

IMPROVING STUDENTS' READING ABILITY IN TEACHING ENGLISH

Darvishova Gulchehra Kenjabayevna

PhD in Philology,

The University of Public Safety of the Republic of Uzbekistan.

Annotatsiya: Chet tilida o'qish ko'nikmasini egallash – ta'lim muassasalarida chet tili o'qitishdan kuzatilgan amaliy maqsadlardan hisoblanadi. Maqolada talabalarning o'qish qobiliyatlari va mahoratlarini yaxshilash masalalari, shuningdek kishilarning turmush, ta'lim va ishlab chiqarish sohalaridagi faoliyatlarida ham o'qishdan keng foydalanilish yoritib berilgan.

Kalit so'slar: mazmun, ko'nikma, qobiliyat, samarali, mahorat, munosabat, yaqqol, soha, mohiyat.

Reading ability is basic to the advancement of students in all subject fields and to success in their life pursuits.

Soon after leaving high school, many students will get jobs – in stores, offices, factories, and elsewhere. If the high school has trained these students to read effectively, they are likely to do their work more efficiently – and will have a better chance to advance to more responsible positions.

By helping a student to build better reading skills, habits, and attitudes, the teacher aids him to understand himself and others, and the world in which he lives. By becoming a better reader, the student also becomes a better person – better informed about himself, his peers, his parents, and other adults –and better able to make satisfactory adjustments to both his present and his long- term problems. Such a student, moreover, tends to become a better citizen in his community, his state, and his nation- a person who has acquired the facts or who can get facts, through reading.

Because better reading means better work, a growing number of businesses throughout the country have introduced courses that train their personnel to read more effectively.

The high-school teacher is a specialist in one or more subjects of study – for example, English, social studies, mathematics, science, business education, home economics, industrial arts, or fine arts. As a specialist, his main concern is to help students to learn his subject - to acquire the important skills, to comprehend the essential content, and to use such skills and knowledge in answering questions and solving problems. A high-school instructor may think of himself not only as a teacher of subject matter but also as a teacher of reading. If so, he aids students to read better in order to master the content of his course. Or, this instructor may feel that his main if not sole responsibility is to teach students the subject matter of his course.

In many high-schools, English teachers assume the special responsibility of aiding students to read more effectively. Not only English teachers but also teachers of social studies, science, or any other subject are in strategic positions to assist their students to read better in particular fields. This is true because the teacher of any given subject obviously knows the methods the content of his courses. He also knows the methods to employ in presenting this content. And he knows what reading and study skills are essential to understanding his subject.

There are certain important reading skills, habits, and attitudes that are common to nearly all high-school subjects of study. To illustrate, in almost all course students use a textbook. Many of the reading abilities required to comprehend the textbook in one course are the same or similar to those required to understand the textbooks in other courses.

In helping students to read a textbook and other essential material, the teacher may find that the following suggestions are helpful:

1. Introducing the textbook to your students. In the first- or second-class session of your course, have your students systematically examine the textbook. First, have students quickly read the title page; this page gives the book's title page; the name of the author, and the identification of his position. Then have them read the author's foreword (if any) and the table of contents. This table, of course, gives the titles of the book's chapters and sometimes the main headings within chapters. Second, have students skim the book, reading chapter titles and center and side headings, and looking at the illustrations. By doing so, students get an over –all idea of what the textbook contains. Third, have students look at the index. Ask them to look up items in the index and then to turn to the page or the pages referred to therein. In the foregoing ways students develop a number of reading skills – for instance, skimming to get the general idea and skimming to find a particular detail.

2. Train your students to read a textbook chapter. When you assign the reading of Chapter I in the textbook, point out to students that the chapter has study helps –center headings, side headings, and italicized sentences and words. The author, of course, used these devices to emphasize certain ideas. In addition, the chapter usually has questions for study and discussion, problems to solve, projects to conduct, references to read, and other individual and group learning activities.

Next, discuss with students why they are to read Chapter I and what they can expect to get from it. Present some of the chapter's main concepts: such concepts are usually specialized terms in the form of words or phrases. List some of these concepts on the blackboard. Ask students to tell in their own words what these concepts mean. Have students look up in the chapter the author's definitions or explanations of these concepts.

Next, make a blackboard list of some of the important generalizations that appear

in the chapter. Have students explain these generalizations and then read the author's explanations of them. If you thus aid students to understand the key concepts and generalizations, they will be able to read the chapter with a greater degree of comprehension.

During the discussion, have students read silently a section of the chapter. Then have them compare what they have read with their own experiences. Such comparisons help make the chapter as meaningful as possible to a student; they also aid him to become a more critical reader.

Next, have students make their own suggestions on how to study the chapter. These suggestions may include the following reading-study tips:

- a) When reading a textbook chapter, concentrate on what you are reading. Read in a place that is quite and free from distractions. Turn off the radio or TV set.
- b) Read the chapter with a definite purpose in mind—for example, to get the important points made by the author or to answer certain specific questions of your own.
- c) Skim or preview the entire chapter from beginning to end to get a general understanding of what the chapter contains.
- d) Read the chapter, carefully this time, to make sure that you understand the important points. In your notebook, write down these points in outline form for later reference.
- e) Compare what you are reading in the chapter with your experiences—that is, with what you already know.
- f) When you read the chapter carefully, check or write down the difficult words that you do not understand. After you finish the chapter, reread these words in the sentences (context) in which they appear. Try to get the meanings of these words from their context. If you still are not sure about what the words mean, look them up in your textbook or in your dictionary.
- g) Answer the questions and do the exercises that appear in or near the end of the chapter. These study aids help you to understand the chapter and to apply what you have learned from it.

In conclusion, the foregoing suggestions, of course cover reading and study skills and habits that you want your students to develop. As your students acquire these abilities, they will enhance their understanding of the entire content of the textbook.

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