

## EFFECTIVE METHODS TO IMPROVING READING SKILLS IN ENGLISH STUDY

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**Annotation:** In this article opened a huge amount of problems which is related to reading in english language. The most common problem for an English learner is the difficulty in understanding the articles they are reading. Therefore, how to improve reading ability in learners draws more and more attention. The author of the paper has analyzed some common reading skills and put forwards some suggestions for the further improvement of English learners from personal experience, which may help to improve the learners' reading competence. The Reading Method, sometimes known as the Reading Approach, is an outdated way of teaching English, mainly as an additional language. The theory behind the method was that students could pick up the basics of English simply by learning to understand words and grammatical patterns from written text. There are three different styles of reading academic texts: skimming, scanning, and in-depth reading. Each is used for a specific purpose.

**Абстрактный:** данная статья выявила множество проблем, связанных с обучением на английском языке. Самая распространенная проблема изучающих английский язык – трудности с пониманием статей, которые они читают. Поэтому тому, как улучшить способности учащихся к чтению, уделяется все больше и больше внимания. Автор статьи проанализировал некоторые распространенные навыки чтения и на основе личного опыта выдвинул некоторые предложения по дальнейшему совершенствованию изучающих английский язык, чтобы помочь студентам улучшить свои навыки чтения. Подход к чтению, иногда известный как подход к чтению, представляет собой устаревший метод обучения английскому языку, прежде всего как дополнительному языку. Теория, лежащая в основе этого метода, заключалась в том, что студенты могут освоить основы английского языка, научившись понимать слова и грамматические образцы из письменного текста. Существует три различных стиля чтения академических текстов: беглый просмотр, беглый просмотр и глубокое чтение. Каждый из них используется для определенной цели.

**Annotatsiya:** Bu maqolada ingliz tilida o'qish bilan bog'liq juda ko'p muammolar ochildi. Ingliz tilini o'rganuvchilar uchun eng ko'p uchraydigan muammo

bu o'qiyotgan maqolalarni tushunishdagi qiyinchilikdir. Shu sababli, o'quvchilarda o'qish qobiliyatini qanday yaxshilash kerakligi tobora ko'proq e'tiborni tortmoqda. Maqolaning muallifi ba'zi umumiy o'qish ko'nikmalarini tahlil qildi va o'quvchilarning o'qish malakasini oshirishga yordam beradigan shaxsiy tajriba asosida ingliz tilini o'rganuvchilarni yanada takomillashtirish bo'yicha ba'zi takliflarni ilgari surdi. O'qish usuli, ba'zan o'qish yondashuvi sifatida tanilgan, ingliz tilini asosan qo'shimcha til sifatida o'qitishning eskirgan usulidir. Usulning nazariyasi shundan iborat ediki, talabalar yozma matndan so'zlar va grammatik naqshlarni tushunishni o'rganish orqali ingliz tili asoslarini olishlari mumkin edi. Akademik matnlarni o'qishning uch xil uslubi mavjud: skanerlash, skanerlash va chuqur o'qish. Ularning har biri ma'lum bir maqsadda qo'llaniladi.

**Key words:** reading ability; vocabulary; word-building patterns; critical thinking; background knowledge; grammatical ability; good reading habits

Ключевые слова: умение читать; словарь; словообразование узоры; критическое мышление; базовые знания; грамматика способность; хорошие привычки в учебе

**Kalit so'zlar:** o'qish qobiliyati; lug'at; so'z yasashnaqshlar; tanqidiy fikrlash; asosiy bilim; Grammatik qobiliyat; yaxshi o'qish odatlari

Both forms of context can often provide important information which help in deciding the meaning of unfamiliar words. Synonym signals include that is, that is to say, in other words. Antonym signals are although, while, whereas, however, but, yet, on the contrary, in contrast. The signal words of example are such as, unlike, for instance, a case in point, for example, etc. The signal words of cause and effect relation are because, because of, as, since, for.

Guessing the meaning from word-building.

In English, by adding a prefix or suffix, or both a prefix and a suffix to a stem word, numerous words are created.

For example:

Adding a prefix

Nod your head to show agreement; shake your head to show disagreement. (Adding "dis-" before "agreement" to form "disagreement")

Adding a suffix

You should raise the awareness  
of non-verbal

communication signals in business negotiation. (Adding "ion" after communicate to form "communication")

Adding both a prefix and a suffix at the same time

Unfortunately he doesn't seem to be so quick to reply to comments when people criticize him. (Adding "un-" before and "-ate" plus "-ly" after "fortune" to form "unfortunately")

Knowledge about stems, prefixes and suffixes would be of great help for readers to guess the meaning of unknown words.

C. Improve your comprehension by recognizing patterns.

Historically, humans have survived by identifying patterns. Scientists say that it is human nature to look for patterns in what we see. Our brains are always trying to make sense of the world around us, trying to fit everything into some kind of recognizable shape that has meaning for us.

There are four common patterns in a text. The first pattern is a listing related ideas or examples. In this pattern, the writer's main idea is stated in the form of a generalization, followed by a list of supporting details. Signal words for this pattern include: such as a few, other(s), another, first, second, third, several, many, in addition, numerous. The second pattern is sequence. In this pattern, the writer's main ideas include a series of events or steps that follow one after another. The third is comparison and contrast. In this pattern, the writer's main idea explains similarities or differences, with signaling words including; like, both, similarly, however, but, unlike, while, and so on. The final pattern is cause-effect. When the main idea is developed by describing one event or action causing another, the cause-effect pattern is demonstrated. Causes and effects are part of daily life, therefore, this pattern is found very often in history books, science texts, and novels.

D. Distinguishing facts from opinion

To make a distinction between facts and opinions will help achieve a deeper level of understanding in our reading.

Facts can be used by a writer as a basis for persuading the readers that his idea is right, they are usually objective descriptions or statements; Opinions are often stated to express the author's attitudes or feeling about things, and so are subjective evaluations or predictions from both the character and the author. For example, "There are specific medical conditions that are known to benefit from certain vitamin supplementation" is a fact, while "Points to remember when selecting vitamin supplements: XYZ Vitamins are the best." is an opinion. Another example, "Research indicates that most of the vitamins you get from the food you eat are better than those contained in the pills" is a fact, while "If you feel that you could be lacking in certain vitamins and minerals, it may be better to consider changing vitamin tablets to XYZ brand." is an opinion.

In general, facts are directly related to the development of the plot in a novel while opinions provide the author's and character's reflections.

E. Clarify the main idea of a passage.

□ Searching for the main idea.

The main idea of a piece of writing is the central point the author wants to make. It is stated in a topic sentence, which sets the thesis, but also the tone, voice and style of the writing. Generally speaking, in the majority of articles written for English readers it is located in the beginning of the writing, but may be re-iterated in the body and conclusion of the piece. Other language forms may change the position for the expression of the main idea. In addition, in many cases, the main idea is not always clearly stated. It is more difficult to identify a main idea when it is inferred or implied. Summarising and restating the information in the passage helps decipher the main idea.

Summarizing is taking larger selections of text and reducing them to their bare essentials: the gist, the key ideas, and the main points that are worth noting and remembering. It's the distillation, condensation or reduction of a larger work into its primary notions.

Summaries capture the main ideas and the crucial details. Summarizing mainly includes noting key words, sentences and short passages.

□ Critical thinking.

Experience demonstrates that to gain a better understanding of the text it is important to ask questions.

Critical thinking is a good method to help gain better understanding of the text. Few writers ever directly tell you what to think, they try to give enough data to allow readers to reach reasoned conclusion.

The purpose of critical thinking in reading is to involve the reader in the reading activity more thoroughly.

F. Using the SQ3R strategy

SQ3R is a useful and important method in reading to absorb written information. It helps build a good construct of the subject, creating a framework for appropriate insertion of facts. In addition, SQ3R enables readers to set study goals and prompts the use of revision techniques.

The acronym SQ3R stands for the five sequential and review. Survey means to scan the contents, introduction, and summaries to pick up a preliminary overview of the text. Question means note any questions on the subject that come to mind, or particularly interest you. The first "R" means read useful sections in detail, with attention to relevant points; the second R requires the reader to remember important sections once they are read, isolating the core facts or the essential processes behind the subject, and then assess how other information fits. The third R asks the reader to review the reading rev. This review can be done by re-reading the document, by expanding notes, or by discussing the material with other readers. A particularly effective method of reviewing information is to teach it to someone else.

By using SQ3R to actively read a document, the maximum benefit is gained from the reading time.

G. Activate background knowledge One of the biggest predictors of reading comprehension is background knowledge. Readers comprehend better when they actively think about and apply their knowledge of the topic and their own experiences. Background knowledge can be used to increase reading comprehension, especially when dealing with unfamiliar topics. Here are some suggestions to apply background knowledge whenever needed.

Before reading, consider any related knowledge of the topic. While reading, activate other memories, personal experiences and any other kinds of information related to the details of the reading material.

After reading, research further at the library or on the Internet to find answers to the remaining questions.

Activating background knowledge is an important reading method for better comprehension.

H. Improve comprehension by improving grammatical understanding

Grammar is also the essential and, some think, the most difficult part of English language study. It can be many students' weakest area

English grammar is an important and useful tool in reading. It is a combination of the phonics and holistic argument. In order to understand the whole we must see the parts. Grammar is an important tool especially for weak readers to help them to understand ideas. It is the mathematics of literature and composition.

Therefore, it is essential to study grammar and have a strong grammatical base. Grammar can be learned in small steps, and requires some general practice. Learn the basics of one grammar point, then move on to another. When readers are comfortable with the basics, they can move forward to study the details. Grammatical skills improve comprehension, and are worth studying.

I. Improve comprehension by understanding references and making inferences.

When a listener overhears a part of a conversation and tries to imagine what it was about is a common use of making

inferences. Sometimes the topic of a text may not be stated anywhere directly, in the reading, making the look for clues and try to guess what the passage is about. The authors of novels, stories or plays often do not explain everything about characters or situations. The reader must infer the author's meaning from the descriptions or the dialogues.

For example: The underlined (references) in the following passage can help us to infer that "it" is a small animal.

I found it in the middle of the sidewalk on my way home from school one spring morning. It was very tiny and it was hardly breathing when I picked it up. I fed it raw

meat and other treats for several weeks. Soon, it became strong and started to hop around.

J. Improve comprehension by forming good reading habits.

Most people wish they read more, because it can help increase knowledge and be more successful in a variety of fields. The following suggestions can help strengthen your reading ability. Always have reading material close by -bathroom, briefcase and bed;.

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