

Methodological principles for teaching the reading of original texts using innovation

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Abstract: This study reveals the challenges of integrating systems in reading instruction to improve reading comprehension skills in students who have difficulty learning English as a second language. What is required of the teacher is quality education and experience. In this article we have reviewed the most important and useful information about developing reading comprehension in English language instruction. A pilot study was conducted to evaluate the effectiveness of systems and interventions to improve reading comprehension skills in context. The findings clearly show that there was a significant difference between the experimental groups. It can then be summarized that the systems and applications in general provide a motivating learning environment for reading instruction, which has a positive impact on improving students' reading skills.

Keywords: teaching reading, strategy, visualization, discussion, highlighting strategy and direction strategy, instruction, reading aloud and silently.

When teaching reading, the teacher must be creative in applying strategies to achieve the goal of reading in the classroom. This is so that the learning goal can be achieved. There are three main activities in teaching reading that the teacher must consider. Brown states that reading instruction activities include:

1. The preparatory phase of reading. In this activity phase, students do not yet engage in reading activities, In the preparatory phase, the teacher attempts to activate students' knowledge of the topic under discussion. Students begin working with the information presented through cursory browsing and scanning. Students are also encouraged to review some of the vocabulary included in the reading text. This activity is conducted just to pique the students' interest, motivation, and enthusiasm for the rest of the reading activity.

2. Reading Process. This stage is usually considered the core of the reading process. Students begin to read the text and make sense of all the information contained in the text. Students are also encouraged to identify the main ideas for each paragraph, comprehensively absorb all the information, and try to take some notes with the help of dictionaries. At this point, the teacher motivates students to focus on their reading so that it is easy for students to understand and learn what they have read.

3. Reinforcement phase of reading. This is the final stage of the reading unit. In this stage, the teacher tries to assess students' reading comprehension. Assessment includes vocabulary, grammar, meaning, and summarization of the author's thought. In addition, in order to identify the main idea of the text, the teacher gives focused exercises to the students. Consequently, it can be argued that teaching reading comprehension is an activity that is carried out by the teacher when learning a language. The teacher will guide the students to extract the main meaning of what they have read. While teaching reading comprehension, the teacher should pay attention to three activities that will be applied during the class, namely, reading before teaching, during teaching, and after teaching. Strategies that can be chosen by teachers to teach reading in English classrooms are intended to help teachers make sense of students' reading problems. These strategies include the visualization strategy, the highlighting strategy, and the directional strategy. For a more detailed explanation, this, can be seen as follows:

Strategy of visualization. This strategy helps students in the learning process. Some experts have expressed their views related to this strategy, for example Antonacci states that visualization is a learning strategy that facilitates the understanding of informational text through images. This view is supported by Roe, who argues that visualization is the process of forming mental images that depict the content of reading, such as plot, character, etc.

This means that visualization is a strategy that can help students more easily find important information from the text. It helps students remember important information without having to reread the whole text. This strategy can help students develop their idea and imagination as they read the story, and it can also help them develop their comprehension skills of a work of fiction.

Furthermore, Paris adds that visualization is a strategy that can help students translate words into concepts that express the essence of the piece and focus students' attention on details, which in turn leads to the development of independent reading skills.

The aforementioned strategy helps students improve their comprehension of the fiction text because it reveals the key ideas, events, and characters of the works. This means that visualization can help students focus on reading the text.

Reading instruction with visualization strategies proposed by Antonacci: 1) Students are introduced to the topic, which the teacher presents through brainstorming; 2) Model analysis of text features - the teacher conducts a textual familiarization before reading aloud, without graphic maps, visual aids, or chapter title. Selected key words presented in context should be discussed in class; 3) Read aloud the selected passage - the teacher reads the selected passage aloud and directs students to formulate key concepts while listening to the text; 4) Discuss illustration variations - students share an image of the passage and discuss variations among themselves. The teacher asks students to identify patterns found in the image, such as scenes, objects, and emotions; 5) Facilitated student application of the text - the teacher asks students to write a summary of the passage based on the discussion. Students use a visualization strategy to read the piece and process information from the text.

Based on the above explanation, we can conclude that the visualization strategy is one motivational strategy that turns the process of reading into a fascinating journey into the world of beauty.

Strategy of highlighting. The second strategy that can be considered effective for learning to read English is the strategy of highlighting. There are several theories suggested by experts about this strategy. According to Serven, highlighting is a strategy that uses highlighting key ideas and supporting details to help teachers improve student reading organization.

This strategy can help students easily find important information in the text and make them understand the meaning of the text. This strategy is supported by Schumm, who argues that highlighted text, which deals with key ideas, is important for testing and classroom discussion. Meanwhile, Hedgcock points out that highlighting is a valuable intensive reading skill, both for monitoring text comprehension during reading and for reviewing after reading the text. To use this strategy, consider the following steps:

- 1) Carefully read the first and last line of each paragraph, as it often contains important information;
- 2) Only key words and phrases should be highlighted, not the entire sentence;
- 3) Make notes in the margins in order to paraphrase the information, combine your perception of the text with it and better remember key events of the piece;
- 4) Don't be distracted by interesting details, even though they are exciting, they often conceal important information;
- 5) Pay attention to signal words, they are almost always followed by important information;

That is, effective highlighting focuses primarily on the key ideas in the passage and can identify key quotations that reflect the meaning of the text in the author's words. This strategy helps students more easily identify the main events of the text. This strategy focuses on the key idea and important information from the text. As a result, this strategy can also make it easier for students to comprehend the text when reading. In addition, the highlighting strategy easily reveals important information of the text to students.

Strategy of discussion. The strategy of discussion is one of the reading instruction strategies that leads students to understand the text at the end of the reading activity. This strategy is used in

reading instruction before students read the text, during instruction, and is done to activate students' phonetic knowledge of the topic being read, so this strategy can be implemented when teaching students to read at the beginning.

This strategy can be applied in pre-reading practice, as it will help students in identifying the information they need. In connection with the above explanation, some linguists offer their own arguments in support of the discussion strategy concept. Richardson argues that the discussion strategy is a strategy for accessing prior knowledge, aiming at reading and stimulating students' interest in the topic. The activity of this strategy is characterized by reading some statements before and after the reading. Students can work in a group or individually. Thus, this strategy will motivate students to be active in English class.

Similar to the above statement, Moss adds that the discussion strategy is an active pre-reading strategy used to activate prior knowledge of the topic before students start reading texts and to provide reinforcement of a key concept after reading the text. This strategy is good for teaching English and helps students articulate their ideas and opinions about the topic being studied.

In connection with the structure of strategy application, Berg identifies three main parts of the activity: preparation, reading, and discussion.

Preparation. This is the first action of the discussion strategy. This step is conducted before the reading process. This includes the following steps:

1) The teacher selects the necessary text for students to read, based on the content of the text. Before the class begins, the teacher should prepare and select a text for students to read that is relevant to the subject matter. The text to be read should be appropriate to the students' needs and characteristics in order to facilitate their understanding of all the information in the text.

2) Identification of the paragraphs of the text. After selecting and distributing the text to the students, the important points of the text should be identified. This means that the teacher directs students to look for the key points of the text.

3) At this stage, students reveal their statements about the material they have read (this can be five or six statements). This stage is aimed at the comprehensive development of students, as it encourages them to express their thoughts logically.

4) It is necessary to use a space after each statement so that students write "agree" (A), "disagree" (D), or "unsure" (U). At this point, the teacher asks students to express their opinion and then agree (A), disagree (D), or unsure (U) depending on the topic. It is critical that students do not simply note agreement or disagreement, but only discuss with their partner why they answered a certain way, justifying and justifying their answer.

With this strategy, the teacher does the following:

1) Introduces the topic to the students before they begin to give their opinions. It is important that students better understand the topic and complete written assignments on the text;

2) Distributes assignments to specific paragraphs in the text;

3) Motivates students to express their opinions in abbreviations (A, D, or U) for each statement as appropriate;

4) Discusses each statement in the classroom. The teacher asks students why and how the student makes their argument and chooses the appropriate response. Reading and discussion will be the last part of the strategy.

The essence of the strategy of discussion is reading and discussion. 1) The teacher asks students to read on purpose in order to find information that will either confirm or refute their personal responses to statements. 2) After reading, asks students to discuss their findings in a small group or with partners. 3) The final step is to discuss the information students have learned and how that information relates to the misconception they had before reading the text.

This strategy can help students discuss topics and ideas that they will encounter during their reading. This means that the discussion strategy is a strategy that helps students review prior knowledge while reading the text and stimulates students' interest in the topic being studied.

In addition, the teacher can assess the amount of phonetic knowledge that the group possesses, as well as help correct any misconceptions students may have about a particular topic being studied.

This strategy introduces students to the learning material, motivating them to study additional material, which in turn affects the positive development of reading skills.

From the above explanation, the researcher concludes that reading is a smooth process that unites the reader with the beautiful world of works of fiction. To teach and develop reading skills, the teacher should be based on the communicative-oriented principle, that is, to use a creative teaching approach. Using a variety of strategies will minimize problems in reading and reading comprehension.

The strategies discussed in this paper can be adopted as one of the alternatives for teachers of English aimed at developing reading skills, both in and out of the classroom.

In summary, the above strategies teach language skills, develop logical thinking, and motivate non-language students to read various literary works.

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