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## HOW TO IMPROVE STUDENTS' READING SKILL IN CLASSES.

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**Annotation:** This article reviews to find out how the implementation of some techniques can improve the students' reading skill and how the students' responses to the use of those method in the teaching and learning process.

**Key words:** reading skill, translation method, teaching and learning, cultural diversity.

English is one of the international languages becomes the major language of printed information. It can be in technology, economics, commerce and science. The most important way which is vital in processing information is reading. By having the reading skills to comprehend passages, textbooks and references written in English, the students are able to absorb information and knowledge. Based on the school-based curriculum in the junior high schools that language skills are categorized as receptive skills and productive skills. Speaking and writing are productive skill while listening and reading are receptive skills. Reading is a tool of communication in written language through the texts form. It is the most efficient way to gain information about many aspects of life, including science and technology. By reading, people can absorb a number of information. Reading has a very important role and becomes a daily necessity for every person who wants to acquire whatever information which is required. Reading is an essential skill for learners of English as a foreign language. For most of learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning reading is a vital skill for everyone, including students. Mickulecky & Jeffries (2004) say that reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences. Therefore, on the basis of this opinion, the reading skill has been viewed as something that can help students to enrich their insight in English language. Reading is one of the receptive skills of English. Yet, the four language skills are closely related to each other. The ability to read texts in English is important as a bridge to understand the textbook. If students continue their studies to the senior high school and university, they are required to understand many books written in English. In teaching and learning reading skill there are a number of particular problems which will need to be addressed. The first problem is reading comprehension. The problems are related to background knowledge, cultural knowledge, and knowledge of text type. Background knowledge is the students' previous knowledge or knowledge of the world. If students lack prior knowledge in reading a text, they cannot understand it because they do not know what the text is about. A reader uses background knowledge to integrate new information from a text into his prior information.



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In addition, cultural differences affect reading comprehension. An unfamiliar cultural context and content knowledge of culture and knowledge of vocabulary cause problems in reading, because the students do not clearly understand the other culture. In addition, an inadequate knowledge of text type is a problem in reading texts. The text type such as newspaper articles, fairy tales, and business letters, if the students do not know what kind of the text, they cannot understand what the text is about. Students can understand a text if they are familiar with the text type. The second problem is limited vocabulary. The problem involves difficulties with words. These difficulties include problems with technical vocabulary, super ordinates, synonyms, antonyms, and words with several meanings. Students will have great difficulty in understanding the text as a whole because lack vocabulary. To be successful, they have to recognize a high proportion of the vocabulary. The third problem is complex and very long sentences. Complex sentences are sentences that contain many clauses or reduced clauses and abstract concepts. Some says that texts with longer sentences will be more difficult to understand than shorter sentences. In overcoming the problems in teaching reading, the researcher utilized translation method. Translation method is the process of rendering written language that was produced in one language (the source language) into another (the target language), or the target language version that results from this process. Translation in which more emphasis is given to overall meaning than to exact wording is known as free translation. A translation that approximates to a word for word representation of the original is known as a literal translation. A translation that has been produced by a computer is known as a machine translation. Students need good reading skills not just in English but in all classes. Here are some ways you can help them develop those skills. As avid lovers of literature, teachers often find themselves wanting to impart every bit of knowledge about a well-loved text to their students. And this is not just an ela issue—other disciplines also often focus on the content of a text. However, teaching reading skills in English classes and across the disciplines is an almost guaranteed way to help students retain content. Unfortunately, the tendency to focus on the content is a real enemy to the ultimate goal of building reading skills. Without a repertoire of reading strategies that can be applied to any text, students are being shortchanged in their education. In order to teach students to read effectively, teachers must be sure that they are not simply suppliers of information on a particular text but also instructors of techniques to build reading skills. Here are some ideas on how to incorporate reading skills lessons into a curriculum. Guide students in annotation by directing them to do more than highlight or underline. Encourage students to have a conversation with the text by jotting notes on the text while reading—this keeps students engaged and often increases comprehension. Annotations can include:

- Defining new words
- Asking questions
- Coding recurring words and themes
- Making personal connections to the text
- Citing current events

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- Highlighting heading and subheadings
- Summarizing paragraphs
- Chunking
- Categorizing information
- Numbering and ordering
- Drawing pictures

The list of possibilities is endless—the point is to have students form their own process when approaching a text. But don't be afraid to give students specific annotation guidelines such as “annotate the writer's characterization techniques” or “find examples of . . .” To help them focus. Annotations also help students identify which strategies work best for them as they try to process and understand information. The clip “girls read comic” from the big bang theory is a great way to introduce the concept of reading closely and its importance.

#### Appeal to the senses

While reading is the work of the mind, incorporating the senses provides extra reinforcement for students who are still growing their skills. Reading passages aloud and verbalizing questions you would mentally ask while reading can be a great benefit to students. Students often have no idea how to ask questions, what type of questions to ask, or the frequency of questions, so modeling this skill is invaluable. This can be further reinforced especially for visual learners by using a document camera or overhead projector to write questions, mark key words and phrases, and interact with a text. And as always, encourage students to read with a pen or pencil in hand.

#### Guide students in setting reading goals

Students should be able to demonstrate their skills in assessment, whether it's formal or informal, formative or summative. Recall and comprehension questions are a good way to check for basic understanding, but teachers should then move to the harder how and why questions. Choose activities that require students to dig deep into a text, such as:

- Facilitate a socratic discussion.
- Create a playlist for a character.
- Write a formal essay.
- Make a meme for a character.
- Present a mini-ted talk on research inspired by a text.
- Create a mind map, literary 3x3, or infographic.

Most teachers already incorporate skill building in their classes to some degree; however, taking time to discuss and actively engage students in the process will keep skill development at the forefront of learning. The result will be students who not only make gains in reading but also have an understanding of how to become better readers.



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