

The Role of Teaching in Learning Reading In English

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Abstract

This article introduces the benefits to read successfully, they have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if they agree with them. By playing games they can make this skill active. Students need to be engaged with what they are reading.

Key words: engaging, useful puzzles and games, inappropriate questions, words, ideas, descriptions.

Introduction

Reading is the ability to understand written language. It is a process of interpreting and understanding the text. If a reading text is interesting and engaging for the students, language acquisition is likely to be more successful. As for me reading texts also provide opportunities to study language vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Lastly, good reading texts can introduce

interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the arguments, and work out if we agree with them. By playing games we can make this skill active. Students need to be engaged with what they are reading. Students who are not engaged with the reading text – not actively interested in what they are doing – are less likely to benefit from it. When they engaged with the reading text they get much more of it. Students should be encouraged to respond to content of a reading text, not just to the language. The meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. Prediction is a major factor in reading. The book cover, the headline, the word-processed page give an idea



about what we are going to read. Our brains start predicting about the topic. Expectations are set up and the active process of reading is ready to begin. Teachers should give students ‘hints’ so that they can predict what’s coming to. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks – the right kind of questions, engaging, useful puzzles and games etc. the most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenging tasks. Any reading text is full of sentences, words, ideas, descriptions etc. It doesn’t make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further task, using the language for study and later activation. There are many reasons why getting students to read English texts is an important part of the teacher’s job. In

the first place many of them want to be able to read texts in English either for their carriers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea.

Reading is useful for other purposes too: any exposure to English is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts.

In many countries foreign languages are learned by numbers of students who will never have the opportunity of conversing with native speakers, but who will have access to the literature and periodicals, or scientific and technical journals, written in the language they are learning. Many will need these publications to assist



them with further studies or in their work; other will wish to enjoy reading in another language in their leisure time to keep them in touch with the wider world. The reading skill, once developed is the one which can be most easily maintained at a high level by the students themselves without further help from a teacher. Through it they can increase their knowledge and understanding of the culture of the speakers of the language, their ways of thinking, their contemporary activities, and their contributions to many fields of artistic.

There are three types of reading which are oral reading, intensive reading and extensive reading. Students need to be able to scan the text for particular bits of information they are searching for. This skill means that do not have to read every word and line; on the contrary, such an approach would stop them skinning successfully. Students 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.

Reading for detailed comprehension, whether looking for

detailed information or language, must be seen by students as something very different from the reading skills mentioned above. One of the teacher's main functions when training students to read is not only to persuade them of the advantages of skimming and scanning, but also to make them see that the way they read is vitally important.

There are some broad functions of visual materials used for reading activities for example to motivate the student to want to read; to make him feel that what he is reading and the way he is reading it relate to the way in which written text is used in real life; to provide a clue to the meaning of detail, either introducing him to the meaning for first time or remanding him of it; to provide a clue to the gist of the passage or text, either introducing it to him for the first time or reminding him of a theme previously met; to provide him with material by which he may indicate nonverbally that he has understood to provide him with a symbolic analysis of the relationship between written language and spoken. There are many

reasons why getting students to read English texts is an important part of the teacher's job. In the first place many of them want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. Anything we can do to make reading easier for them must be a good idea.

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Whenever we use language we create and interpret texts. When we read we interpret texts created by others. These texts are created to achieve particular purposes. Different kinds of texts are created to achieve different purposes. Reading is a complex process which involves interaction between the reader and the language and ideas of the text. It involves readers in drawing upon their existing knowledge of the world, of

language and of the written code in order to attend to the visual information of the text. To develop as effective readers, students must learn to take on a set of roles, or ways of interacting with a text. These roles indicate the ways a reader can move beyond decoding print to understanding and using text on several levels for a variety of purposes.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Much of what we know about reading is based on studies conducted in English and other alphabetic languages. The principles we list in this paper are



derived from them, but most also apply to non-alphabetic languages. They will have to be modified to account for the specific language. Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Most people learn to read in their native language without difficulty. Many, but not all, learn to read as children. Some children and adults need additional help. Yet others learn to read a second, third or additional language, with or without having learned to read in their first language. Reading instruction needs to take into account different types of learners and their needs. Research has shown that there is a great deal of transfer from learning to read in one language to learning to read in a second language.

The principles outlined below are based on studies of children and adults,

native speakers as well as those learning to read in a second or foreign language. They deal with different aspects of reading that are important in the planning and design of instruction and materials. Briefly stated, these learning principles start with the learner in mind.

The type of learner will affect the type of methods and materials to be used. The context of learning is also important. For instance, children and adults who are learning to read in a language different from their native language will also need to. Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.



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language to learning to read in a second language. The principles outlined below are based on studies of children and adults, native speakers as well as those learning to read in a second or foreign language. They deal with different aspects of reading that are important in the planning and design of instruction and materials. The practical applications are based on general learning principles, as well as on research. Briefly stated, these learning principles start with the learner in mind. In order to motivate students to do their assigned readings, it is important to understand the reasons why the compliance rate is so low. Here we will review some of these reasons, and then present some methods that can be used to motivate students to do their assigned readings.

Reasons students don't do their reading

A review of the literature on this subject reveals a set of common reasons why students fail to complete their

assigned readings. These reasons can be grouped into four main categories:

1. Lack of pay-off
2. Misunderstanding student motivation or behavior
3. Poor reading or study skills
4. Problems with assigned readings

The type of learner will affect the type of methods and materials to be used. The context of learning is also important. For instance, children and adults who are learning to read in a language different from their native language will also need to learn about the culture of the second or foreign language. Because texts are written with a specific audience in mind, cultural knowledge is present in texts and it is assumed that the reader is familiar with such knowledge. Classroom practices support the use of a balanced approach in instruction. Because reading depends on efficient word recognition

and comprehension, instruction should develop reading skills and strategies, as well as build on learners' knowledge through the use of authentic texts. Before children begin to learn to associate the written form with speech, they need to learn the vocabulary, grammar and sound system of the oral language. There is a close connection between oral vocabulary and early reading ability. The ability to attend to the individual sounds within words (phonological and phonemic awareness) is also an oral skill that is closely associated with reading ability.

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