

Problems of Mastering Reading Techniques in English at School

Mirzaeva Nasiba Jalolovna

Teacher, Tashkent State Agrarian University, Tashkent, Uzbekistan

ABSTRACT

In the article there is considered about experience in learning to read in English at school. The work on the formation and development of reading skills and abilities goes through several stages, each of which is aimed at solving a specific problem. Learning to read consists of two main components: learning the technique of dynamic reading and learning to understand what is being read. Mastering the technique of reading in English at the initial stage is an independent problem. That is why we pay special attention to the formation of this skill in the process of learning to read.

KEYWORDS: *learning to read, developing reading skills, reading along syntagmas, technique of reading, social interest in learning*

In the process of developing reading skills, a lot of difficulties must be overcome. First of all, these are difficulties associated with mastering the technique of reading, which involves the assimilation of a system of graphic signs that are different from the native language, the formation of the skill of sound-letter and letter-sound correlations, syntagmatic reading. The formation of a receptive skill is more successful if it is supported by productive activities, so it is recommended to teach children two versions of the code: written and printed. It is necessary to carefully work on the technique of reading aloud, since learning actions are first formed in external speech, and then transferred to the internal plan. It is important to bring to the stage of holistic perception of word blocks as soon as possible, otherwise word-by-word reading will slow down the understanding of the content. This is facilitated by reading along syntagmas, which expands the "field of reading", i.e. unit of perception. Mastering the technique of reading is accompanied by mental work on the semantic recognition of visual forms, which means that it is necessary to teach the technique of reading on familiar material with elements of novelty.

By the beginning of the process of teaching a foreign language in elementary or basic school in the speech memory in the speech memory of students, of course, there are no auditory-speech-motor images of foreign language material.

If learning the technique of reading begins from the very beginning of learning a foreign language, then students have to correlate not only sounds and letters, but also sound-letter ligaments with the semantic meaning of what they read. And this causes them additional difficulties. That is why, in order to overcome them, an oral introductory course is often carried out, an oral lead in order to accumulate the necessary and sufficient foreign language speech material, form auditory-speech-motor images of foreign speech and thereby remove some of the difficulties in the process of correlating letters and sounds of a foreign language.

It is noteworthy that with the accumulation of a variety of foreign language material as a basis for teaching the reading technique, the initial language unit is the word.

Teaching the technique of reading in a foreign language should be carried out on well-known lexical material already learned in oral speech. And this is achieved as a result of an oral introductory course, oral anticipation. According to Z.I. Klychnikova, the essence of oral advance is that students start reading when they have worked out the articulation of sounds, syllables, words, and even small phrases. At the same time, G.V. Rogov and I.N. Vereshchagin about the oral introductory course, they note that preliminary oral training of educational material helps to remove some of the difficulties that prevent understanding the content. Oral lead helps in a meaningful way, that is, students need to understand what they are reading, but does not help much in a procedural way. A similar phenomenon is also characteristic of mastering reading in one's native language; a child who is fluent in oral speech meets with great difficulties in the procedural plan (how to read). Thus, conducting an oral introductory course, oral advance does not yet guarantee successful mastery of the technique of reading in a foreign language.

All kinds of changes in the process of early learning to read in English are carried out taking into account the experience gained over the past 10-15 years in the process of early learning a foreign language in grades 1-3 of general educational institutions, as well as in grades 2-3 of schools with in-depth study in English. So, G.V. Rogov and I.N. Vereshchagin offer a whole system of learning to read in English (based on the principle of consciousness) by a keyword containing both a graphic image and a picture. In order to develop the speed of reading, the speed of students' reaction to the printed word, one should use cards with words written on them, conduct competitions for the speed and correctness of reading words from the exercises presented in the textbook, and use a split alphabet.

Learning to read words can be carried out:

1. based on words with a similar sound, read according to the rules. Words not subject to this rule, but with the same sound, are included in a number of these words, for example duck, run, jump, son, mother;
2. using partial transcription with the selection of the corresponding letters that convey this sound, for example [u:]: too, school, fruit, ruler, blue, two, do;
3. using full transcription, for example autumn ['o:tm], daughter ['dota];
4. by analogy, for example, children can read the words right, night, they need to read the new word light. (There are few words for the rule, but you need to establish an association). Or brought-thought, ring-bring, drink-think. In this case, you can use the board and replace the

letter, which changes the meaning of the word: sing, the first letter changes to r - ring, the letter b is assigned - bring. In all cases, it is desirable that children read first, that students read consciously; based on reading for the teacher or speaker of words. In this case, mastering the reading of such words occurs on the basis of imitation.

Next, students begin to read phrases and sentences and, consequently, to their correct design.

For the full implementation of the developmental and practical goals of teaching a foreign language in primary school, as evidenced by the results of large-scale experiments on early learning of a foreign language conducted in the late 80s and early 90s, at least 3 hours a week (or 2 if the teaching of Russian and foreign languages, as well as subjects of the humanities cycle is carried out on an integrative basis). Since integrative courses of teaching Russian and foreign languages for grades 1-4 have not yet been developed, and the new basic curriculum provides for the study of a foreign language from 2nd to 4th grade with two hours a week, one can hardly expect full assimilation of a foreign language. language and reading skills.

In this situation, specially created educational and methodological materials in English are of particular relevance, which provide training in those phenomena of a foreign language that usually cause the greatest difficulties for elementary school students, and on the other hand, are addressed not only to students and a foreign language teacher, but also to parents. who wish to help their child in mastering a foreign language. In addition, such educational and methodological materials should easily fit into the existing teaching materials for a foreign language for elementary school and be perceived by a foreign language teacher as additional and ready-to-use materials, and at the same time be self-sufficient for organizing qualified assistance to a younger student from parents, tutors and others. interested persons.

However, in the process of developing reading skills, it is necessary to overcome a lot of difficulties, the main of which is teaching the technique of reading. By reading technique we mean not only the ability to read quickly and correctly, but also the ability to extract information from the text. Teaching the technique of reading in a foreign language should be carried out on well-known lexical material already learned in oral speech.

The introduction of all kinds of changes in the process of early learning to read in English is carried out taking into account the experience gained as a result of numerous studies in this direction.

Learning to read at the initial stage should become the basis for further study of the subject and support in teaching reading at subsequent stages.

Conclusion

As you know, the need to master English is becoming more and more urgent in the modern world, where every fourth inhabitant uses it to communicate at one level or another.

The study of this subject from the second grade is a recognition of the objectively existing social interest in learning foreign languages and confirmation of the importance of this subject for the implementation of promising tasks of personal development.

In order for a primary school graduate to have a set of knowledge, skills and abilities necessary for further successful language acquisition, the teacher should know how and what to teach the child at the very first stage of education.

Learning to read acts as a target dominant

According to the program in foreign languages in the field of teaching reading, the teacher is tasked with teaching schoolchildren to read texts, understand and comprehend their content with different levels of penetration into the information contained in them.

At the initial stage of education, it is important that all the processes of education and development of schoolchildren go in line with modern methods.

Learning to read means being able to voice graphemes and extract thoughts, facts, i.e. understand, use the information of the text.

Ideally, reading in a foreign language should be independent, carried out not under duress, but accompanied by interest on the part of the children. However, practice shows that the interest in this type of speech activity among schoolchildren is very low.

In order for reading in a foreign language to contribute to the development of the cognitive interest of students, it is necessary to take into account the cognitive needs, age and individual psychological characteristics of children (and for this it is necessary to diversify educational materials: texts and tasks for them); include schoolchildren in active creative activity through the use of active teaching methods; give them the opportunity to show independence and initiative in learning activities.

One of the problems of teaching reading in a foreign language is the content of texts at the initial stage. At the initial stage of teaching a foreign language, when it is important for a teacher to teach students to read texts and extract the necessary information from them, it is necessary to properly organize work with texts in the classroom.

In conclusion, I emphasize that appropriately selected texts and tasks for them contribute to the development of schoolchildren's interest in reading in a foreign language, which in turn is an important factor in the successful mastery of this type of speech activity. The purposeful use by us of texts selected in accordance with the cognitive interests of the children in the English lesson and in extracurricular work on the subject makes it possible to judge the increased interest of students in the subject, the improvement of reading technique and a deeper understanding of foreign texts.

Reference

- [1] Miroyubov A.A. Michael West and his method of teaching reading, Foreign Languages at School, 2003, No. 2.- p. 46-47, 54. <http://www.booksite.ru/fulltext/teh/nika/fast/reading/9.htm>
- [2] M. West and his method of teaching reading, <http://www.efl.ru/forum/threads/12972/>
- [3] Бакирова Х. Инглиз тилини ESP сифатида ўқитишнинг инновацион усуллари. Ўзбекистонда хорижий тиллар. Илмий методик электрон журнал. №1. 2017. 1416.

- [4] Бакирова Х.Б. Сохавий луғат минимум яратишнинг долзарб масалалари. Наманган давлат университети илмий ахборотномаси. 11сон. 2020й. 296б.
- [5] Бакирова Х. Лексик компетенцияни шакллантиришда методик ва лингвистик қийинчиликлар типологияси ЎзМУ хабарлари. 1/6. 2021. 44б. <http://science.nuu.uz/uzmu.php>
- [6] Bakirova H. Typology of methodological and linguistic difficulties in the formation of lexical competence. ACTA NUUZ. 1/5/1 2021. 44p. <http://science.nuu.uz/uzmu.php>
- [7] Bakirova H.B. "Development of lexical competence based on content -based approach in ESP teaching, "Mental Enlightenment Scientific-Methodological Journal: Vol. 2021: Iss. 5, Article 19. Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss5/19>.
- [8] Bakirova H.B. Teaching ESP in non-philological universities. Хоразм маъмун академияси ахборотномаси. -Хива.: 2021. 15б.
- [9] Bakirova H.B. The role of foreign language of specialty in the development of professional competence of the future ESP specialist. Til va adabiyot ta'limi. Ozbekiston respublikasi xalq ta'limi vazirligining ilmiy-metodik jurnali. 6-son 2021. 61б. www.tilvaadabiyot.uz
- [10] Бакирова Х.Б. Нофилологик олий ўқув юртлари талабаларида лексик компетенцияни шакллантиришнинг назарий асослари // Ўзбекистонда хорижий тиллар. — 2021. — № 6 (41). — Б. 160-179. <https://doi.org/10.36078/1644415029>
- [11] Bakirova H.B. (2017). Нофилологик йўналишларда чет тилларни ўқитиш. Innovative methods in teaching english as an ESP. Ўзбекистонда хорижий тиллар илмий методик электрон журнал. №1 2017. 141 p.
- [12] Bakirova H.B. Formation of lexical skills in learning foreign language terminology in a non-language university/ Emergent: journal of educational discoveries and lifelong learning (EJEDL) ISSN 2776-0995 Vol. 2, Issue 5, 2021, Indonesia.
- [13] Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India. -2020. P 63.
- [14] Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020 <http://summusjournals.uz/index.php/ijdiie>
- [15] Bakirova H.B. Terminological competence of the specialist in training vocabulary of specialty/ Web of scientist: International scientific research journal. ISSN 2776-0979 Vol. 2, Issue 5, 2021, Indonesia.
- [16] Bakirova H.B. The role of terms of specialty in professionally oriented education. Journal of Hunan university (Natural sciences) Vol 48. No.11.2021. 1430p.
- [17] Bakirova H.B. The content of teaching foreign languages. Eurasian Journal of Learning and Academic Teaching. Vol.2 www.geniusjournals.org. ISSN: 2795-739X. Belgium. 10-14p.
- [18] Bakirova H.B. (2021). Some techniques of working on professional vocabulary. "online – conferences & Quot; PLATFORM, 91–94. Retrieved from <http://papers.online-conferences.com/index.php/titfl/article/view/101>
- [19] Bakirova H.B. (2021). Selection of lexic material for terminological dictionary minimum of energy specialty. "online – conferences & Quot; platform, 108–109. Retrieved from <http://papers.online-conferences.com/index.php/titfl/article/view/156>
- [20] Bakirova H.B. Difficulties in working with technical terms in ESP education International Conference on Scientific, Educational & Humanitarian Advancements Hosted online from, Samsun, Turkey www.econferenceglobe.com July 15th, 2021. 65-67. Retrieved from <https://papers.econferenceglobe.com/index.php/ecg/article/view/605>
- [21] Bakirova H.B. Some features of learning terminology in foreign language lessons. Chet tillarini o'rgatishning turlicha yondashuvlari: muammo va yechimlar xalqaro ilmiy-amaliy konferensiya materiallari. -Jizzax. 2021. 270b.
- [22] Bakirova H.B. Terminological competence as the basis of professional readiness of a future specialist. Analytical journal of education and development. Science box. Vol. 02 Issue 01. 2022. 265p.
- [23] Bakirova H.B. (2022). Terminology Is A Tool In Development Of Lexical Competence. Eurasian Scientific Herald 4, 69-73.