

## UNDERSTANDING DIFFERENT WAYS OF TEACHING READING SKILLS

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**Annotation:** Reading strategies known as skimming and scanning use quick eye movements and key words to quickly examine text for a variety of objectives. Reading quickly to acquire a broad picture of the content is known as skimming. Rapid reading is called scanning, and it is done to locate specific data. Scanning aids in finding a specific fact whereas skimming informs you of the overall information that is there in a section. While scanning is more like pearl diving, skimming is like snorkeling.

Skimming is useful when you want to survey a text to get a general idea of what it is about. In skimming you ignore the details and look for the main ideas. When skimming:

- do not read everything;
- pay attention to the heading and sub-heading;
- pay attention to the introduction and the conclusion;
- pay attention to the first and last sentences of paragraphs;
- pay attention to how the text is organized;
- focus on key words;
- notice any italicized or boldface words or phrases;
- notice any visuals(pictures, charts, graphs, etc.)
- skim: to get the general idea of the text, and also to understand how the text is organized;

Questions like “*What is the text about?*”, “*The main idea of the text is...*”, “*Which of the following is the best title for the text?*” are based on the main idea- you need to skim the text.

**Scanning** is used to find a particular piece of information (specific information). You run your eyes over the text looking for the specific piece of information you need, like, names, dates, numbers, etc. you should know beforehand what you are looking for. It is less reading and more searching. When scanning:

- state the specific information you are looking for (are you looking for names, dates, numbers, etc.);

- try to anticipate how the answer will appear and what clues you might use to help you locate the answer, e.g. if you were looking for a certain date, you would quickly read the paragraph looking only for numbers;
- use headings and any other aids that will help you identify which sections might contain the information you are looking for;
- selectively read and skip through sections of the passage;
- scan: to find the relevant parts of the text- the parts that contain the information you need to answer a question;
- questions based on who, where, when, how many/how much (e.g. “Who was the first person to land on Moon”, “*Where are pictures by Picasso displayed?*”, “*When did Louis XIV order to move the court to Versailles?*”, “*How long did it take to transfer the collections of the museum to a new building?*”) are based on scanning- you need to search for names, places, dates and numbers.

## Understand different ways of teaching reading skills

### 2.1 Explain the typical stages of reading development

Principle 1: Encourage your students to read as much and as often as they can.

It is beneficial for students to read as much as possible. Everything we do should encourage them to read widely as well as intensively, if not more so. It's a good idea to talk about this principle with your students.

Principle 2: Students must be engaged in the material they are reading.

When students are reading outside of class, we should encourage them to engage in joyful reading - that is, we should strive to assist them get as much enjoyment out of it as possible. However, we will try our best during classes to ensure that students are engaged with the topic of a reading material and the activities they are required to complete while doing so.

Principle 3: Encourage students to respond to a text's content (and explore their thoughts about it), rather than concentrating strictly on its structure. Of course, students should study reading texts in class in order to learn about topics like how they use language, how many paragraphs they have, and how many times they utilize relative clauses. However, the meaning of the text, its message, is just as vital. As a result, we must provide pupils the opportunity to respond in some way to that message. It's very crucial for them to be able to express their views about the subject, since this will encourage personal involvement with it and the language. This is even more true when you've done a lot of reading.

Principle 4: Reading requires a great deal of thinking. When we read literature in our own language, we often have a good notion of what the text will be about before we start reading. We can tell what's in a book by looking at the cover; we can tell what's in an article by looking at the photos and headlines; and we can tell what reports are by looking at them before we read a single word. Our brain begins projecting what we will read as soon as we see these signs - the book cover, the headline, the web page banner. Expectations have been set, and the active reading process is about to begin. Teachers should provide students 'hints' in class so that they can predict what will happen next. We should encourage kids to look at covers and back cover content to help them decide what to read and then to help them 'get into' a book in the event of extensive reading - when they are choosing what to read for pleasure.

Principle 5. We need to choose good reading tasks - the right kind of questions, appropriate activities before, during, and after reading, and useful study exploitation, etc. - once we've decided what reading text the students will read (based on their level, the topic of the text, and its linguistic and activation potential). Boring and inappropriate tasks can detract from even the most useful and interesting text; even the most commonplace passage can be made exciting with imaginative and challenging activities, especially if the level of challenge (i.e. how easy it is for students to complete a task) is just right for the class.

Principle 6: Reading texts is fully utilized by good teachers. Any reading material contains lots of sentences, words, thoughts, descriptions, and other elements. It doesn't make sense to persuade students to read something and then drop it and move on to something else in class. Good teachers use the reading material into engaging lesson sequences, incorporating the topic for additional discussion and assignments, the language for study and then activation (or, of course, activation and then study), and a variety of activities to bring the text to life. When students have done a lot of reading, we should take advantage of any opportunities that come up to provide meaningful comments.

## 2.2 Evaluate reading activities and materials

Reading is the act of looking at a set of written symbols and understanding their meaning. When we read, we obtain valuable information written symbols and our brain converts them into words, sentences, and paragraphs that provide information to us.

The amount of while-reading activities that can be done in the classroom is determined by the teacher's creativity. You can use traditional kinds of evaluation in combination with while-reading exercises, or you can use technology if you are skilled at integrating it into lessons.

**Determine the main idea of paragraphs** and the topic sentences. The author's message regarding the issue is the major theme of a paragraph. It should be noted that every paragraph should have a topic sentence that indicates the paragraph's main theme.

**Make a distinction between general and specific ideas.** Specific ideas provide evidence to better define the general or primary idea and indicate that it is valid, while general ideas express the main point or main idea of a piece of writing.

**Check to see if your predictions and guesses were correct.** When a reading class begins with one of the pre-reading activities, this is something that can be done.

**Skimming** is the capacity to discover the primary idea within a text; it is this reading method that will assist kids in becoming good readers. Skimming literature will also assist students in becoming more adaptable readers.

**Take a quick quiz.** This is a typical technique to see if students have learned anything from the reading, but you may make a difference by collecting those answers utilizing online resources. You can use Plickers, Google Forms, or any other tool of your choice.

When we ask students to read, the success of the activity is frequently determined by the text's difficulty level. In an ideal world, students would read authentic texts, which are writings that are not specifically designed for language learners but are intended for any competent user of the language. However, at lower levels, this can create enormous difficulties because the abundance of tough and unfamiliar terminology can render the texts impenetrable to the students. On the one hand, a balance must be achieved between real English and the students' talents and interests on the other. Menus, timetables, signs, and basic directions, for example, are actual written material that beginner students may grasp to some extent, and we can utilize these where appropriate. However, we may want to provide our kids with larger prose pieces that have been produced or adapted just for their level. The main thing is that such texts sound as much as possible like real English.

Whether the texts are meant for intensive or extensive reading will determine how well children can deal with reading content. When children read with the help of a teacher and other students, they are more likely to be able to handle higher-level content than when they read on their own. If we want kids to read for enjoyment, we must make certain that they do not attempt stuff that is simply too tough for them, as this may discourage them from doing so. This is why, for extended reading, lower-level pupils are urged to use simplified or graded readers.

### 2.3 Evaluate skimming and scanning techniques

When teaching reading comprehension, one of the most important things to remember is that there isn't just one style of reading, but multiple, depending on the reason for reading.

Students will never be able to adapt their reading speed and method to their goal. When done in a long passage, careful reading becomes tedious and time consuming. It would be counterproductive if students continued to utilize careful reading when the reading was focused at answering certain questions testing their comprehension of the content. In this instance, skimming is a viable option. For students, skimming to acquire an overview is a vital ability. They will discover that they will be assigned and recommended far more reading than is humanly possible to read intensively. The students are able to cover all of the content by skimming to get the "gist" of it. Make sure students don't skim any materials that require thorough reading. Skimming should not be done competitively because it involves more than just eye movements. Students may be asked to locate facts that are expressed in sentences rather than single words, or they may be asked to state simply what the text is about, or they may be asked specific questions that may be answered by skimming the material rapidly. Answer the questions that follow the text by skimming quickly over the surface of the text and quickly reading selected relevant areas to gain a sense of the content and organization.

Students need to be able to scan the text for particular bits of information they are searching for (as, for example, when we look for a telephone number, what's on television at a certain time or search quickly through an article looking for a name or other detail). This skill means that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.

Students also need to be able to skim a text - as if they were casting their eyes over its surface - to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusions are). Just as with scanning, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

Being able to quickly skim read will help you in more ways. If you are an academic student a large part of your course will be reading. Being able to quickly negotiate your way through complicated texts will make you a much more effective and efficient student. You might also skim read a newspaper or a webpage to see if there is anything there that you want to read. You skim read your Facebook page to see if you are really interested anything your friends have to say. You skim read and advert to find out if that computer really is the one you want or a review of a film to see of your friend would like it as much as you.

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