



DEVELOPING READING SKILLS IN ENGLISH LESSONS

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Annotation: *Reading in a foreign language helps remove many of the difficulties of learning a language; by reading, we train our written language, which is difficult to train only by speaking. Secondly, we become familiar with the culture and realities of the country of the target language. The ability to read English makes it possible to read many masterpieces of English literature in the original.*

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Learning a language is a social phenomenon; it is impossible to learn a language outside of society. One of the main mechanisms for learning a language is imitation, first the child imitates his parents and learns his native language at the everyday level, then books come to help: poems, nursery rhymes, fairy tales, this is how the child expands his vocabulary, acquires speech clichés, this is how he acquires the next level language proficiency. With a foreign language, the situation is somewhat different, they begin to learn the language under the guidance of a teacher, the stage of imitation is skipped, the study begins with clichés and ready-made structures, and the vocabulary corresponds to strictly specified topics. The language is studied at the proper level, there is good grammatical knowledge, there is a set of vocabulary on academic topics, but there are also disadvantages that are difficult to argue with, there is no knowledge of everyday, everyday vocabulary, there is almost no knowledge about the cultural realities of the country of the language being studied, but all this can be compensated for by others types of speech activity.

According to the Federal State Educational Standard, the most important task of the modern education system is the formation of a set of universal educational activities that will help students “learn to learn.” The concept of universal educational actions highlights the actions of semantic reading.

The goal of meaningful reading in English lessons is to understand the content of the text as accurately and completely as possible, to grasp all the details and to understand the information extracted. This is a careful reading into the meaning using text analysis. When a person really reads thoughtfully, his imagination definitely works; he can actively interact with his internal images. A person himself establishes the relationship between himself, the text and the world around him. When a child masters semantic reading, he develops oral speech, and subsequently written speech.

To develop meaningful reading skills in students, it is necessary to remember that in the methodology of teaching foreign languages, the most common classification of types of reading is the classification according to the nature of extracting information from the text. There are four types of reading: introductory (aimed at a holistic perception



of the entire text), viewing (aims to determine only the topic of the text), search (search for specific information in the text given before reading), studying (full comprehension and understanding of the entire text and its sections).

To perceive textual information and process it in accordance with the communicative-cognitive task, various combinations of techniques are used, which in the scientific literature are defined as “semantic reading strategies.”

Working with any text in English lessons involves three stages:

- pretextual;
- text;
- Post-textual.

Each stage of working with text has its own strategies.

Reading is a conscious or unconscious process of thinking. The reader uses many strategies to reconstruct the meaning, which was laid down by the author, in this case the reader resorts to comparison combining information from the text with your personal experience and knowledge.

The reader approaches the text with a huge amount of knowledge and experience, including your own attitude towards oral and written speech. All own knowledge, experience, and values are organized into categories or schemas [1].

Each of them is connected to the others in a complex mental network.

It would be nice to find audio for books you intend to read with your children. This is both training in listening comprehension and an additional opportunity to check the reading of many words.

When reading in a foreign language, he relies on his native language and culture. This means that the reader will highlight facts and interpret them depending on the structure of the language and cultural customs innovations regarding his literacy. It is important to sing here [2].

Another issue is the difference in grammatical structures between English and Uzbek. English is a language that uses word order and sentence structure to convey meaning, while Uzbek relies heavily on suffixes and prefixes to modify the meaning of words. This can lead to difficulty in accurately translating complex economic concepts [3].

B.Oberholzer [4] describes it as a basic life skill and a major key for a successful learner both at school and throughout life and states, that reading has a crucial role in the life of a learner, therefore, deficiency of reading causes problems of learning in any field of study.

Let me remind you of the main types of reading in English lessons:

- Familiarization (the main task is to understand the meaning of the text;
- Studying (implies a deep understanding of the text, its comprehension and analysis);
- Search (search for required information);
- Scanning (selective reading in order to obtain a general idea of the text);
- Value-oriented (use of reading results in other types of speech activity);
- Cognitive (aimed at obtaining new, previously unknown information to broaden one's horizons);

Properly organized reading instruction performs the following functions:



-  Independence;
-  Development of writing, speaking and listening skills;
-  Educational goals (morality, worldview, values);
-  Cognitive function;
-  Instilling a culture of reading and a love of reading;

The role of this type of speech activity is indisputable. It is well known that reading is one of the main means of obtaining information. Through reading, due to which we extract information from the text, the experience acquired by humankind in a wide variety of social, labor, and cultural activities can be transmitted and appropriated [5; 6].

Reading is a cognitive process that the reader uses to recreating the meaning of the text. Those who read freely, unconsciously and automatically use some reading skills. Students can choose their own books to read. Teacher, in his turn, should guide students, help with the choice of texts, appropriate level of knowledge, and develop a positive attitude to reading in a foreign language. The more students read, the more their vocabulary improves. The more vocabulary they have stock, the better they can read. In addition, reading improves skills letters.

Reading in a foreign language can motivate a student to further the greatest improvement of language knowledge.



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