



## TEACHING READING SKILLS TO FOREIGN LANGUAGE LEARNERS

**English teacher: Shnikulova Uldaulet Jumabaevna, Rzambetova Nadira Polatovna**

**Karakalpak Academic Lyceum under Ministry of Internal Affairs of the Republic of Uzbekistan**

### **Article history:**

**Received:** 28<sup>th</sup> September 2024

**Accepted:** 26<sup>th</sup> October 2024

### **Abstract:**

The article discusses one of the most important aspects of learning foreign languages - reading, which is both a goal and a means of teaching.

**Keywords:** foreign languages, speech activity, reading, vocabulary, study.

### **INTRODUCTION**

Students' overall speech development is aided by studying other languages. One of the primary forms of verbal activity is reading. It can serve as a teaching tool as well as an objective. Reading allows one to learn about the artistic and cultural accomplishments of humanity as well as the cultures and lives of other people. The process of reading has a profound effect on the development of personality. Students' grammar skills are developed and their active and passive vocabulary is expanded through reading. One of the issues that was covered in the most detail throughout the earlier phases of the methodology's development was learning to read.

Developing your pupils' reading comprehension is essential to helping them become fluent in the language they are learning. It goes without saying that it is crucial that they be able to interpret and comprehend the vast array of text-based items they will come across, such as guides, menus, schedules, to-do lists, websites, text messages, books, blogs, newspapers, and magazines. Students who read also benefit from increased vocabulary, improved writing abilities, and an awareness of various grammatical constructions. In general, there are two distinct but quite helpful methods of reading. Both types of reading—intensive and extensive—can be employed to help kids become more fluent language users and readers. Reading for enjoyment can be used to summarize extensive reading. According to this method, students should read as much material as they can, as often as they can, in their target language. Advocates of this approach argue that it's not necessary to understand every word in a passage, rather increased exposure to the written language builds vocabulary and familiarity, which leads (in time) to reading competence and stronger overall language skills. On the other hand, intensive reading is often defined as reading for detailed information. This is a highly-focused activity which is specifically targeted on a shorter piece of text, interrogating it and enabling students to extract key information from it. This approach is focused on helping language learners really understand the specifics of each text as well as

paying close attention to the language's grammar and syntax rules.

Moriarty and Day (2004) compiled years of research into a summary of the benefits of intensive reading for language acquisition.

Students who read extensively in the foreign language get positive outcomes. Studies reveal that they write better, become more proficient readers, gain confidence in their speaking and listening skills, and expand their vocabulary. Furthermore, individuals acquire favorable perspectives and heightened enthusiasm for learning the target language. Intensive reading strategies, on the other hand, help students comprehend a text in its entirety. In order to completely comprehend each sentence and be able to respond to comprehension questions on it, they can carefully translate each one and look up any unfamiliar words in a dictionary. Students interact deeply with the book and are able to show what they know and comprehend. But it takes work to use this method! Students must undoubtedly devote themselves fully to reading the material word by word and sentence by sentence. Of course, some students may find this in-depth text study to be tiresome and dull. Developing key reading skills

The approach most commonly used in language instruction classes is intensive reading; it is not thought that students should just spend their time reading for pleasure. Nonetheless, it is crucial that language teachers support their students' independent reading of as much material in their target language. Therefore, teachers can help students achieve this by encouraging them to check out books for reading at home and by keeping a library in their classrooms. For most learners, a combination of the two approaches seems to be the optimal course of action. In all situations, students must also acquire the following crucial talents in order to improve their reading comprehension.

### **1. Contextualizing**

When reading any piece of text, it's vital for students to be able to place it within a context. Encourage them to consider if the text is a work of fiction or if it is a piece of news reporting. Students should be able to identify or work out when the piece was written – are



attitudes and clothes different from today? Does the text relate to a specific location / audience or is it a piece about an issue that impacts us all? All of these considerations will support their understanding and interpretation of the text in question.

An appreciation of context is also handy if learners encounter words that they don't know or understand. Ask learners to think about the context of those words and get them to use the surrounding words that they do know to provide useful clues to make an educated guess.

## **2. Predicting and previewing**

There's lots that students can do to boost their understanding before even starting to read the text. Help students to decipher clues (e.g headlines, quotes, pictures) to try and establish what the text is broadly about before they begin to read. Identifying those words and phrases that they do know and understand can also be a helpful starting point.

## **3. Scanning and skimming**

Students do not always need to read and understand every word in a text to extract key pieces of information. Learning to quickly scan or skim read documents can therefore be an invaluable skill when they need to find key details quickly – the price of a hotel room, the time their plane takes off etc. This skill can be supported by encouraging them to pick out key details / words and highlight / underline them on a first look through before returning to the text to find the specific answers needed.

Skimming is a similar fast reading skill that helps learners to quickly get the gist or a general overview of a passage or publication. It allows them to identify which parts of a long text are more relevant to the question or their enquiry.

## **4. Summarising**

After reading a piece of text, students should be able to summarise the key points of what they have just read and then communicate that information to someone else. This doesn't involve retelling everything that they understood from the piece – just a quick and concise (i.e one or two sentences) review of the key themes, arguments or events.

## **5. Visualizing**

For visual learners, supporting them to visualize what they are reading can be hugely helpful in supporting the development of their reading (and other language) skills. Ask them to describe what the main character in the story looks like. As well as talking to them about what they think it would be like to live in Dickens' London, why not get them to write down their thoughts to build up key descriptive vocabulary?

CONCLUSION

Its goal is also to develop the student's capacity to autonomously go through obstacles in knowing a foreign language. The information in the text, not the language itself, is the subject of "study" in this kind of reading. Respect for the text is something that is taught through reading. Gaining a general understanding of the text being read is part of viewing reading. Its goal is to give the reader the broadest understanding of the subject and the variety of topics covered in the book.

## **REFERENCES**

1. Dildor, O. (2020). Sociolinguistic factors in EFL classes. *International Engineering Journal For Research & Development*, 5(3), 6-6. *ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES VOLUME 2 | ISSUE 3 | 2021 ISSN: 2181-1385 Scientific Journal Impact Factor (SJIF) 2021: 5.723 Academic Research, Uzbekistan*
2. Djumanova, B. O. (2019). The problems of teaching foreign languages in the primary classes. *The Issues of Language, Literature and History*, (1), 158-159.
3. Djumanova, B. O. (2021). Students' readiness for self-education from the perspective of a professional. *Инновационное развитие науки и образования*,
4. Ergashev, D. D. (2021). Teaching a foreign language with advanced techniques. *Academic research in educational sciences*, 2(1).
5. Khoshimova, D. R. (2021). Peculiarities to Improve Sensate-Expressive Speech
6. While Teaching Listening. *Tilshunoslikdagi zamonaviy yo'nalishlar: muammo va yechimlar*, 219-223.
7. Mukhamedov, G., Khodjamkulov, U., & Toshtemirova, S. (2020). Innovative cluster of pedagogical education. *Monograph,-T.: University.*
8. Tolipov, A., Najmiddinova, N., & Makhmudov, K. (2020). Advantages of Modern Methods in English Language Teaching. *XXI Century Skills in Language Teaching and Learning*, 2(2), 322-327