

Abstract

The article deals with effective strategies and methods for teaching reading.

Key words: strategies, words, reading, language, teaching English, skills, students.

Language is a constantly developing form and when we read in our native language we still meet words that are new to us or that we may not fully understand.

Among the four language skills, reading is possibly the most extensively and intensively studied by experts in the field of language teaching.

It is the fact that Reading is one of the deeply investigated fields of Methodology but most of students think that reading is a boring and difficult to understand part of the language. So, sometimes learners do not pay attention and show their interests for reading. Students who do not prepare for reading struggle with reading comprehension need to be provided with reading comprehension interventions and strategies that are age appropriate, address their interest and engagement levels. In order to avoid such problems, majority of teachers pay great attention to improve students reading comprehension. They try to create useful strategies to get students' attention.

At that time the researcher came across many difficulties in Reading course, it was difficult for the researcher to carry with reading the whole texts and understand them. Furthermore, researcher could not do the tasks connected to the Reading. There were different strategies which were concentrated on development of Reading but we cannot say that all of them were effective and useful. The reason was researcher thought that it was boring and tricky. Besides that, researcher went to English libraries in order to improve reading skills, but books were scientific and it was not easy to read. For that reason, researcher is going to find effective strategies to get learners attention and improve in reading and use those reading classes.

Sometimes students do not pay attention reading classes and they do not understand importance of having good reading skills. In these situations teachers should explain importance of it in detail, motivate them and try to use several activities in order to raise their interests.

It is irrefutable facts that, majority of teachers have difficulties in finding suitable materials for students because of multilevel learner classes. The task would be easy for student who knows English better, but another who does not know well can not accept it. Consequently they think that reading is not easy and can lose their interests.

Taking everything into consideration, the researcher wants to devote useful strategies to improve learners' interests in reading classes in my qualification paper. Besides that, researcher is going to answer the question of how to pick up learners' reading skills in English by using effective strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language. Reading is an essential part of language instruction at every level because it supports learning in several ways. Firstly, Reading to learn the language: people use language in different ways: someone to learn language others to find new information. By giving students a variety of materials to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. By reading such text they can pay attention using words in appropriate way and grammar structure of the words.

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Secondly, Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

Furthermore, Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down

Reading comprehension is the ability to read text, process it and understand its meaning. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are a number of approaches to improve reading comprehension; including improving one's reading strategies. On the basis of any types of reading technique, method, strategy or even ordinary activity lays range of vocabulary. Only after comprehending certain type of word a student can understand perfectly the text. Accordingly, the first and one of the main skills for the development of reading is picking up vocabulary. Besides that, teacher should find suitable materials and interesting topics in order to get students' attention. It should be noted that if learners do not understand the meaning of the text they have some misunderstandings. In such situations teacher should be at the centre of the attention, as he/she should explain how to do it. Strategies and activities should be well organized and simple

In Comprehension monitoring David divided reading into three categories, depending on when they take place: pre-reading, reading, and post-reading.

Pre-reading: learners should collect and define vocabulary terms from the text. It will help students to understand words that otherwise may interrupt their reading. It will also help them increase their vocabulary in a meaningful, relevant way. Students can record the terms in a notebook. Another strategy involves having students preview comprehension questions so that they can focus on answering those questions as they read.

While-reading: Teachers can guide students' interaction with the text by asking questions about literary elements, having students present oral summaries of the plot, or asking them to collect details or write observations on post-it notes. If students have previewed comprehension questions, they can answer these questions as they read.

Post-reading: Summarizing is an effective strategy that can take many different forms.

Cooperative learning

Cooperative learning is a strategy that learners work with small groups; they have to do reading tasks with their group. It will help learners to develop summarizing and discussion. The following are examples of how students can work cooperatively to learn more about a narrative work of literature:

- Each group uses a plot diagram to locate and summarize a stage of plot development.
- Groups conference briefly with the teacher to ensure their answers are correct.
- Students reassemble into new groups comprising one "expert" from each of the previous groups.
- These new groups pool their expertise to fill out every stage of the plot diagram.
- The session concludes with a class discussion of the novel, short story, play, or narrative poem.

Graphic organizers and story structure

Graphic organizers, which provide a visual map for the reader, can be placed next to the text, as learners read in groups or individually, aloud or silently. They are particularly useful in helping readers to understand the structure of a narrative or of an argument. Following are descriptions of three types of organizers.

- a) Comparison/Contrast
- b) Hierarchy Diagram
- c) Matrix Diagram

Question answering

The typical approach to question answering is to answer comprehension questions upon completion of the selection, but questions can be a part of a reading lesson at many points. As mentioned before, previewing questions can help students focus their reading.

Question generating

According to the Question generating strategy learners should make questions about text, or story as a post-reading exercise. These questions can then be integrated into formal tests or informal questioning games. It helps teacher to analyze how they understand the text. Teacher might want to suggest that students generate questions by adapting sentences from the text. Students can also generate questions to identify their own uncertainties about the text. They can then try to answer these questions by consulting you or other students.

Summarizing

This is an effective strategy for readers who have difficulty remembering and writing about what they have read. A summary can take many forms, including travelogues, journals, double-entry journals, and letters. For example, students can create a travel itinerary that summarizes the action of a narrative, can write a journal from a particular character's point of view, can set up a double-entry journal about the theme of a work, or can summarize events in a letter that one character writes to another.

Multiple Strategies

This strategy addresses individual learning styles by having students use different media—such as text, images, or video—to analyze or comment on a work of literature

Poor readers often lack the skills to effectively monitor their comprehension of assigned passages and apply fix-up skills when needed. One means to help students to develop these self-monitoring skills is to teach them a cognitive strategy. McCallum 2010 indicated the strategy of ART: Ask-Read-Tell. Whenever the student is assigned a challenging passage, he or she is trained to apply a 3-step ART sequence, which maps to the pre-reading/reading/post-reading timeline:

1.ASK: Before reading the text, the student looks over the title of the passage, asks what the topic is likely to be, considers what he or she already knows about that topic, and generates 2 questions that the student hopes to answer through reading.

2.READ: While reading, the student stops after each paragraph to query whether he or she has adequately understood that section of the passage and, if necessary, applies comprehension fix-up skills.

3.TELL: After reading, the student attempts to answer the 2 questions posed earlier based on the content just read. Finally, the student meets with a peer partner, and participants tell each other what questions and answers they produced.

To conclude, there are many resources and activities educators and instructors of reading can use to help with reading strategies in specific content areas and disciplines. These strategies provide specific instructions for developing and retaining comprehension skills.

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