



Mukhayyo KHOLIKOVA,
Qarshi state university ESL teacher
E-mail : kxonbib@gmail.com

Based on the review of U. Mahmudova, associate professor of Karshi State University

THE IMPORTANCE OF INTERACTIVE METHODS IN THE DEVELOPMENT OF READING SKILLS IN TEACHING ENGLISH

Annotation

Actually, the interest and attention to the use of interactive methods, innovative technologies, pedagogical and information technologies in the educational process is increasing day by day, modern technologies allow students to search for the knowledge they are acquiring, independently teaches them to analyze and even draw conclusions themselves. The use of innovative technologies and interactive methods is especially important in the process of teaching a foreign language. This article talks about the importance of interactive methods in the development of reading skills in teaching English.

Key words: Interactive methods, fluency of speech, teaching pronunciation, group work, development of reading skills

ЗНАЧЕНИЕ ИНТЕРАКТИВНЫХ МЕТОДОВ В РАЗВИТИИ НАВЫКОВ ЧТЕНИЯ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация

Сегодня интерес и внимание к использованию интерактивных методов, инновационных технологий, педагогических и информационных технологий в образовательном процессе возрастает с каждым днем, современные технологии позволяют учащимся искать приобретаемые знания, самостоятельно учат их анализировать и даже выводы делают сами. Использование инновационных технологий и интерактивных методов особенно важно в процессе обучения иностранному языку. В данной статье говорится о важности интерактивных методов в развитии навыков чтения при обучении английскому языку.

Ключевые слова: Интерактивные методы, беглость речи, обучение произношению, групповая работа, развитие навыков чтения.

INGLIZ TILINI O'RGATISHDA O'QISH KO'NIKMASINI RIVOJLANTIRISHDA INTERAKTIV METODLARNING AHAMIYATI

Аннотация

Hozirgi kunda ta'lim jarayonida interaktiv metodlar, innovatsion texnologiyalar, pedagogik va axborot texnologiyalari o'quv jarayonida qo'llashga bo'lgan qiziqish, e'tibor kundan kunga kuchayib bormoqda, zamonaviy texnologiyalar talabalarni egallayotgan bilimlarini o'zlari qidirib topishlariga, mustaqil o'rganib taxlil qilishlariga, hatto xulosalarni ham o'zlari keltirib chiqishlariga o'rgatadi. Ayniqsa biror xorijiy tilni o'rgatish jarayonida innovatsion texnologiyalar, interaktiv metodlardan foydalanish kata ahamiyat kasb etadi. Ushbu maqolada ingliz tilini o'rgatishda o'qish ko'nikmasini rivojlantirishda interaktiv metodlarning ahamiyati haqida so'z borgan.

Kalit so'zlar: Interaktiv metodlar, nutq ravonligi, talaffuzga o'rgatish, guruhda ishlash, o'qish ko'nikmasini rivojlantirish.

Introduction. At the initial stage of learning a foreign language, it is very important to learn to read correctly in order to get the most out of what you read. But after seeing a graphic representation of English words in the textbook, reading them after the teacher, during independent study, students, nevertheless, try to write the same words as in Russian. Many students, even in high school, make a lot of mistakes in reading, unconsciously switching the way they study from their mother tongue to a foreign language. In addition, in most of the existing educational and methodological materials, the educational material for teaching reading is chosen in such a way that it requires a lot of support from the teacher; it is presented in a traditional form and does not meet the interests of schoolchildren. It is necessary to make the exercises communicative by creating interesting game situations and forming cognitive speech tasks to ease students' tasks, increase their interest in learning.

Reading is a receptive type of speech activity related to the perception and understanding of written text. In order to read and understand a foreign text, it is assumed that it has a set of phonetic, lexical and grammatical informative features that make the recognition process instantaneous. Although the

processes of perception and understanding in the process of reading are simultaneous and closely related to each other, the skills that ensure its process are conditionally divided into two groups: "technical" of reading related to the aspect (perception of graphic symbols and their association with certain meanings and ensuring semantic processing of what is perceived - establishing semantic connections between language units of different levels and thus the content of the text, author's intention, etc.

Materials and methods. Methodology of foreign language teaching, prof. According to Mikhail Vasilievich Lyakhovitsky, it is a science that studies the goals, content, means of education, as well as the methods of education using a foreign language. From the point of view of psychology, - writes O. A. Rozov, - reading is an extremely complex process of the human nervous system, characterized by unconscious and conscious work of the brain. Reading ability is based on certain skills that should be developed by the teacher in the classroom and at home. And the first of these skills is "correlation of the visual image of the speech unit with its auditory-speech-motor image.

The sum of these skills is the technique of reading. Learning to read, first of all, is mastering the technique of reading, that is, instantly recognizing the visual images of speech units and making sounds in internal or external speech. Any speech unit is an operational unit of perception. Such a unit can be a word, even a syllable (poor reading technique) or a phrase consisting of two or more words (syntagma), and even a whole complex sentence (and a paragraph in fast reading). the operative unit of perception, the better reading technique and the better the reading technique, the higher the level of comprehension of the text.

Reading also means instantly relating lexical items and grammatical arrangements to their meaning. In addition, this implies a direct understanding of the semantic side of speech units. Such understanding is largely based on the student's level of anticipation (foreseeing) of the semantic content of the read text (meaningful expectation) and individual grammatical forms (structural expectation). At the current stage of development of foreign language teaching, Passov identifies several methods of teaching reading techniques: alphabetically (studying the names of letters, and then their two- or three-letter combinations), sound (following the combination of sounds into words learning with), syllabic (learning syllable combinations), whole word method (directly learning whole words, sometimes phrases and even sentences by heart - is the correct method), sound analytical-synthetic method, phonemic-graphic method.

The alphabetic method involves studying individual letters and their combinations, without taking into account the fact that words consist of syllables and the reading of letter combinations depends on which syllable they are in. In addition, it is very difficult for elementary students to memorize many rules without specifically applying them in reading. Teaching the sound method They start by learning the sounds of a foreign language and then putting them into words. Unfortunately, this method does not apply to English, where the same sound can be represented by different graphics.

The communicative method requires appropriateness of educational tools, which in our case are reading technique skills. Therefore, it is logical to assume that the exercises for their formation should correspond to the skills of reading techniques, taking into account the conditions of work in reading as a form of speech activity. The effectiveness of these exercises is also determined by their number and sequence, which can be determined taking into account the level of preparation and psychological-pedagogical characteristics of students at the lower stage of foreign language teaching.

The whole words, phrases, sentences method is an echo of the direct method of the 19th century, when students learn words "without boring spelling", they immediately understand the meaning and have the opportunity to analyze various texts from the first lessons. True, in this case, reading aloud turns into guessing the correct reading of the word. Students do not understand the mechanism of word formation, make many reading errors and can only read familiar words. In modern methods, in parallel, they also distinguish the oral advance method, when students first learn the basic colloquial expressions of a foreign language, and only then begin to learn the rules of reading and writing letters and letter combinations. It does not interfere with the use of all the methods listed above, because it is done before learning letters and sounds. As S. F. Shatilov writes, this method eliminates two of the three difficulties: mastering the sound image of the word and its meaning; A student should only connect a graphic image with sound, but not everyone can do this, it is especially difficult to go to study after a long oral introductory course. Approximately, the course of oral introduction should not exceed 2-3 months.

Results and discussion. Stages of work on the formation of reading techniques

The first stage. Oral Introductory Phonetic Course. Development and strengthening of auditory-speech-motor skills in pronouncing individual phonemes with transcription symbols. Teaching speech skills (transcription-based dialogic speech). Develop and strengthen transcription reading skills. Lesson control of speech and reading transcription. At the end of this stage, control the reading of unfamiliar words in the transcription. The number of lessons is 8-10.

The second stage. Names of letters and their graphic images. The first skills of writing in semi-print type. English alphabet. First experience with a textbook dictionary. The number of lessons is 3-4.

The third stage. Acquaintance with the rules of reading together with a graphic representation of the words learned in the oral introductory course. Development and strengthening of reading skills in the textbook of speech units (words and dialogues), the meaning and pronunciation of which are known to students from the oral introductory course. Strengthen copywriting skills. At the end of this stage, a letter and alphabet test. The number of lessons is 5-6

The fourth stage. Strengthening reading skills on speech units, dialogues and texts not included in the oral introductory course. Introduction of new rules of study, re-teaching of known rules.

Consider the types of exercises a teacher can use to teach reading lessons. The initial stage of the method of teaching reading offers the following exercises:

Writing letters, letter combinations, words according to the model;

- finding pairs of letters (lowercase and uppercase);

- entering the missing ones; missing letters;

- writing - reading words according to a certain sign (in alphabetical order, in the original form of the word, filling in the missing letters in the word, etc.);

- making words from different letters;

- searching for familiar, unfamiliar, international and other words (in different speed modes) from the text (reading, writing, underlining);

- reading text with missing letters/words etc. All these tasks can be given a playful character, for example: completing crosswords, creating rebuses, deciphering cryptography (reading text containing words with mixed letters), reading pictures instead of unfamiliar words reading texts containing z, signing words under the picture, matching drawings and written words, team games to determine the best readers, etc.

Many methodologists consider the most necessary exercise reading expanding syntagms. This exercise has the following objectives:

- a) increases the operational unity of text perception;

- b) develops structural expectation;

- c) helps to learn new words that can be found in the text later (develops a contextual assumption);

- d) requires students to read the text because it directs their thoughts in a certain direction (develops logical understanding).

The main advantage of reading extended phrases is, of course, that this exercise helps to expand the scope of reading: the student gets used to reading not by syllables, not by words, but by phrases, from which except, bigger and bigger every time. . The larger the text comprehension unit, the better the syntagmism of the reading, the better the semantic articulation of the text, and therefore the speed and comprehension.

As you can see from the examples, the syntagm (any combination of words with an independent meaning in speech) in each subsequent phrase changes, spreads and expands, not along a straight line. However, the keyword is repeated in

each statement, even if it is in a new setting. If the meaning of a new word is given in the first sentence, then it should be understood without translation, and the reader should remember it as a result of repeated perception. At the initial stage of learning English, the process of integration is carried out, which means that language learning does not happen separately, but is interconnected: children learn sounds, intonation, words, grammatical forms, perform speech acts with language material and solving various communication tasks. All forms and types of communication interact with each other, and their learning is also interrelated: children read what they learn orally (listening and speaking), about what they read they speak.

Therefore, teaching reading based on speaking and closely related to reading, as well as for children to master vocabulary and grammar and to master speaking and reading it is recommended to teach the use of writing. The teacher should teach the student to read different texts in different ways, setting the student the task of reading with general or complete coverage of the content or only understanding the given information. knows But the teacher sometimes forgets that he should teach the student to enjoy reading. At the same time, the teacher understands that if there is no experience of success, if there is no pleasure in performing an activity, there will be no further attempt at this activity. Analyzing the word by composition is another opportunity to develop the student's vocabulary. Keeping dictionaries or writing words on cards. Vocabulary can be organized by topic, grammatical form, or in other ways. The inclusion of a portfolio allows you to organize vocabulary learning in different ways. If there is no repeated encounter with a word in different texts, this vocabulary is not stored in memory. The teacher gives explanations for 6-10 words, but the main work is done by the students themselves. They explain their contextual understanding of the word, repeating its other meanings. If students read a series of books by the same author team or publisher, they will encounter the word multiple times in different contexts.

Semantic guessing is the next technique that is easily used by good students. However, these words are almost never

remembered. To memorize them, you need crosswords, games with individual words, exercises to memorize them. When working on educational texts, the task of the teacher is to make sure that the student does not have a single incomprehensible word. These skills depend on how quickly the child learns. Through the reading technique, we understand not only the quick and clear connection between sound and letter, but also the connection of the sound-letter connection with the semantic meaning of what the child is reading. It is the high level of mastering the reading technique that allows the result of the reading process itself - to get quick and quality information.

According to the level of penetration into the content of the text and depending on the communicative needs, there are sight reading, search (see and search), access and learning. Reading is characterized by a correct and complete understanding of the content of the text, retelling of the received information, repetition in the synopsis, etc. Reading is one of the most important types of communicative and cognitive activities of students. This activity is aimed at obtaining information from a written fixed text. Reading performs various functions: it serves for practical mastering of foreign languages, a means of learning language and culture, a means of information and educational activities, and a means of self-education. includes the content and form of written speech work. The tasks to be solved in teaching written speech are related to creating conditions for mastering the content of teaching written speech.

Conclusion. It is important to develop the ability of students to quickly read newspaper and magazine articles and literary works of moderate complexity when teaching to read in a foreign language class. In writing, students need the ability to quickly correct their own and others' thoughts; writing from reading, processing material; It is important to write an outline or outline of the speech. It is important to work with exercises that develop their phonetic pronunciation skills and use interactive methods to teach them to read correctly in a foreign language class.

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