



CHARACTERISTICS OF FORMATION OF READING SKILLS IN ENGLISH LESSONS

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ABSTRACT

This article discusses the theoretical aspects of English reading skills, their importance in learning and language teaching. At the same time, the peculiarities of the formation of reading skills in teaching English to students and its role in language learning were analyzed using theoretical and practical materials.

Introduction. It is generally accepted that reading is the ability to extract information from the text and relies on the skills of reading technique. Therefore, when teaching reading at the initial stage, the main thing is the formation of reading techniques and the automation of this skill. There are currently a number of methods used to teach reading techniques in English, but most of them are aimed at children. While today more and more adults want to learn English, mastering the reading technique is essential when learning a language such as English. The variety of approaches described in the methodology for teaching reading technique testifies to the complexity of this problem. Let's dwell on reading in more detail.

Reading is an independent type of speech activity associated with the

perception and understanding of information encoded by graphic characters. There are several types of reading:

1. Studying - attentive reading into the text in order to fully and accurately understand its content, as well as in order to memorize the information it contains for further use. If you use this type, you must understand not only the main, but also secondary information, using all available means for disclosing linguistic phenomena that you have not previously encountered;

2. Introductory – this view is used to extract basic information from the text. When using this type, much attention is paid to the recreational imagination of the reader, thanks to which it becomes possible to fill the meaning of the text at least partially. Introductory reading involves understanding the main content, as well as



separating the main facts from the secondary ones;

3. Lookup – used to get a general idea of the information contained in the text;

4. Search – assumes the ability to find certain elements of information in the text that at this stage are significant for the reader.

Literature review. The English methodologist John M. Hughes characterizes each of these methods and concludes that the main thing is not to choose the best method, but to determine the advantages of each of the existing methods, to find its place in the complex process of teaching reading. Talking about his own work experience, D. Hughes believes that the best results were achieved using the Look and Say Method and the Sentence Method. At the same time, special attention was paid to the use of the preliminary phonetic stage, which in the domestic methodology of teaching foreign languages is better known as an oral introductory course.

Despite the fact that in English it is impossible to establish clear and consistent connections between letters and graphic symbols, the most popular method for teaching reading technique remains phonetic. Although its use has been criticized, Methodists such as G. Dyke and A. Galliford find it unwise to ignore it. In their opinion, the main purpose of using the phonetic method is to ensure the recognition of phonetic patterns in sounding English speech, and as a result, to teach the names of the letters of the printed word (spelling) and to correlate these letters with the corresponding sounds. The

same point of view is shared by the Canadian Methodist Robert McCole Wilson.

Having studied the history of teaching children to read in English as a native language from the time of the Reformation in England to the present day, Robert McCawl Wilson comes to the conclusion that it is necessary to use a complex of methods and applies such a term as "balance", which means: "The fashionable word now is "Balance" with the whole language people maintaining that they also teach phonics without abandoning the essentials of their method. Because "balance" is in the hands of the holder, to find out what is actually happening, we must go into individual schools and classrooms. " and about other methods, because the "balance" is in the hands of those who hold it, and in order to understand the real learning conditions, one must visit a specific school, a specific class").

Research Methodology. The point of view that not a single method taken separately can be sufficiently effective in teaching reading techniques is also accepted by Russian methodologists. So, N.K. Sklyarenko argues that "the most expedient is the combination of several methods, for example, analytical-synthetic, and the method of teaching according to the rules of reading, as well as the method of whole words and the method of teaching reading by analogy (by keywords)." Another controversial issue in teaching reading technique is the question of mastering the rules of reading.

However, conducting such an oral introductory course in the educational process of a non-linguistic university is practically impossible. Due to time constraints, students begin to master the



reading technique immediately. Taking into account the intellectual and age characteristics of first-year students, namely, analytical thinking, we can note that knowledge of the letter-sound ratios for a “techie” student, of course, is desirable, but not paramount.

Research on foreign language teaching to students of non-language higher education institutions in the world is carried out in the priority areas. By now, the most famous are four methods used in teaching reading techniques in English, namely:

- The look and say method or whole word method;
- The sentence method;
- The kinesthetic method;
- The phonic method.

The latter was developed back in the nineteenth century by European methodologists Greser, A. Disterverg, Vogel and this method was called the analytical-synthetic method.

Analysis and results. For non-philological students, practical knowledge of the skills of recognizing and sounding letter combinations is much more significant. The formation of this skill is developed during systematic training work. And the basic rules can be used in the educational process as additional reference material. Despite the different approaches to teaching the reading technique, the

methodologists agree that for the development of the mechanism of reading technique, it is very important to improve the visual memory of students, giving significant loads to the visual analyzer. Students should read a lot both in class and at home, as well as memorize graphic images of words by performing a variety of exercises.

Conclusion/Recommendations. In conclusion, being a language major is very important to study a foreign language in higher education institutions as it plays an important role in preparing foreign language students to study fully.

The success of mastering a foreign language reading directly depends on the degree of formation of the technique of reading in a foreign language. Among the methods existing today, aimed at the formation of the technique of reading in English, it is not possible to single out one of the most effective and universal. For adults, it is advisable to combine several methods focused on the conscious process of recognition and promoting the inductive development of students' own conclusions about the alpha-sound connections.

Repeated performance of various exercises aimed at strengthening the alphabetic-sound connections seems to be the most appropriate in a non-linguistic university, since it contributes to a faster and more durable formation of reading techniques.

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