

METHODS OF IMPROVING STUDENTS' TEXT READING TECHNIQUES IN
ENGLISH

Muminova Mahliyo Akhrorjonovna

PhD student at Namangan State University

Annotation

This article presents some ideas on the methods of improving students' text reading techniques in English and their didactic mechanisms. The role of reading competence in language learning, types of reading, modern pedagogical technologies, interactive methods and ways of using information technologies are analyzed. Also, methods of increasing students' motivation to read and forming independent reading skills are described.

Keywords

Students, text reading, method, reading technique, English language, reading skills, working with text, interactive methods, language competence.

Introduction. In today's globalization environment, mastering the English language is one of the most important tasks in the higher education system. In particular, the development of students' reading and comprehension skills in English is of great importance in their academic and professional activities. Reading is one of the main types of speech activity in the process of language learning, which directly affects the development of other skills - listening comprehension, writing and speaking.

Unfortunately, in practice, many students face difficulties such as reading English texts slowly, trying to translate word for word, and not being able to understand the main idea. Therefore, the introduction of effective methods and techniques aimed at improving students' reading techniques is an urgent issue.

Literature analysis and methodology. Reading is the process of receiving, understanding, and interpreting written speech. The technique of reading in English includes not only the correct pronunciation of words, but also understanding the content of the text, extracting and analyzing important information.

The reading technique consists of the following components:

- a) correct recognition of graphic symbols;
- b) fast and accurate reading of words and sentences;
- c) understanding the content;
- d) text analysis and drawing conclusions

The following types of reading are important in learning English:

- 1) Skimming - determining the general content by quickly scanning the text;
- 2) Scanning - reading to find specific information;



- 3) Intensive reading - deep and detailed study of the text;
- 4) Extensive reading - free reading of large texts.

The combined use of these types of reading in the learning process effectively develops students' reading techniques.

Discussion and results. Practice shows that many students face a number of difficulties in reading English texts. They cannot fully and quickly understand the text due to problems such as lack of vocabulary, fear of complex grammatical structures, and the desire to translate each word separately. In addition, some students are distinguished by the lack of skills to summarize the content of the text and distinguish between primary and secondary information during reading. These situations lead to a decrease in interest in reading and a decrease in motivation.

When teaching students to read texts related to the field in English, the following concepts can be developed:

1. Information Processing Theory: This theory suggests that reading involves various cognitive processes, including perception, attention, memory, and comprehension. It emphasizes the importance of these processes in obtaining and understanding information from texts. Developing English reading skills involves improving these cognitive processes through practice and instruction.

2. Social-cognitive theory: This theory emphasizes the role of social interactions in the learning process. It suggests that students learn through observation and imitation of others, as well as through collaborative activities. In the context of reading competence, students can engage in discussions, group work, and peer feedback, which enhance their understanding and interpretation of English texts.

3. Vygotsky's Zone of Proximal Development (ZPD): This concept is the best tool for students to learn when performing tasks that are beyond their current level of proficiency. In developing English reading skills, teachers can provide appropriate guidance to help students gradually improve their reading skills. This can be done through guided reading activities, clear instructions, and gradual release of responsibility.

4. Self-efficacy Theory: This theory emphasizes that people have a belief that they have the ability to succeed in a particular task or area. Students with high reading efficacy are more likely to engage in reading activities, face challenges, and develop their reading skills. Teachers can increase students' self-efficacy by setting goals that can be positively reflected on and offering opportunities to achieve success.

5. Motivation Theory: Motivation plays a crucial role in developing English reading skills. Students who are intrinsically motivated are more likely to engage in extensive reading, seek out challenging texts, and gain deeper understanding of the content.

Reading literacy refers to the ability to understand and interpret written texts. It involves a variety of skills and strategies, including decoding words, recognizing vocabulary, understanding sentence structure and grammar, deriving meaning from context, and understanding the main ideas and details of a text. Reading literacy also involves higher-level cognitive processes, such as critical thinking, analyzing and evaluating information, making connections between texts,



and synthesizing information from multiple sources. It is a key skill required for academic success.

To improve students' reading techniques in English, it is necessary to pay attention, first of all, to their lexical and grammatical preparation. In the process of working with the text, it is important to teach new words and phrases in context and include them in the active dictionary. The student should learn to understand the meaning of words found in the text based on the general content. This reduces dependence on translation and increases reading speed. Teaching grammatical structures not as separate rules, but by analyzing them within the text, gives more effective results.

In the effective organization of the reading process, pre-reading, during-reading and post-reading work play an important role. Before working with the text, it is necessary to familiarize students with the topic, arouse their interest and encourage them to express their opinions. This process helps to concentrate the student's attention. In the process of reading the text, it is advisable to give tasks aimed at understanding the main content. At the post-reading stage, exchanging opinions on the text, drawing conclusions, and expressing one's own attitude develop students' critical thinking.

The use of interactive methods in the modern educational process activates students' reading activities. Such methods transform students from passive listeners into active participants. Through discussion, question-and-answer sessions, and teamwork during the process of working with the text, students' interest in reading increases. An interactive approach enlivens the reading process and forms students' independent thinking skills.

The use of information technologies is also important in developing the technique of reading texts in English. Electronic textbooks, online articles, digital libraries and interactive platforms allow students to work with authentic texts on various topics. Such resources develop students' independent reading skills and bring them closer to the real language environment. At the same time, reading texts in combination with audio and video materials increases the level of students' comprehension.

The organization of independent reading is important in forming students' free and conscious reading skills in English. By regularly reading texts appropriate to their level, students increase their reading speed and comprehension skills. The process of independent reading contributes to the student's self-development, the formation of a sense of responsibility and a positive attitude towards language learning.

Increasing motivation for reading is also one of the important factors. Selecting texts on topics that suit students' interests and needs, and linking them to real life, makes the reading process meaningful. Encouragement and positive assessment increase students' self-confidence and encourage them to read more actively. As a result, the reading process becomes an interesting activity, not a duty.

To develop students' ability to read texts related to the field in English, several important steps need to be taken:

1. Providing access to reading materials: Ensuring access to appropriate reading materials and using them effectively is essential. Reading can be facilitated through youth organizations, libraries, textbooks, online and e-book platforms, and YouTube channels.



2. Pronunciation practice: Pronunciation practice is done in the hope of helping students better understand and articulate words. To achieve this, students are taught techniques such as pronouncing words clearly, grouping certain letters during reading, pronouncing words, distinguishing words with specific meanings from each other, and linking words into word combinations.

3. Repetition: Repetition is an important step in helping students remember and consolidate what they have previously read. Students are given tasks such as summarizing and discussing the material they have read.

4. Text Analysis: Text analysis helps students organize and understand the conceptual framework of a written text. To achieve this, students are given exercises to identify important ideas in the text, perceive important information, analyze and interpret them.

5. Critical Thinking: Critical thinking helps students identify and understand conceptual errors in the text, correct them, and apply scientific reasoning. To this end, students are given exercises to identify errors in the text, correct them, understand conceptual errors in the text, and apply scientific reasoning.

6. Comparative Analysis: Comparative analysis helps students identify, understand, and use connections between multiple texts. To this end, readers are given exercises to identify and understand connections between multiple texts.

7. Information Synthesis: Information synthesis helps students integrate information from different sources, analyze it, and form new ideas. To this end, students are given exercises in combining information from various sources, analyzing it, and developing new ideas.

Conclusion. In conclusion, improving students' reading skills in English is a continuous and systematic process that requires the effective use of modern methods, interactive approaches, and information technologies. A student with developed reading skills will be able to independently acquire knowledge in English, understand scientific information, and use it effectively in professional activities.

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