

APPROACHES TO DEVELOP READING COMPREHENSION

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Annotation: The purpose of this scientific work is to conduct a detailed discussion and analysis of the most important approaches to the development of students' reading skills in the process of language learning.

Key words: Reading skill, proficient reader, reading abilities, expanding vocabulary stock, approaches, reading principles, reading instruction, reading comprehension

INTRODUCTION

The Republic of Uzbekistan's educational system is rapidly progressing. Every year, our legislature devotes more than half of the state budget to improving the educational system. Uzbekistan is now one of the world's leading nations, with 99 percent of the population literate and Educating youth has always been a top priority and a central goal of our Republic's social growth.

In order to focus the research on one of the most controversial aspects of the language was taken the theme “Approaches to develop reading comprehension”.

BACKGROUND KNOWLEDGE

According to S. Beatrice, (2008) reading skills are the mental processes that a reader employs to comprehend a book. The majority of reading skills are used instinctively and automatically by fluent readers. Fluent readers use these skills intentionally and strategically when confronted with a difficult book in order to comprehend it.

Stated by H.S. Alyousef, (2005) extracting main ideas, reading for specific information, understanding text organization, predicting, checking comprehension, inferring, dealing with unfamiliar words, linking ideas, understanding complex

sentences, understanding writer's style, and writing summaries are just a few of the reading skills students must master to become proficient readers. The scenario with young elementary readers is completely different if adult learners are psychologically equipped for reading and the issue is merely in gaining fundamental reading abilities, expanding vocabulary stock, and understanding at least a few grammar rules.

METHODOLOGY

In the process of elucidating the essence of this scientific work, the scientific works conducted by some scientific researchers on approaches to the development and teaching of reading skills were used, and the main content and concepts within this topic were summarized and analyzed. Analytical method, reasoning method, discursive method, theoretical approaches were used in this.

DATA COLLECTION AND ANALYSIS

Learners can only read effectively when they are prepared. Clarified by S. Brindley, (1994) reading readiness refers to a reader's readiness to read. The first requirement for beginning reading, according to Thorndike's law of learning, is a desire to read. Reading stories to youngsters, allowing them to create and read charts, displaying readable messages, providing picture books, and labeling objects will all help to pique their attention.

For a pupil to become a proficient reader at any level, the following skills are required:

- ❖ letter recognition that is automatic and quick;
- ❖ word recognition that is automatic and quick;
- ❖ the ability to employ context as a comprehension assist;
- ❖ the ability to use context as a conscious aid to word recognition when

appropriate.

The following approaches should not be overlooked when teaching reading:

- 1) Concentrate on just one ability at a time. Explain why it's important to practice on this skill and persuade kids that it's necessary for good reading.
- 2) With the whole class, work on a demonstration of how to use the skill. As you complete the practice, speak out about what you're thinking.
- 3) Assign students to work in pairs on an activity that requires them to practice the same skill. As they work, make them clarify what they're thinking to one other.
- 4) Have a class discussion on the students' responses. Inquire about how they arrived at their conclusions. Encourage respectful disagreement and insist on explanations for any discrepancies in their responses.
- 5) Assign individuals to work on more activities that focus on the same skill with increasing complexity in the same class and in the following courses. When possible, instruct pupils to work in pairs.
- 6) Have each student complete an exercise demonstrating their proficiency and confidence in utilizing the skill.
- 7) Encourage students to apply the skill, as well as previously learned skills, to a variety of texts in future lessons.

RESULT AND DISCUSSION

As stated by J. Harmer (2001), when a teacher starts with terms that kids are familiar with, uses simple frameworks, a chalkboard, and flashcards, and emphasizes both identifying and understanding the meaning of a word at the same time, reading becomes more effective. Teaching reading to young primary students should begin when the kid is able to communicate in his or her mother tongue. It is also recommended that you employ some form of reading repetition or practice, as well as progress monitoring. Furthermore, teachers must always keep in mind the numerous difficulties associated with reading a foreign language.

Classified by S. Nutley, (2005) there are a few other principles that govern reading instruction:

❖ *The first principle* is that reading is not a passive activity. Reading is a physically demanding activity. To do so successfully, we must first comprehend the meaning of the words, see the pictures that the words are painting, comprehend the arguments, and choose whether or not we agree with them. We merely touch the surface of the material if we don't do these things and if students don't do these things and we rapidly forget it.

❖ *Principle 2:* Students must be interested in the material they are reading. Students who are not engaged with the reading text - who are not actively interested in what they are doing - are less likely to gain from it, as they are with everything else in class. When they're very excited about a topic or an activity, they'll get a lot more out of what's in front of them.

❖ *Principle 3:* Students should be encouraged to respond to the substance, not just the language, of a reading work. Of course, it's crucial to look at reading texts to see how they utilize language, how many paragraphs they have, and how many times they use relative clauses. However, the text's meaning, or message, is just as vital, and we must provide children the opportunity to respond to it in some way. Allowing them to communicate their views about the issue is very crucial, since it encourages personal involvement with it and the language.

❖ *Principle 4:* A big part of reading is predicting what will happen next. When we read literature in our own language, we often have a fair notion of what the text will be about before we start reading. Before we read a single word, book covers offer us a sense of what's inside, images and headlines give us a hint of what articles are about, and reports look like reports. Our brain begins projecting what we will read the instant we receive this signal - the book cover, the headline, the word-processed page. Expectations have been set, and the active reading process is about to begin. Teachers should provide students with 'hints' so that they can anticipate what will happen next. They will become better and more engaged readers as a result of it.

❖ *Principle 5:* Make sure the assignment is appropriate for the topic. We could assign pupils the task of counting how many times the infinitive appears in Hamlet's famous soliloquy "To be or not to be." We may hand them a restaurant menu and ask them to alphabetize the ingredients. Both chores may have valid reasons, although they appear to be a bit foolish on the surface. We'll probably be more interested in the meaning of Hamlet and the actual menu items. We need to choose good reading assignments - the correct kind of questions, intriguing and useful puzzles, and so on - once we've decided what reading text the kids will read.

❖ *Principle 6:* Good teachers make full use of reading books. Any reading material is jam-packed with sentences, words, ideas, and descriptions, among other things. It doesn't make sense to have pupils read it and then dismiss it in order to move on to something else. Good teachers include exciting class sequences into the reading material, employing the topic for discussion and extra tasks, and the language for study and later activation.

CONCLUSION

When all is said and done, reading is far from a passive skill. Students must be engrossed in the material they are reading. Teachers should match tasks to the topic, choose activities that are appropriate for the students' abilities, and create instructional plans that promote the development of all reading skills.

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