

SEVERAL TEACHING METHODS AND THEIR PROBLEMS IN TEACHING READING AT PRIMARY SCHOOL

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Learning how to read in a foreign language at an early stage encourages earlier initiation of younger students to a new linguistic world, creates in children a willingness to communicate in a foreign language and positive attitude to further study. It allows familiarizing children with the world of foreign peers, foreign songs, poems, folklore and with available samples of children's art literature on the studied foreign language. The process of teaching reading allows forming some universal linguistic concepts that can be observed in native and foreign languages, developing at once intellectual, verbal and cognitive abilities of children.

At an early age the children have not a psychological barrier during learning a foreign language, so that they learn the necessary skills much faster and easier.

Children learn to pronounce correctly and distinguish on hearing sounds, words phrases and sentences of a foreign language, to follow the intonation of basic types of sentences. They get an idea of understanding of the basic grammatical categories of the target language, recognize familiar vocabulary and grammar in reading and listening, use it in oral communications, learn the technique of reading aloud and reading inwardly.

The success of learning and children's attitude to subject largely depends on

how interesting and emotionally the teacher conducts the lessons. It should be remembered that one of the most effective methods of teaching reading in a foreign language at primary school age is a game. The more playing techniques, clarity the teacher uses, the more interesting are the lessons, the stronger to digest the material.

In order that reading contributes to the development of cognitive interests of children, the teacher should consider the educational needs, age and individual psychological characteristics of children. It's necessary to involve children in creative activities through using active learning methods; to give them opportunity to show independence and initiative in learning activities. Work on the development of interest in reading needs to be carefully targeted and carried out both in the classroom and outside it.

One of the forms of such work is extra-curricular reading. In order to begin teaching reading, firstly each teacher should define the aims. Some of them can be: to teach students to read texts, to understand their contents, to comprehend the information contained in the texts and etc. Also it is necessary to take into account that teacher and children need to overcome a lot of difficulties in the process of forming reading skills. These are: the difficulty associated with mastering the technique of reading, which involves the adoption of a system of graphic symbols, different from the native language; formation of skills of sound-letter and lettersound correlation, syntagmatic reading. It's necessary to work carefully on the technique of reading aloud, as learning activities are formed firstly in the outer speech, and then come to the internal speech. It is important to bring to the stage of holistic perception of blocks of words; otherwise word-by-word reading will impede understanding of content of the text. Mastering the technique of reading is accompanied by mental work on recognition of visual forms, so it is necessary to teach the technique of reading in a familiar material with new additional information.

Initial learning to read words can be:

- on the basis of words with similar sound. The words with the same sound is

included in some of these words. **For example**, *duck, run, jump, son, mother*;

- using partial transcription with highlighting of the relevant letters that transmit this sound. **For example**, *[u:]*: *too, school, fruit, ruler, blue, two, do*;

- using the full transcription. **For example**, *autumn, daughter*;

- by analogy. *For example, children are able to read the words right, night*, they need to read a new word *light*. (It's necessary to establish association). **Other examples**: *brought-thought, ring-bring, drink- think*.

Teaching children to extract the main information from each paragraph of the text, that is, create the ability to distinguish main ideas from what they read, are very important. The next important skill is to convey the meaning of the paragraph or the text in a limited number of sentences. Owing to such kind of tasks children learn not only reading but understanding and interpreting information too.

It's necessary to emphasize that a suitably-selected texts and tasks contribute to the development of interest of pupils to reading in a foreign language. The usage of texts, selected in accordance with the cognitive interests of children, gives an indication of the increased interest of pupils to a subject, on improving the art of reading and deeper understanding of foreign language texts.

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