

Different Methods for Teaching Reading

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Abstract:

Within the framework of contemporary higher education, learning a foreign language holds a specific place as a communication tool. The paper addresses the issue of technical specialty students' development of communicative foreign competence. Based on a well-structured system of instructional speech activities, the author concludes that teaching foreign languages is a unique type of speech activity. This approach is explained in the article as a way to teach reading English texts, which calls for the use of specific speech materials and an exercise program to carry out this kind of work. The author's exercise approach was designed to help pupils develop their communicative competence.

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Students must engage in both extensive and intensive reading if they are to reap the greatest benefits from their reading. Teacher selection and guidance are common (but not the only) factors in intensive reading. It's intended to help students improve their reading comprehension for a variety of uses, including understanding meanings hidden behind words (inference), finding specific details the reader is looking for (also known as scanning), and gaining the general idea of a text (the gist). Giving our pupils a range of texts and reading objectives is something we will want to do. This is more because they must have these experiences in English than it is because they need to learn these reading abilities (they may already possess them in their native tongue). With the goal of encouraging students to read as much as they can outside of the classroom, extensive reading has a different focus. Their vocabulary, grammar, spelling, and punctuation skills will hopefully all improve as a result of doing this.

Naturally, reading materials for beginning readers will differ significantly from those used by advanced readers in terms of both texts and techniques. In the early stages, students will primarily focus on bottom-up processing, where their goal is to decipher words by comparing their phonetic

representations to their written forms on the page. We won't thereafter engage them in extra top-down processing, such reading for gist or inference.

The reading content in many course books is typically accompanied with several exercise types, such as multiple-choice, true/false, and questions that inquire what, how, how frequently, when, and other related inquiries. When presented with these, students could believe that the exercise's goal is to assess their reading comprehension rather than assisting them in improving it.

These kinds of comprehension questions, however, can be utilized to shift the focus from assessing reading comprehension to teaching it. One method to start is by having the kids read the questions first, then the text, and then make educated guesses about what the possible solutions could be. This will assist in triggering their schema and putting them in the appropriate state of mind to read. Additionally, it will help kids learn how to read and what to look for. It is a good idea to have the students talk over the answers to the questions in groups or pairs after they have finished reading the book. After asking the students to identify their thoughts on the responses, we can ask them to cite the sentence, phrase, or paragraph in the text that gave them the most clarity in making their decision. We can be certain that they will interact with the text in this way. Though they might not be as effective as the comprehension questions we have covered thus far, there are a number of other ways we might encourage our children to engage with reading materials.

Promoting student answers. It is best if pupils read a work with as much of themselves as possible. A crucial strategy for promoting student involvement with a text is to inquire about their opinions and provide a justification for their answers. In addition to encouraging pupils to read the book with their "hearts" as well as their heads, this will show us just how well they have comprehended what they have read. Additionally, we may find out which characters in a book or tale people favor or dislike, and why.

According to Peter Watkins, students can annotate books using symbols like lol(which means this is humorous),! (which means this is surprising or shocking), ? (which means I don't understand this). Once more, these answers show how well the students have comprehended the material, but more significantly, they inspire them to share an original reaction to what they have read.

Information transfer. Asking pupils to translate what they read into different medium is one method to get them to show that they understand the contents.

For instance, we can ask the students to complete graphs, pie charts, and quadrants—or draw pictures—to demonstrate their comprehension of the material they have read when using the factual texts that are a key component of CLIL. We can also ask them to use the text's information to create a dialogue in which one student pretends to be a reporter and asks questions, and the other student must respond using details from the text. Students may be required to narrate a tale or provide a different persona or an alternative perspective while describing material from a text. For all of these methods to effectively transfer the knowledge, the pupils must focus intently on the text.

"Examining" the manuscript. Texts that present viewpoints or controversial facts, including many forms of fiction, can be utilized to encourage critical thinking. Do we think the written word to be true? How is the writer's opinion supported by the evidence? To what extent is the description culturally specific, and how may it be altered in a different cultural context? What is the article's writing quality? Students are compelled by this kind of critical interpretation to establish (and exhibit) a thorough comprehension of what they have read. They must demonstrate their comprehension of the text's implications in addition to its facts.

Of course, this kind of text analysis is far more straightforward for pupils at a higher level.

Making use of reading as a launchpad. Once a text has been read by our students, we can utilize it as a basis for a variety of follow-up exercises and text-related assignments.

Maybe they could have a discussion regarding the points brought up. They could wish to create a letter in response to the material, or they might want to role-play the characters mentioned in it.

Additionally, we can ask the kids to research subjects they have read about in class, online, or elsewhere. By doing this, kids are motivated to read more and keep using the same type of topic vocabulary.

It's been claimed a lot that for pupils to understand a text readily, they need to know roughly 95% of its words. Even though this number may be a little high, extensive reading is affected by the fact that children must be able to read most words in order to succeed. It implies that for many of our kids, we might want to offer graded readers, for instance, at a lower level rather than a higher one.

It's doubtful that we'll be able to reach the 95% mark for every student when it comes to course book contents and other reading assignments. And if that's the case, we'll be faced with a common paradox in reading lessons: teachers urge their students to read for general comprehension rather than getting bogged down in the meaning of every single word, while students are itching to know the meaning of every single word.

Many of them would prefer to tackle a reading passage with a pen and dictionary in one hand and scribble translations all over the page if given the option. Although it is simple to disregard such student preferences, it seems odd to require our kids to read in order to gain meaning while preventing them from doing so! It is obvious that we need to make some accommodations for both the students' innate need to comprehend the meaning of every word and our desire to have them develop specific reading skills and strategies (like the ability to understand the overall message without understanding every detail).

Pre-teaching students some of the terminology they will need—especially specialized topic language that is essential to comprehending the text—is one strategy to assist them deal with difficult texts. This kind of pre-teaching can significantly impact their ability to understand the content overall. That being said, there might be issues with this. Pre-teaching will not assist if our goal is for our children to develop techniques for handling actual content, which may contain vocabulary they are unfamiliar with. Furthermore, focusing too much on words that have already been taught might divert attention from the remainder of the text, as we will see when we talk about listening.

Giving students the chance to figure out the meaning of language they have struggled with, however, makes sense when we ask them to read a text without any lexical pre-teaching. For instance, we will encourage and permit them to ask questions about any words they did not understand that they came across in the text, or they can use dictionaries. Naturally, though, this process may take some time, so we must come to some sort of agreement with our pupils to prevent meaning clarifications and searches from getting out of hand. This can be accomplished in three ways:

Time restriction. For post-reading vocabulary inquiry, we can set aside, say, five minutes. During this time, students can use dictionaries, browse language corpuses, or ask the teacher questions.

Word or sentence limit. We can declare that we will limit our responses to inquiries pertaining to five or eight words or phrases.

Indicating agreement. We can assign group projects where students look up and collaborate to define words. Each student writes down five terms from the text that they are most interested in understanding the meaning of to begin the process. Once each student has completed this, they exchange lists with other students to create a new collaborative list consisting of just five terms.

This implies that they will most likely need to debate which terms to omit. Once more, two pairs combine to form new groups of four, and they must combine their lists to produce a final word

count of just five. Lastly, the students can check up the definitions of their terms in dictionaries and/or we can respond to queries regarding the words which the groups have chosen (perhaps after fresh groups of eight have been formed — it depends on time and the attitude in the class) Two factors make this procedure effective. Initially, it's possible that the students can inform one another about some of the terms that they were unfamiliar with individually. Perhaps more significantly, the intervening procedure has motivated the students to devote some time to the meaning quest, so by the time we are asked for meanings, they genuinely want to know. "Understanding every word" is now a stand-alone cooperative learning assignment.

The primary goal of reading for language learners is to increase their lexical and grammatical understanding. You can do this by reading a lot and again.

However, it can also occur when we search texts for terms or grammatical use that we believe our students should be aware of.

Any text the pupils come upon can be required to be read critically. For instance, we could ask students to locate any verbs in the past tense and explain their formation and usage. You can either ask them to locate specific words and phrases or point them in the direction of any lexical cohesiveness in the text or ask them to explain how it functions. We can, of course, also talk about punctuation problems or analyze the structure of paragraphs.

When we assign writing assignments in a particular genre, we frequently ask our students to analyze texts in order to provide them with the necessary writing guidance. They can examine the writings' structure, the specific words and phrases they employ, and the cogent methods that are frequently employed to keep these texts cohesive.

Whether it's on the streets of Oaxaca, Mexico, or the avenues of New York, there can seem to be an abundance of English. In fact, Peter Sayer once asked his students to identify any English they could find in store windows, advertisements, or street signs. Gathering, evaluating, and debating the brief texts that they come across will help students of practically any ability, and "reading their way through the linguistic landscape" can be inspiring.

Text mining typically happens after students have responded to a text in some other way or after they have read for comprehension. This method can be used to analyze any type of text, regardless of length—even if it's simply a sentence or two, as in the example of an English announcement on a Mexican street. Students can analyze the agreement of subject and verb, explore the purpose of word order in short texts, or debate if the text conveys its meaning effectively despite its brief length.

Students read aloud from textbooks in classrooms all throughout the world. It is among the most traditional and widely employed practices among educators. The activity is popular with the students and serves as a generally peaceful method of quieting the classroom for the teacher. Most of the kids seem quite focused on the work at hand, at least the ones who are reading.

However, issues might arise. The outcomes are typically very poor when reading aloud is structured so that the students recite sentences from a text that they have never seen before in order. The pupils read with little confidence or zeal and frequently make mistakes when they come across unfamiliar terms. It can be incredibly dull, and worse, they and their coworkers frequently recognize how poorly they are performing. It's unfortunate because reading aloud can be quite beneficial in helping to establish the connections between written forms and sounds, which are essential for effective comprehension. Additionally, by providing less proficient students with "an opportunity to get their mouths around a continuous flow of correctly-formed, meaningful English, which they are not yet so good at doing in spontaneous speaking," it may help to boost their confidence. They may discover that they speak English more fluently than they initially believed if they are successful in doing this. The pupils must view the material they will read aloud before being requested to do so

for it to be truly effective. Students ought to read the passage or sentence aloud to themselves and consider how they would phrase it. To enable them to "feel" how it sounds, we ought to give them an opportunity to mutter or speak it. Then, maybe, they may practice reading aloud in couples or small groups. We wouldn't ask them to read aloud in front of the class until they felt comfortable placing the emphasis in the right places, pronouncing the words correctly, and using the right tone.

One technique to get students excited about reading aloud is to ask them to select their favorite sentence from a book they just finished reading, after giving it some practice. It is important for them to emphasize this point, consider how to phrase it, and then practice saying it aloud as much as possible. They can finally read their statement out when they're ready, beginning it with "It says here." In addition to simulating reading aloud in real life, the students participate in the reading process since they select their own sentence and then repeatedly read it.

Reading extensively outside of the classroom is common, and it has historically been recommended more for reading practice, enjoyment, and gradual language acquisition than for language study (though, as we shall see, that perspective may be shifting).

Since even proficient readers subvocalise what they read, or "say" the words in their heads, as Catherine Walter notes, the more students read, the more experts say they become in reading, vocabulary recognition, spelling, writing, and even pronunciation. Steven Krashen has been particularly focused on providing pupils with readable material that is enjoyable and at a comprehension level.

The reading sequences that follow include a variety of activities. Students work with entire texts to comprehend their overall meaning; they apply prediction to activate their schemas; they utilize what they have read to write their own writing; and they solve puzzle-like tasks to put texts back together.

Naturally, these exercises just scratch the surface of the numerous approaches that can be used to teach reading to student classes. In this instance, rather than using a picture to help them predict the text's substance, the students use a few enticing hints in the form of sentences from the chapter they will be reading.

- As the class is instructed to close their eyes, distribute letters from A to E to each pupil. Ask every kid who has the letter A to open their eyes, and then point out the word "lion" in huge print so they can all see it. Then instruct them to close their eyes once more while displaying the word "racial groups" to the B students. Present the words "paper aeroplanes" to students in C, "tattoos" to students in D, and "guard" to students in E.
- Put the students in groups of five, each composed of students A–E. By discussing their words and phrases, each group has to try to predict what the text is about. Go round the groups, encouraging them and, perhaps, feeding them new words and phrases like cage, the tensest man or moral authority, etc.
- Finally, when the groups have made some predictions, ask them whether they would like to hear the text that all the words came from, as a prelude to reading the following text aloud, investing it with humour and drama and making the reading dramatic and enjoyable.

‘This is it,’ Rick said, in a cheerful voice. Through the windows of the classroom I could see the men. They were not in their seats; instead they were circling the room restlessly, like lions in a cage.

‘Is there going to be a guard in the room while I teach?’ I asked. I realized that this was something that should have been straightened out earlier.

Rick looked at me with deep concern. ‘I’ll come by a bit later, see that you’re OK,’ he said.

I walked through the door into the classroom. My students barely looked human. The desks were arranged in no special order, except that some of the men had got into racial groups. Many of them were smoking, and under the glare of the lights I could see their tattoos. One man with a pointed beard and a long mane of black hair circled behind me and around the other side of the desk. He was easily the tensest man I had ever seen. I thought of telling him to sit down but wondered what I would do if he refused so I kept the suggestion to myself. I placed my leather bag on the desk and faced the class. Nobody paid any attention to me. The conversation grew louder. I wanted to cut out and run. I had volunteered for this?

Every teacher has these moments of panic. We worry about rebellion: our moral authority lost, the students taking over. I had a teacher in high school, a Miss Hutchinson, who after taking roll would turn towards the board and be followed by an avalanche of paper aeroplanes and spitballs, sometimes even the bodies of students flying forward, an impromptu riot.

I unpacked my bag and began the roll. A few names down, I called out 'Diaz.'

No answer. 'Diaz,' I said again.

'Ain't my name,' a man in the front row volunteered.

'Why did you answer?' I asked.

'I'm here under another name,' he said. 'An alias. I could tell you my real name, but then I'd have to kill you.'

'We'll count that as "present",' I said. Several members of the class laughed: at least that slowed down the conversation. I finished the roll and handed out the syllabus for the class. I read it aloud and when I got to the end I looked up. 'So any questions?' I asked. The paper trembled in my hand.

'Yeah, I got a question.' AKA Diaz raised his hand. 'I want to know what the *&!* it means.'

Get the students to read the text for themselves and to answer the following detailed comprehension questions:

1. True, false, or probably (not)?
 - a. The class is in a prison.
 - b. There's a guard in the classroom.
 - c. Robert O'Connor had offered to teach the class.
 - d. There are white, black, Hispanic and Asian students in the class.
 - e. The class has students of both sexes.
 - f. Robert O'Connor was frightened.
 - g. The men threw paper aeroplanes at the teacher.
 - h. The men wanted to take the class.
 - i. Diaz is the man's real name.
 - j. AKA means 'also known as'.
 - k. The class was going to be a great success.

Using the text's language to your advantage, examine some interesting parts of the text before delving further into its content. How does "would" differ in these lines, for instance, "I wondered what I would do if he refused" and "A teacher... who would turn towards the board"? Can the pupils construct sentences with the same structure as He was without a doubt the tensest man I had ever

seen (for example, I could give you my true name, but then I would have to kill you; or He/She was simply the (superlative adjective + noun) I had ever (past participle)).

There are countless topics for debate with this material. How many things are different between the students' own class and Robert O'Connor's class? How many parallels can you find? What would the pupils' reactions be to working in a prison? In any case, should inmates take classes, and if so, what kind? If the pupils themselves were teaching their first English lesson in a jail or a regular classroom, how would they respond? This series has included the teacher reading aloud at times. If done well, this can have a lot of impact. The integration of speaking, listening, and reading skills has given the students a rich language experience. They will probably be very engaged in the process because they have had the opportunity to forecast content, listen, read, and then discuss the material.

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