar words without a dictionary is developed. It is used as a source of new information; silent reading is a new means of information. Reading is used for educational purposes (Grades 7-10).

RESULTS AND DISCUSSIONS:

When teaching reading, students should be allowed to read the text themselves. When the folding reading technique is developed, the teacher can read it first, but in this case the kinesthetic image is studied, not the graphic. Teaching reading begins with introducing the letters to the students. Cards can be used:

1. Exercises for students to form the word "rep" by handing out cards with the letters r,n,e;
2. To check the reading of letters and letter combinations;
3. find examples of the letter "r", write words beginning with the letter R;
4. Show students the sounds (for example:[ou],[o] and ask them to write the letters they mean.

Similar exercises can be used to teach word reading:

1. Find words that are read out of order ,such as give, have, take, lake;
2. Ask students to read words in a contrasting way that they often make mistakes do not differentiate when pronouncing; yet-let; cold-could; come-tome;
3. Ask students to say the letters that differ in setting. For example: hear-near; since-science; hear-hare; with-which;
3. Ask students to find words in the text that contain certain digraph. For example: oo,ow,igh,sa,th and etc. It is advisable to use transcription when teaching to read words whose graphic image does not match the pronunciation image.

Transcription can be taught from 5th grade onwards with the text read by the teacher at an early stage. Such reading applies only to certain subjects. The chorus reading is shortened. But it will not be lost. Reading aloud should be considered as a foreign language learning tool in all classrooms and should focus on developing skills related to the development of reading techniques. For this purpose, the teacher uses the following types of learning:

1. Diagnostic reading (students read, the teacher monitors their mistakes);
2. Instructive reading (students read what the teacher says);
3. Test reading. Students imitate the teacher identifying and correcting mistakes made by students in teaching English is also an important issue. So who should fix them and how?

According to G.V.Rogova, the student should correct the mistake he made. If he does not know, the teacher must correct him.

Reading is an active process in which the constructs meaning from a text. Because readers bring differing experiences and knowledge to a reading experience, each reader will construct a different interpretation of a text. Readers need to be encouraged to take an active stance in their reading is facilitated when readers interact with other readers and discuss their differing questions and interpretation of a book.

It is advisable to follow the following advice when teaching reading and correcting mistakes made by students.

The teacher writes the word in English on the board (black) and reads the letter "ck" in it. One of the students asks in Uzbek the word that the student made a mistake. For example: What is the

English for "work"? One of the students (or the teacher himself) can give the student who reads the text the following task:

Find the word "walk" and read it. The teacher corrects the mistake made by the student, and the student repeats. The teacher asks the student to write the word that made a mistake on the board and underline the letter combination that was read incorrectly and the rule for reading it. One of the issues that has caused controversy in error correction is the question. Should the teacher correct the student's error after he or she has read the text, or at the time the error was made? In this case, both ways are correct (to be explained). If a word occurs more often in the text, it should be corrected when an error is made (by the teacher himself).

Special principal of teaching reading:

1. Teaching to read is to teach speaking activities (Sometimes it is difficult to use reading as a foreign language teaching tool. This prevents teaching reading as a type of speech activity).
2. Reading should be based on teaching, learning, knowledge. (The most important this, you need to pay great attention to the content of the texts. Therefore, the texts should active in readers.
3. Teaching a foreign language should be based on students' experience in reading their mother tongue. It is usually read aloud more when read in the native language.

### CONCLUSION:

Reading is a process that includes three phases: before reading, during reading and after reading. In the before-reading phase, the reader establishes in his or her mind a purpose and a plan for reading.

Then, the reader begins to read the written text—the during-reading phase. While he or she reads, the reader will think about the purpose for reading and about his or her prior knowledge. This may occur during short pauses taken while reading.

Finally, the after-reading phase of the process occurs when the reader finishes reading the written text. The reader takes time to think about what he or she knew before the reading and what he or she learned or connected with during the reading, and then he or she links this information together to build new knowledge.

Throughout the reading process, but specifically in the during-reading phase, reading strategies can be useful to improve comprehension.

### READING PROCESS CHART

The chart below gives some examples of specific activities that may help a reader during the three phases of the reading process.

BEFORE READING	DURING READING	AFTER READING
*Set a purpose -Why are you read this text? -What are your goals for reading it? *Make a plan -How will you read this	*Read *Pause and think about what you are reading *Monitor comprehension -Use active reading strategies -Reread	*Pause and think about what you knew before reading, what you learned during reading, and what connections you made *Try to create new knowledge



<p>text(independently, with a partner/grouped.)?          -How much time will you spend reading?          What strategies will you use?          *Preview the material          *Activate prior knowledge          -brainstorm          -make a map/web/cluster          -discuss          *Make predictions          *Think</p>	<p>-Take notes          -Discuss          *Pause and check predictions          *Make new predictions          *Ask yourself questions          -What happened?          -Why did it happen?          -Does this make sense?          -Do I understand?          *Pause and summerize          *Visualize          *Think</p>	<p>by combining what you new with what you learned          *Participate in discussion          *Create a graphic representation          *Summarize the story          *Search for answers to unanswered questions          *Write about what you read-put it in your words          *Share your interpretations and opinions          *Think</p>
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