

Creative Methods of Teaching Reading Skill

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Abstract: This article extensively discusses the challenges of teaching English, especially the importance of using unconventional and creative methods of teaching language skills and modern pedagogical technologies in teaching a foreign language, as well as the importance of teaching reading skills.

Keywords: Teaching, language skills, reading methodology, interactive, pre-reading, post – reading, while-reading, reading stages, creative methods.

Introduction: When we look at all economically developed countries around the world and ask what the main reason behind their development is, we can see that they have reformed their education systems and created all the necessary conditions for both learners and educators. For this reason, many opportunities are being provided by our country's leadership to deeply reform the education system and to create favorable conditions for students and teachers. One clear example of this is the "Uzbekistan – 2030" strategy.

Literature review

This strategy emphasizes the importance of further improving the higher education system, strengthening its material and technical base, and increasing the scientific potential of the population. Higher education is considered a key part of a society's social and economic development. Specialists, from local administrative levels to top management positions, are prepared within the higher education system. Therefore, any system of innovative development should begin with improvements in higher education.

METHODOLOGY

As mentioned above, higher education plays a central role in the country's economic growth. For this reason, universities should act as methodological centers for production sectors, research institutes, and educational institutions. It is also advisable for every staff member in higher education to know at least one or two foreign languages at an advanced level. This is because the specialists trained in higher education

directly join production enterprises, educational institutions, and research centers. Therefore, the methodology of teaching foreign languages plays a special role in teaching and learning them effectively.

In higher education, applying a system based on a creative approach to teaching foreign languages not only improves the quality of education but is also crucial in preparing highly qualified specialists. It is commonly believed that foreign language learning is directly connected with the activities of higher education. That's why teaching foreign languages should be seen as an essential component of higher education and a key indicator of quality in preparing professionals.

RESULTS

The prestige of the higher education system is strongly connected to the state of science and technology in that system. In today's world, where science and technology are rapidly evolving, it is important to develop independent learning processes within higher education and to build an educational model based on "knowledge through science." Forming an "education-science-industry complex" and strengthening integration mechanisms among them is of great importance.

Learning foreign languages, especially English, is essential for improving this system and developing collaboration. This is because students should be able to access scientific information based on new discoveries in a short period of study. To achieve this, they need to constantly refer to relevant foreign

sources and stay informed. Teaching reading is understood as teaching a type of speech activity [12]. When this principle is taken into account, students receive the correct guidance about reading. According to this idea, the main goal of reading is to deliver information to the reader in a structured way.

Teaching reading is organized as a process of acquiring knowledge. It is not limited to just practical activity—when reading, the reader (or text user) also tries to understand and learn new information. Teaching reading in a foreign language is based on students' existing reading experiences in their native language and in a second language.

To understand what they read, students must know the structure of the language being learned and act accordingly. Knowledge of language material—meaning the development of linguistic skills—creates the foundation for reading fluently and accurately. This principle requires students to be familiar enough with the language structure they are learning [11].

When teaching reading, not only receptive but also productive skills are involved. Reading is usually considered a receptive type of speech activity. However, the process of reading also includes productive elements. While understanding a text, internal speech is activated. So, teaching reading should include work on both receptive and productive speech activities, according to this principle [5].

Since reading functions as a type of speech activity, students should learn how to apply it. It is important to understand the processes that support this activity. The first one is technical skill, which refers to understanding the text as it is perceived. If a student learns how to quickly grasp meaning (sometimes called “skimming”), they can improve their reading speed. Reading speed increases through special practice [8].

The goal is not only to read quickly but also to apply analytical skills (such as identifying details), which are used to understand the content. Both slow and fast reading techniques are used according to the purpose of getting information.

From the analysis of the didactic principles of reading skills described above, it becomes clear that technical skills, especially proper reading, are essential for acquiring information. These principles show that reading is a necessary step in the learning process [2].

At every level of education, reading activities are applied with specific features. In the beginner stage, texts are based on familiar material. At the intermediate level, texts include familiar structures along with some new vocabulary. In advanced levels, texts include more potential or unknown vocabulary.

These are the recommended types of reading at each level [4].

Students usually read texts based on three main topics: “The Environment”, “Our Country”, and “The Target Language Country.” In teaching methodology, the concepts of text and exercise are sometimes confused or misunderstood. In fact, they are not separate scientific or educational categories. A text is the material used for an exercise, and at the same time, it is the material for reading. The text is the core material for reading exercises, while the information gained from it is the speech outcome—it serves as a source of spiritual enrichment for the student.

There are methodical guidelines for choosing texts, which are divided into two groups: content-related and language-related criteria [9].

The following requirements are applied to the content of reading texts.

The text should have educational value. One of the goals of foreign language teaching is to develop moral values, so texts that reflect ethical norms and promote moral education are selected.

Texts should help broaden students' knowledge of life and worldview. This plays an important role in enhancing their cognitive activity [10].

The content of the text must be scientifically accurate and reflect real-life facts.

The text should be age-appropriate for the students. Its content must match their moral level and meet their intellectual and emotional needs.

At the final stage of their studies, students are recommended to read the following types of engaging texts:

Selected passages from literary works;

Thought-provoking texts about friendship, peers, and love;

Entertaining and meaningful stories such as humorous, adventurous, detective, satirical, or science fiction texts;

Informative texts in the “Did You Know...?” format that give historical facts or discoveries and travel experiences [7].

To increase students' interest in reading lessons and improve their effectiveness, choosing or creating the right text is very important. In this regard, teacher Jamol Jalolov made the following point [1]:

“Selecting and creating texts is a highly important methodological issue. While the idea of selecting ready-made texts was briefly discussed, the term ‘creating’ leads to different interpretations. First, we

must clearly distinguish between selection and creation.

“Selection” means choosing texts whose content is already developed by an author and adapted by the teacher or textbook writer to fit the classroom context in terms of language and length. These could be original or simplified texts.

“Creation” refers to texts written by the teacher or textbook author based on the themes and language materials taught orally. So, in methodology, there are two concepts: created texts and selected texts. Both types of texts serve as reading material [6].”

Linguists identify three main stages in working with reading texts:

Pre-reading stage: This includes preparation exercises such as learning necessary vocabulary and grammar, and practicing reading techniques. At this stage, students may mark familiar words or identify the type of reading they will do. This helps in understanding the text during reading.

While-reading stage: This is focused on reading comprehension and doing tasks that check how well students understood the information. Here, students should aim to fully understand the text’s meaning.

Post-reading stage: This includes follow-up exercises that focus on using the vocabulary and meaning of the text to develop speaking, listening, and writing skills [3].

CONCLUSION

In conclusion, the effective teaching of reading is a critical component of language education that extends far beyond the mere recognition of words and sentences. It involves the development of a complex set of skills, including phonemic awareness, vocabulary acquisition, fluency, and reading comprehension. To address the diverse needs of learners, educators must employ a range of instructional strategies that incorporate both traditional methods and innovative, learner-centered approaches. Creative techniques—such as literature circles, interactive storytelling, digital reading platforms, and gamified activities—not only enhance learner engagement but also foster a deeper connection with texts.

Moreover, the reading process must be taught in stages: pre-reading, while-reading, and post-reading activities help structure the learning experience and encourage critical thinking. Teachers should also consider learners' language proficiency levels, interests, and cultural backgrounds to make reading materials relevant and motivating. Assessments, both formative and summative, play an essential role in monitoring progress and adjusting instruction to

support individual development.

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