

MODELS OF IMPROVING READING SKILLS IN MODERN PEDAGOGY

Urinova Durdona Farkhodovna

Basic Doctoral Student, National Pedagogical
University of Uzbekistan named after Nizami
urinovadurdona9@gmail.com, +99893 002-14-95

Annotation

The requirements for learning and teaching English are changing every hour. Explaining the most important elements of language learning in a correct and easy way requires high pedagogical skills from the teacher. The most basic foundation of learning English is reading skills. This article extensively discusses models for improving reading skills.

Keywords: language skills, model, reading models, teaching English, reading skill, methods, creative methods, modern teachers, students, interactive activities.

In today's rapidly developing science and technology, it is important to develop an independent educational process in the higher education system and organize an "education-science-production complex", improving the integration mechanism between them. It is important to strengthen the system of cooperation and study languages that can be used in education, especially English, which is the most important in the world. Because, based on new discoveries in science, students need to constantly familiarize themselves with relevant information from sources so that they can master scientific information in a short time.

For this, the student must know English, and today, every young person who wants to become a qualified specialist in their profession, regardless of the field, must know at least one foreign language. While these decisions are another opportunity for our youth, they also represent a great responsibility for English teachers.

Developing reading skills is one of the most effective ways to learn a language naturally. Through reading, students see the practical application of grammatical rules, which makes it easier to master the rules of grammar.

Many Finnish researchers argue that the only way to reform the education system is to avoid routine and approach each subject creatively, making lessons "student-centered" (i.e., the student is at the center of the lesson, not the teacher), and that such lessons are more effective than "teacher-centered" (i.e., the teacher is the main part of the lesson, for example, explains the lesson, creates and directs games, explains exercises, etc.) lessons.

In particular, researchers from the University of Jyväskylä in Finland, Tamas Peter Szabo, Kristof Fenyvesi, Gomathy Soundararaj, Tea Kangasvieri, conducted several experimental

tests on students of the philology department of the University of Jyväskylä, which is based on the modern Finnish model. These researchers presented a training manual for teachers called “Boosting creative resources with Finnish model of education”. This manual presents research conducted by a number of scientists with students from various fields and various methods. In particular, Jukka Sinnemäki emphasizes that one of the most important factors in the process of training future teachers is the student-teacher relationship, which also has an impact on educational effectiveness.

Reading is the foundation for developing other language skills - writing, listening and speaking. By reading texts, students acquire new vocabulary, see grammatical structures and learn to use the language in practice;

students with developed reading skills can engage in independent learning outside the classroom. This creates a wide range of opportunities for in-depth mastery and development of their knowledge;

English texts provide an opportunity to gain information about other cultures. This helps students respect different cultures and develop a global outlook;

students learn new words and phrases in context during the reading process. This increases their vocabulary and allows them to understand the different meanings of words;

Students see grammatical structures in texts and better understand how to apply them in practice. This increases accuracy in written and oral speech;

Students learn to express their thoughts, communicate, and discuss based on the texts they read. This also encourages them to be socially active individuals;

Post-reading questions and answers, discussions, and creative assignments on the text encourage students to think more deeply.

It is important for English teachers to develop creative methods in teaching reading skills, because the modern education system requires not only the transmission of information, but also the orientation of students to independent thinking, written and oral literacy.

Among the new terms in science, the concepts of “model” and “national model of education” are among the most frequently encountered words in recent years. First, let’s define the concept of “model”, this concept is defined in the Wikipedia online encyclopedia as follows: “a model is an informational image of an object, person or system. This term was originally used in English at the end of the 16th century to denote the plans of a building. It is derived from the French and Italian word “module”. Although the term model was first used as a model or drawing of buildings, it is currently interpreted differently in different disciplines based on science.

The national model of education is a set of theoretical, methodological, and practical pedagogical approaches designed to radically reform the education system in the Republic of

Uzbekistan on the basis of a renewed sound pedagogical mindset and to bring the personnel trained in educational institutions to the level of developed countries in terms of their intellectual, spiritual and moral level. The national model of education aims to ensure that a spiritually and intellectually mature person fully demonstrates his or her creative abilities. The national model of education, which is an absolute novelty in the experience of the world education system, consists of 5 components: the individual, the state and society, continuing education, science, and production.

Phil Gough and William Tunmer view reading skills as a product of two main cognitive factors, and they also emphasize that these two factors are very important for the formation of human characteristics and the development of a person as a person. Phil Gough and William Tunmer create a model called "The Simple View of Reading (SVR)".

In the SVR (Simple View of Reading Comprehension) model, good reading comprehension requires the interaction of two broad sets of skills: decoding (D) or word recognition and language comprehension (LC). If one or both sides of the equation are lacking or diminished, reading comprehension will be impaired or even nonexistent. The SVR equation helps teachers identify students' strengths and weaknesses in reading and helps identify three types of reading difficulties that a student may have: dyslexia, hyperlexia, and age-related (mixed) reading difficulties.

There are students on both sides of the equation who have poor skills. Such students were introduced to science by educational scientist and linguist David Kilpatrick with the concept of "mixed types," and such students are considered the most common in U.S. schools. Dyslexia, or poor word reading and language comprehension skills, are rare. Some students are referred to by teachers as "word pickers" or hyperlexic, but these students are very rare.

Also, in the construction-integration model (CIM) developed by Dr. Walter Kinstitch, students extract meaning from texts by constructing a mental map of the text. CIM suggests that reading comprehension involves the following factors:

- activating prior knowledge;
- generating inferences;
- resolving inconsistencies;
- integrating information across sentences and paragraphs.

According to the CIM model, reading comprehension occurs in two stages. First, students generate a series of propositions or sets of ideas about the text as they read. These initial interpretations form a network plan or mental map. This first stage relies heavily on the student's prior knowledge and assumptions about the text.

In the second stage, the student must select the best interpretation that makes the most sense, based on the available evidence and context. To do this, the teacher must monitor their reading

and use strategies to correct it when disruptions occur. Students evaluate and revise their thinking until they have a stable, coherent mental representation of the text.

In conclusion, Reading is a complex skill. Studies have shown that students with high motivation often read more, have larger vocabularies, and achieve more than their less motivated peers.

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