

## EFFECTIVE METHODS AND TECHNIQUES IN TEACHING READING

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### **Abstract**

*The article deals with the issues based on effective methods and techniques in teaching reading. Reading - takes one of the leading places in the language learning. Since reading is an independent type of speech activity that provides a written form of communication. According to many researchers reading in English as a form of speech activity and as an indirect form of communication*

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### **I. Introduction**

The process of teaching a foreign language to secondary school students has been the object of close attention of researchers over the past decades. Currently, this process is of particular importance due to the fact that improving the quality of language training is one of the tasks of teaching and educating a comprehensively developed personality.

The task of the school at the present stage is not to give a volume of knowledge, but to teach how to learn. The main principle of the activity-based approach is that knowledge is not presented ready-made, students receive information. The teacher must organize research students so that they themselves find answers to the questions posed, work out grammatical and lexical structures in speech.

Teaching each type of reading has its own characteristics. The problem of how this training should be organized and with the help of what exercises was dealt with by such researchers as V.P. Belogradova, N. D. Galskova, N.I. Guez, J.I. Manuelyan, G.V. Rogova, V.M. Filatov, S.K. Folomkina.

From the point of view of G.V. Rogova "... to study a language outside the linguistic environment is possible only on condition of regular, daily and abundant reading."

### **II. Main part**

Teaching a foreign language at school is an organized, controlled process, during which, as a result of the interaction of a teacher and a student, the reproduction and assimilation of a certain experience with a given goal is carried out.

Reading refers to the receptive types of speech activity, since it is associated with the perception (reception) and understanding of information encoded by graphic signs. In reading, a content plan (that is, what the text is about) and a procedural plan (how to read and voice the text) are distinguished. In terms of content, the result of reading activity will be reading comprehension; in procedural - the process of reading itself, that is, the correlation of graphemes with phonemes, the formation of holistic methods of recognizing graphic signs, the formation of internal speech hearing, translation into the external pronunciation, reduction of internal pronunciation and the establishment of a direct connection between the "semantic" and graphic complexes, which is expressed in reading aloud and to oneself, slow and fast, with full comprehension or general coverage.

Understanding, the degree of its completeness, accuracy, depth, depend on the purpose of reading, which the reader sets for himself. Namely: to see what the text is about, to determine the main thing in it, or to understand the text exactly in all its details.

When teaching search reading to 7th grade students, the following main tasks were set for me:

1. To clarify the essence of the concept of search reading of students in the methodological literature.
2. To identify effective forms, methods and means of teaching search reading for students of secondary school age.
3. To develop a program of teacher's activities for teaching search reading.
4. Conduct an analysis of the experience of English teachers in teaching secondary students to search reading.
5. To develop guidelines to assist teachers in teaching search reading for organizing search reading for 7th grade students.

Problems of teaching students to search for exploratory reading in the theory and practice of a modern English lesson

The study of foreign languages contributes to the general speech development of students. Reading is one of the main types of speech activity. It can serve as both a goal and a means of teaching. With the help of reading, a person becomes familiar with the scientific and cultural achievements of mankind, gets acquainted with the art and life of other peoples. The reading process has a huge impact on the formation of personality. With the help of reading, students' active and passive vocabulary is enriched, grammatical skills are formed. One of the main problems of teaching reading is the problem of selection of texts and a clear organization of work with them. Working with authentic texts contributes to the development of critical thinking and universal educational actions in students, and also represents relevant and interesting material for study, since they create the illusion of familiarization with the natural language environment. In addition, newspaper materials will help students get acquainted with the culture, stereotypes of behavior, the processes taking place in society in our time.

Let's move on to considering the concept of "reading". Reading is an independent type of speech activity that provides a written form of communication. Great attention has always been paid to the problem of developing reading skills. The teacher is tasked with teaching students to read texts, understand and comprehend their content with different levels of penetration into the information they contain.

The main goal of teaching a foreign language in a general education school is to develop students' ability for mutual understanding and a tolerant attitude towards representatives of a different culture. Proceeding from this, the role of a foreign language as an academic subject is understood in a completely new way. After all, it is the language that is the conductor of the culture of this or that people for other cultures and peoples. It provides students with direct access to the enormous wealth of this people, serves as an additional "window to the world", an important means of mutual understanding and communication between representatives of various cultural communities.

N. D. Galskaya distinguishes the following groups of skills:

1. Ability to identify and highlight the main information of the text, to establish a connection between events, to draw conclusions from what has been read.
2. Ability to extract complete information from the text: fully and accurately understand the facts, highlight information that confirms something, compare information;
3. Ability to understand the necessary information: to define in general terms the topic of the text, to determine the genre of the text, to determine the importance of information.

Students should be able to

- scan text, i.e. find the information you need in the text. This skill assumes that you do not need to read everything, every word and every line; finding a word in the dictionary, numbers in the phone book, etc.

- to carry out reading of the text, including understanding the main content of the text, about what, on what topic. If you pay attention to all the details at this stage, you can get bogged down and not understand the topic and main idea of the text.

As A.A. rightly notes Leontiev, "the ability to read, which is not supported by more or less constant training, disintegrate very quickly, and all efforts to teach reading are in vain."

To form the optimal level of communicative competence, it is necessary to improve the skills of students in all types of speech activity. However, issues related to teaching reading have always occupied a special place in the domestic methodology of teaching foreign languages.

The problem of teaching reading becomes the most urgent in the light of the modernization of education. The Federal State Educational Standard emphasizes the importance of teaching semantic reading in both native and foreign languages, and notes that reading in the modern information society is "metasubject" or "supra-subject" in nature and reading skills are universal educational actions.

According to the standard, students should have such reading actions as searching for information, highlighting the information necessary for solving a practical or educational problem, systematizing, comparing, analyzing and generalizing ideas and information available in the text, interpreting and transforming them. At the same time, various reading strategies are used: introductory, search, studying, requiring different approaches and methodological techniques. Mastering reading strategies helps to increase the information and reading culture of students, helps to individualize the reading process, since each student has the opportunity to read texts in accordance with their pace, level of learning, their needs and interests.

The main attention of the reader is directed to the extraction of information encrypted in the text. By the way of reading - this is reading to oneself or in ideal form - visual reading, "as the most perfect and mature reading (OD Kuzmenko).

The initial stage of teaching a foreign language in secondary school plays the role of a foundation in the formation of the communicative core and is at the same time a preparatory stage, during which students acquire a set of fundamental reading skills and abilities. Already at the initial stage, it is necessary to take into account the specifics of various reading strategies. Search reading skills are of great importance in our information age. The use of various methods of searching, collecting information in accordance with communicative and cognitive tasks are cognitive universal educational actions that are of a meta-subject nature.

We believe that it is necessary to purposefully form the skills of search reading.

As a rule, there are three main requirements to search reading: the exact formulation of the task for the search, the time-limited search for the necessary information, and the guaranteed finding of the required information in the text.

Features of teaching search reading for middle school students

The main task of reading is to consolidate the ability of students to extract useful information from the text being read, to instill in students a taste for independent reading of literature in a foreign language.

An approximate algorithm for the work of students with a title before reading any text.

\* Carefully read the title and highlight the key word in it (most often it is expressed by a noun).

\* Look through the text and notice how often the dominant word of the title you have

selected appears in the text.

- \* Find substitute words for the dominant word and the entire title in the text.
- \* Rephrase the title using synonymous words from the text.

Pretext stage.

- \* determine if there is a part that lists the main topics of the article;
- \* find at the end of the introductory section of the article a list of issues covered in it;

Text stage

- \* review the text and tell which category of readers it may be of interest and why;
- \* tell me which of the above issues is given special attention in the article;
- \* mark in the text the places that give answers to the proposed questions;

Post-text stage

- \* read the facts from the text that are relevant to the topic ...;
- \* underline the definition (conclusion, term) in the text.
- \* When the required information is found, the target of the search reading has been achieved.

Exercises for teaching search reading.

- \* define the topic or problem of the text (article);
  - \* read the text, determine if it covers the specified issues;
  - \* find in the text the main argument in favor of the heading;
  - \* read two texts on the same topic, name the discrepancy in the content (in the number of facts given, the difference in estimates, etc.);
  - \* find on the specified page the characteristics of the characters, instructions, recipe, recommendations, etc.;
  - \* review the annotation, determine if it matches the content of the text;
  - \* find paragraphs dedicated to the specified topic;
  - \* find in the text answers to questions (giving grounds for conclusions)
- look at the picture, name the paragraph it illustrates;
- \* find in the text the facts that the author refers to as positive, negative;
  - \* divide the text into parts in accordance with the points of the plan;
  - \* Express your opinion on the content of the text and relate it to your own experience, etc.

Requirements for educational texts.

The communicative goals of teaching reading involve the use in the educational process of various types of text - different genres and functional styles. Moreover, their selection and organization should be carried out taking into account the stages of training:

In grades 5-7 - the above types of texts, as well as signs, signs in shops, at train stations, labels for goods, train schedules, signs in cities, announcements, weather forecasts, magazine and newspaper articles of a regional nature, excerpts from fiction ...

In grades 8-9 - the types of texts named in the previous paragraph, as well as advertisements, brochures, publications from teenage newspapers and magazines of a different nature (messages, reviews, essays, interviews, statistics), etc.

In grades 10-11 - the texts indicated for the previous grades, as well as instructions, publications in periodicals of a regional and cultural nature, on the problems of interpersonal relations

To successfully master reading, we must:

1. to select texts in accordance with age characteristics, speech and life experience of students, their interests;

- 2.the texts should be distinguished by an entertaining and attractive plot,
- 3.be accessible in terms of language difficulties,
4. differ in relevance from the standpoint of universal human values,
5. contain the problem.

The methodology for working on a foreign language text contains a number of techniques that can be used to develop various reading skills. So, trick, "multiple choice." Students are asked five questions in the text with four possible answers. Three passages and four titles to them are offered, that is, one title is superfluous.

There is also the technique of "restoring" or "filling in the gaps" can only be used to develop the ability to read with a full understanding of the information. So, students receive a text in which every N - nth word is skipped (N - ranges from 5 to 10). The task of the students is to fill in the gaps with words that are appropriate in meaning.

Reception "mosaic" involves the division of the "bank of information", ie, after familiarization with a certain part of the information, students exchange it and restore the general content of the text.

"Abstract" or "compilation of short notes" - a method of work aimed at developing the ability to write down briefly in the form of notes the content of the read text in order to fix the necessary information for further use [9, p. 25]

Such a technique of working on the text as "logical regrouping" or "sequencing" suggests reallocation of material in a logical sequence or according to a plan.

### **Conclusion**

The result of this work is a reconstructed coherent text. A meaningful and semantic choice of answers or judgments can be carried out using tasks called "true / false statements."

The "addition" technique is based on a passage of text or a series of unfinished sentences that must be completed using information obtained from the text read. This technique is typical for the development of the ability to read a text with a full understanding of information.

Thus, in this development, methods and techniques for working on a foreign language text are considered, the choice of which should be guided by the purpose of the lesson, the type of text selected for reading, as well as the stage of working with it.

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