

ENHANCING READING COMPETENCE IN ENGLISH LEARNING CLASSES

<https://doi.org/10.5281/zenodo.11437254>

Aziza Togaeva

*Teacher in the Department of Foreign Languages
Karshi engineering-economics institute*

Annotation

In this article, improving reading skills in learning foreign languages, developing students' cognitive activity, arousing interest in learning a foreign language, and forming communicative competence were considered.

Key words

reading, education, cognitive activity, student, foreign language, interest in learning, communicative competence, pedagogical technologies, attention.

INGLIZ TILINI O'RGANISH DARSLARIDA O'QISH MALAKASINI OSHIRISH

Annotatsiya

Ushbu maqolada xorijiy tillarni o'rganishda o'qish malakasini oshirish o'quvchilarning kognitiv faolligini rivojlantirish, chet tilini o'rganishga qiziqish uyg'otishi va kommunikativ kompetensiyani shakllantirish ko'rib chiqildi.

Kalit so'zlar

o'qish, ta'lim, kognitiv faoliyat, o'quvchi, xorijiy til, o'rganishga qiziqish, kommunikativ kompetensiya, pedagogik texnologiyalar, diqqat.

УЛУЧШЕНИЕ НАВЫКОВ ЧТЕНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В данной статье были рассмотрены вопросы совершенствования навыков чтения при изучении иностранных языков, развития познавательной активности учащихся, формирования интереса к изучению иностранного языка, формирования коммуникативной компетентности.

Ключевые слова

чтение, обучение, познавательная деятельность, обучающийся, иностранный язык, интерес к учению, коммуникативная компетентность, педагогические технологии, внимание.

Today, great attention is paid to the education system in our country. Efforts to create the necessary conditions for students, such as building new schools and equipping them with modern equipment, are aimed at ensuring that young people, who are the owners of the future, can acquire a profession with quality education, and grow up to be children worthy of their homeland. . Particular attention is being paid to the thorough acquisition of foreign languages by young Uzbeks who are up-to-date with the times. First of all, it is intended to increase students' interest in learning a foreign language by conducting English lessons based on new pedagogical technologies, using various methods and role-playing games. For this, first of all, we need to determine the role of reading and its place in the educational process in the formation and development of students' reading skills in a foreign language.

The level of reading skills is measured by the student's use of reading in a foreign language as a type of speech activity. This is due to the goal set for the student during the study. Accordingly, the study process may be different. Reading for information from the text; While receiving information from the text, simultaneously transferring it to another student; In the first case, it is recommended to read aloud while in the second case it is taught to read silently.

In high school, it is necessary to teach silent reading, because reading aloud applies to people in certain fields, such as teachers, actors, singers. For many people, the main goal is to get information while studying. This requires the development of silent reading skills. When the text is read for information, the following 3 types of reading are distinguished:

- a) Review,
- b) Read carefully,
- c) Acquaintance (must be explained).

The goal is to gain an understanding of the topic of the text being read. For this, it is enough to quickly read some sentences of the introduction, that is, to skim. In the "familiarization" type of reading, the reader aims to know the exact content of the text, article or book being read, and focuses on key information, which is why this type of reading is sometimes called comprehensive reading.

In the 3rd type of reading, i.e., when reading carefully, the reader has the clear goal of fully familiarizing himself with the topic understood from the text, critically

analyzing it, and applying the received information in the future. This type of reading is done slowly. . If necessary, some parts of the text will be re-read. The issue of reading speed is also of great importance in teaching students to read in English classes.

1) The level of comprehension of the text in the type of reading aimed at "familiarity" should include 70% of the main facts in this text. Basic information should be easy to understand, reading speed is 180-190 words (per minute).

2) Content comprehension should be 100% in "Thorough reading". The most important thing is to fully understand the information in the read text, article or book. Reading speed is secondary, but it should not be less than 50-60 words per minute.

3) In this type of "review" reading, the student is required to have a large amount of language material. That is why it is necessary to learn only some elements of this type of study in high school. For example: such as determining the topic of the text. It is necessary to review 1-1.5 pages per minute. Fulfilling these requirements for studying allows you to practically support the acquired study skills.

It should be mentioned that teaching to read, that is, studying a foreign language, helps to realize a practical goal. Reading is a tool for learning a foreign language. Since reading is one of the types of speech activity, it can be an effective tool for teaching a foreign language. For example: it is scientifically proven that language material is better remembered when it is perceived through the senses of sight. Therefore, reading texts at a higher level (grades 8-9-10) is one of the ways to increase students' vocabulary. There are 2 types of memorization during reading:

Involuntarily (dating). In volitional attention, students' attention is consciously focused on a specific task. For example: it focuses not only on the content, but also on the language units that represent it.

In methodological literature, texts aimed at extensive (only content) and intensive (language material from content) reading are selected. Studying a foreign language helps to create "Language experience". Reading also helps to develop speaking skills. Reading aloud is especially important. For example:

1) To improve pronunciation;

2) In the formation of speaking skills, depending on the direction of mental activity (operations) during reading, there are different types of reading a) analytical b) synthetic c) without translation d) with translation. Reading with the help of a dictionary and without a dictionary differs according to the nature and level of support given to students.

Types of prepared and unprepared study forms according to the form of organization:

- 1) Types of study in the classroom and at home.
- 2) Study according to the teacher's assignment.
- 3) Reading at will.
- 4) Frontal reading (everyone reads the same text).

Individual study. Reading aloud is also used to control and check skills and abilities. To develop reading skills, the student should know enough lexical and grammatical material. By sufficient level, we mean that 70-80% of the language units in the text should be understandable to the reader. When we talk about the content of teaching to read, the following requirements are placed on the texts selected for reading:

- 1) The ideological and educational value of the texts is necessary.
- 2) Educational importance of texts.

They provide accurate information about the country and the life of the people where the language is being studied. The texts selected for reading should be chosen according to the interest and age of the students. In conclusion, teaching foreign language reading should be based on students' experience in reading their mother tongue. It is usually read out loud more when it is read in the mother tongue. In teaching English, it is better to start this type of reading earlier, for example: after students of 4th grade learn sound-letter symbols. In this case, the main texts should be taken. In order to understand what is read, students should have a good grasp of language structures.

REFERENCES:

1. O'zbekiston Respublikasi Prezidentining 2012 yil 10 dekabrda "Chet tillarini o'rganish tizimini yanada takomillashtirish chora tadbirlari to'g'risida" gi PQ -1875-sonli qarori.
2. Passov Ye.I. Kommunikativniy metod obucheniya inoyazichnomu govoreniyu . M.: Prosveshenie , 1991
3. Xoshimov O'. Yoqubov I. Ingliz tili O'qitish metodikasi. T., -2003
4. Vyatyutnev M.N .Obuchenie inostrannomu yaziku v nachalnoy shkole. /inostranniy yazik v shkole , 1990.