

EFFECTIVE STRATEGIES OF DEVELOPING READING SKILLS AND THEIR USAGE

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Abstract: *Reading is a complex process that consists of understanding the intended purpose and meaning of a given text through letters, grammatical rules of the text, punctuation, styles and vocabulary. When learning to read in English, the student can also experience various obstacles or problems at the same time as the teacher. The role of the student and the teacher in the development of reading skills is important. "Teaching reading skills is based on 3 supporting factors: They are lesson plans, students and of course teachers," Nunan noted. For developing reading skills there are many effective and important strategies. First of all, it is necessary to distinguish all these these strategies.*

Keywords: *reading, civilization, skill, education, analysis, activities, games, methodology.*

INTRODUCTION

What is reading? Reading is a complex activity involving perception, related to the understanding of written texts. "From the point of view of psychology," writes O. A. Rozov, - reading is an extremely complex process of activity of the human nervous system, characterized by the unconscious and conscious work of the brain. Reading consists of 2 main processes: acquaintance and understanding of the word. Understanding is the perception of words and the release of the meaning of the text with sentences. The process of extracting meaning from a set of words is text. This process involves thinking as well as word knowledge (vocabulary). Understanding is a type of active process, not a passive process, as opposed to the data given by Durkin.

LITERATURE ANALYSIS AND METHODOLOGY

Reading is a complex work, which distinguishes the process of transcribing written speech into sound speech and understanding the meaning of the read text. These two types of reading are closely connected and together constitute "full reading". The Indian linguist Pahwin Alfarizi, in his scientific work devoted to reading comprehension, provides information on 2 types of reading comprehension:

There are two different types of reading. They are comprehensive reading and intensive reading.

◆ Comprehensive text reading. The main purpose of comprehensive reading of the text is to get cultural leisure by reading the text or enjoying. Of course, students use this type of study a lot in extracurricular situations. Students can read novels, web

pages, newspapers, magazines, or any other reference book outside of the classroom. However, the goal of comprehensive reading is not just reading for pleasure, but can also benefit the quality of language usage.

◆ Intensive reading Nation , argues that for intensive reading, comprehension, sound-spelling, vocabulary , grammar, information content, and genres are primary factors. Nation, argues that for intensive reading, comprehension, sound-spelling, vocabulary , grammar, information content, and genres are primary factors.

Brown argues that reading is the basis of learning, and that the more the reader reads, the more critical thinking increases. And the reader, whose critical thinking has developed, can quickly read any unfamiliar text and understand the general meaning. Among the above methods that develop reading comprehension, Skimming and scanning are among the first in the line of the most convenient and effective methods.

RESULTS

Reading is a complex process that consists of understanding the intended purpose and meaning of a given text through letters, grammatical rules of the text, punctuation, styles and vocabulary. When learning to read in English, the student can also experience various obstacles or problems at the same time as the teacher. The role of the student and the teacher in the development of reading skills is important. These problems were covered by Indonesian scientist Sustri Harida, in his scientific work. They are as follows:

- ◆ Lack of vocabulary;
- ◆ The degree of difficulty of the text;
- ◆ Complexity of scientific terms;
- ◆ The inadequacy of secular knowledge;
- ◆ Different in the level of the students in the group;
- ◆ Application of traditional and boring methods;
- ◆ Inability to understand the purpose and meaning of the text;
- ◆ The non-existence of motivation and purpose of the clock;
- ◆ Insufficient knowledge of the grammatical rules of the language under study;

The above problems negatively affect the achievement of the goal of the teacher from the lesson. Notable, there are always problem that depend on the reader. some inexperienced, non-self-employed teachers are obscured by the methods of teaching English, especially those who do not have special training to teach the teaching skill are found among us of course. In traditional classes, English teachers require students to read the text and answer questions if they do not understand the general meaning. If students earn a low grade without being able to complete the task, all students are called incompetent .The task of reading and understanding is students click on the taste that they cannot do. The experienced English teacher ,Indonesian scholar Siti Nurhamidah [2p10] was quoted as saying “The lesson is the ship, the way its wheel is guided by the ship's captain”. To study and apply the experiences of foreign countries in a time when modern technology is rapidly developing, it is quite easy to find new

methods. Teaching methods in particular are found in large numbers. To study and apply the experiences of foreign countries in a time when modern technology is rapidly developing, it is quite easy to find new methods. Teaching methods in particular are found in large numbers. Various homogeneous methods play an important role for the teacher in the development of learning skills. "In the effective teaching of reading methods, a huge number of scientists have published scientific works, books have been written. But it is up to the skill and experience of the teacher to choose a suitable teaching method for his students from within these methods and use it effectively." - noted the famous English pedagogic scientist Nunan.

Any lesson designed to develop reading skills should be made up of 3 parts: based on the observations of Mohammed Rhal

- ☒ Pre-reading stage
- ☒ While reading
- ☒ Post-reading stage

We build new knowledge by relying on our previous knowledge when reading text. The ability to decode information in the text is not enough. Teachers should encourage students to use their world knowledge and worldviews to understand the text. This knowledge, often referred to as schema, is an important condition of the process of constructing meaning. The reader is actively engaged in the text, trying to extract meaning from the text. This activity is inextricably linked to many factors. The English philologist Elizabeth Pang describes the following important foundations for reading and understanding the text:

- ☒ Oral speech
- ☒ Phonological and phonemic awareness
- ☒ Fluency
- ☒ Vocabulary wealth
- ☒ Available knowledge and worldview
- ☒ Motivation and purpose
- ☒ Culture

◆ Oral speech

Oral speech is an important consideration in literacy. Because speech is the main one in the formation of reading. Through speech, the reader is able to deliver the information they have read.

◆ Awareness of phonological and phoneme

Through the understanding of phonological signs, alphabets, letters, their perception and perception, the reading skill develops consistently. Even in Chinese, which does not have an alphabet, phonological units play a primary roll.

◆ Fluency

Fluency is a very priority in understanding the text. The reason is that readers who read the text quickly and expressively do not have problems with words. As a

result, they pay attention to the meaning of the text, and they will not be focused by phonological.

◆ Vocabulary

Many studies have shown that good students have good vocabulary knowledge. To understand the text, it is necessary for readers to know the meaning of individual words. Especially if this language is not considered its native language. They understand the text well and understand the intended meaning by summing up the meanings of the words in the text.

◆ Available knowledge and worldview

The available knowledge and worldview will help to understand the text being given. The available knowledge is diverse including knowledge of the world, cultural knowledge, knowledge of the subject and linguistic knowledge and worldview. The reader's knowledge of the world depends on his life experience and is of great importance in reading and understanding the text.

◆ Motivation and purpose

Reading performed for different purposes. Others study for information, some people for recreation, or for a specific task. The goal set for reading is closely related to motivation. We read a dictionary or work for other purposes. Before giving a text to a student, the teacher should focus on the students' interest, purpose, and motivation. Otherwise, the given task practically does not show its result.

◆ Culture

The role of culture is also great in reading the text and understanding it. Culture is illuminated by language. The study of the culture of the language being studied in understanding the language will be in accordance with the purpose.

DISCUSSION

The problem of reading skills was once studied by L.S. Vygotsky, U. Khaydarova, M. Azimova, S. Surmanov, O. Ametova, and others. They studied the features of this problem and observed the formation of mental processes associated with the skill of reading. An analysis of the scientific and methodological literature on the research topic revealed a contradiction between the need to develop reading skills in literary reading lessons in primary school and an insufficient number of methodological developments dedicated to solving this problem. Many scientists approach the understanding of reading from the perspective of the systemic approach.

E.L. Grigorenko, in particular, considers reading as a psychological system, in which the most important component is the cognitive subsystem. She combines semantic reading with cognitive form of reading. She also notes that mastering them is feasible when certain cognitive processes and their products - representations are developed. This seems possible with purposeful pedagogical influence on students.

E.L. Grigorenko attaches particular importance to phonetic-phonological, orthographic and morphological cognitive representations as important prerequisites for mastering meaningful reading. She suggests that context is the main condition for

the successful formation of reading. The researcher points out that a high degree of word context and contextual guesswork contributes to the more effective interaction of technical and reading discussed earlier. Due to this factor there is a fast and adequate reading comprehension. Consequently, we observe that in modern science there are many ways to define the concept of "meaningful reading". In our study we will rely on the one given by M. Azimova. In the concept of the development of universal learning activities as a fundamental concept, as well as on the definition of reading in terms of fiction texts proposed by D. Zoyirova and O. Toshmatov, because they correspond to the specifics of this study, which is conducted in the literary reading lessons.

CONCLUSION

"A person stops thinking when he stops reading" the French philosopher D. Didro said. Scientists, psychologists, and educators from different countries have worked for many years to make the reading process interesting, fun, and rewarding. In the future, they formulated and described how to build the reading process, what actions students should take with the text.

Thus, the definition "explanatory reading" first appeared, later replaced by

O. Ametova on the concept of "conscious reading", which M. Azimova also used in his works. Other authors used the definitions "clear reading", "creative reading" in their works. Some scholars have suggested using the method of commented reading. There were many differences in the methods of work, but they all implied that students would have to master the skills that are now called "meaning reading." This term was first used in the research of M. Azimova, Nueva and A.A. Zubchenko. The formation of reading skills at the moment is the need of modern society in general and each person in particular. Semantic reading is a very broad concept, the understanding of which, although it has certain characteristics among different scientists in various fields of science, nevertheless has a common essence for all. Semantic reading is reading comprehension, the ability to see "between the lines" and the ability to draw public conclusions based on the studied texts.

Teachers and psychologists emphasize the skills of semantic reading, with the proper work of the teacher and students, capable of transferring into skills. The peculiarities and characteristics of reading are investigated, in particular, the peculiarities of the formation of reading skills at the lessons of literary reading in elementary school. Various methods and techniques are proposed that contribute to the successful formation of reading skills when working with literary texts. In particular, the techniques of technology for the development of critical thinking are organically built into the lessons of literary reading and effectively help the comprehension and understanding of works of art. Surmanov and other scientists in their work highlight the following reading actions: understanding the purpose and choosing the type of reading depending on the task at hand; identifying the main and secondary information; formulating the main idea and the problem of the text. The

authors evaluate such actions as universal when working with any type of text. The peculiarities of reading works of fiction at literary reading lessons will be discussed in the second paragraph of this chapter. The great minds of mankind were not at all afraid to overestimate the importance of reading and reading comprehension in human life.