



TEACHING READING STRATEGIES THROUGH CONTENT SPECIFIC VOCABULARY

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ABSTRACT

Reading begins with mastering pre-literacy skills, including learning the alphabet and enhancing phonemic awareness. This is followed closely by phonics instruction that teaches children how to map sounds to letters and sound out words. As more terms become familiar to a beginner reader, the process speeds up via whole word recognition or sight-reading. This can be encouraged through direct instruction in high frequency vocabulary.

***Key words:** skimming, scanning, cooperative learning, pre, while and post reading activities ,reading aloud activity, "team reading aloud" – pronunciation reading.*

Introduction

Reading comprehension is more than decoding shapes and figures as many teachers and learners think. Comprehension occurs when the reader knows what skills and strategies are necessary and appropriate for the type of text and understands how to apply them to accomplish the reading process and reach high degree of comprehension and retention. When students move into middle school, they will be asked to achieve greater feats of comprehension, which include understanding complex texts and processing more information in shorter amounts of time. Being a fast and efficient reader is important for classroom based lessons, but also for satisfying homework requirements and performing well on standardized exams. Learn more about teaching children to read. Also known as sounding out words, decoding is when children are able to put sounds to letters in order to sound out written language. It's common for beginner readers to struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with phonics instruction and repeated practice with reading out loud. If a child continues to struggle, there may be a specific learning difficulty present, or a physical impairment that is preventing them from physically seeing the letters or hearing the sounds in spoken language. Learn more in our posts on dyslexia and visual impairment in the classroom. There's a lot going on in reading, from letter and word recognition to understanding meaning at the phrase, sentence, and paragraph level. When a beginner reader encounters vocabulary they do not know or do not recognize due to inaccurate decoding, they are likely to skip ahead. The more blanks in a line of text, the harder it is to make meaning and the more cognitively challenging and frustrating the reading task becomes.



TEACHING SKIMMING AND SCANNING

Reading is a cognitively demanding task and holding so much information in the mind while continuing to process text can exhaust children with slow processing. Strategy instruction may help but it's important that these students be allowed extra time to complete tasks that require extensive reading. I think a majority of teachers would agree that more isn't always better when it comes to reading comprehension strategies. Focusing on a select group of strategies will give students a chance to master each strategy and apply the learned skill set when reading independently. The nine strategies listed below are appropriate for all levels of readers and will carry you through the entire school year! Answering comprehension questions, completing a graphic organizer, or participating in a group discussion are all examples of how students can actively review the information presented in the text. Chunking is a reading strategy that breaks down challenging text into more manageable pieces. Dividing content into smaller parts helps students identify key words, organize ideas, and synthesize information. A text can be chunked in different ways depending on the size and complexity. For example, a section of text may be broken down into paragraphs, or a paragraph may be broken down into sentences. You can use several methods to make the chunks: number paragraphs, draw lines between sections, highlight sentences, or simply use paper to expose the chunk you are working on and hide the rest of the text. Students determine the meaning of unknown words, identify main ideas and key details, and accurately summarize each chunk.

Encourage Cooperative Learning with Jigsaw

The jigsaw is a collaborative strategy that provides students with an opportunity to actively help each other build comprehension. Aside from developing a deeper understanding of the text, the jigsaw strategy provides students with an opportunity to work cooperatively and strengthen their communication skills. In order to implement the jigsaw strategy in your classroom, you must first select a text or topic that can be divided into four or five selections. Next, you will split your students into four or five home groups. Each group member will be responsible for reading one of the text selections and teaching the materials to the other home group members. After establishing the home groups, students break off into their expert groups to read and analyze the assigned text selection. In order to effectively master the material, require students to record their findings in some way. Completing a graphic organizer, summarizing the text, and/or answering text-based questions will all work well. When the expert groups have completed their analysis of the text, it is time for students to return to their home groups to present the information from their text selection.

CONCLUSION

Looking at the above analyses of data one can conclude that Whole-word approach is far better compared to traditional one. It is clear from the aim of both approaches: traditional approach in teaching reading aims only to teach reading, while approach aims to teach all language skills in integration. Using this approach in school curriculum assists to learn foreign language faster. Reading lessons through this approach is considered as student centered classes, since students play major role in these lessons. This approach is more productive compared to other approaches.



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