

Steps for Improving Reading Skills

Matkarimova Malika Oybek qizi
The Student Urgench State Pedagogical Institute
E-mail: malikammatkarimova@gmail.com

Dr. Jamila Ermetova
The Head of the Department of Foreign Philology, Urgench State University
E-mail: jamilaermetovam@gmail.com

Abstract

Reading is one of the aspects of language. Most ELT students find it challenging since it consists of academic phrases as well as high-level and topic based vocabularies. Most teacher tend to teach reading by explaining the words or vocabularies only, and that is not as effective as paying attention to the meaning of the passage in a deeper way. Reading well takes time, patience, and practice. This article is aimed provide with several steps that help learners to boost reading skills.

Keywords: reading skills, academic reading.

INTRODUCTION

In Uzbekistan the demand for an international language especially English is increasing day by day [1]. Language certificates are required for enrolling postgraduates. Besides, certificates are for those who want to study or migrate to the other country where English is the first language. Of the four skills (speaking, listening, reading and writing) reading is the most challenging part for majority of students. Reading is one of the basic skills which is considered important not only academic and educational world but also throughout life [2]. Since reading is most challenging area of education system, good readers are more likely to achieve job and educational success [3].

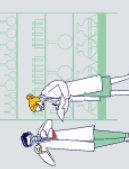
The basic steps for improving reading skills:

1. Pre reading

Students should make sure they understand the type of text they have. Answering some questions. For example, what type of work they are reading, what kind of information they have already known about the given topic. If possible, spending at least 5 seconds is recommended to image story in their brain. It suggested to predict and pay attention to what words or phrases will help to locate the right part of the text as well as to think about other ways of saying these words with synonyms and antonyms.

2. Reading the question carefully

Before reading the passages in the Reading section of the test, it is proposed to look at the directly related questions. Since they directly relate to the passages and contain within a clue to the answer, knowing the questions beforehand will help students know what to look out for



as they read. Questions may have keywords that can stand out such as numbers, dates, places, and names. Locating these keywords in the passage can easily draw out the answer to the question and the information given in the passage can be paraphrased for the answer.

3. Predicting the answer.

After understanding the question deeply, student should realize what the correct answer is probably be [4]. Whether they need noun, verb, adjective from grammar point, or should they need the year or person`s name. Learning grammar is one of the most important parts of learning any language and the same stands true for English. Students need to ensure that they have a sound grasp of English grammar so that you can quickly and effectively identify the correct usage of grammar. There are specific questions such as reading a passage that is designed to gauge the level of knowledge about English grammar of the students. With a firm grasp of grammar, they can easily tackle questions that require sentence completion and summarizing.

4. Scan the passage

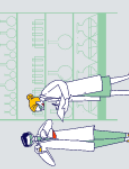
Scanning is the technique used to locate specific keywords or phrases. When students have found a keyword without spending a lot of time reading each word and sentence., they should read the surrounding text in detail to find the answer they are looking for. Locating the rephrased answer`s exact location in the reading passage is significant. For improving on these skills, the students can make it a habit to skim through newspapers and magazines regularly to better the ability to locate key information in a piece of writing.

5. Do not panic over unknown words

Almost all of the passages are academic. It means students come across unknown words, vocabularies or phrases. When students come to a word they do not know, they are suggested to try not to reach for the dictionary right away. Instead, trying to guess the meaning of the word based on the other words around it (the context) which help to deduce whether it`s positive or negative, a person or a job, an animal or a feature. Many Researches have shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read [5].

Prefixes can also help. Adding affixes to existing words to form new words is common in academic English. Prefixes are added to the front of the base (*like* → *dislike*), whereas suffixes are added to the end of the base (*active* → *activate*). Prefixes usually do not change the class of the base word, but suffixes usually do change the class of the word. The most common prefixes used to form new verbs in academic English are: *un-* means cancel an action, *re-* means repeat, or *-wise* means referring to something.

Students should make sure that they a better vocabulary level. Vocabulary can ultimately prove to be the one area that is often responsible for even good students scoring good marks. Without a good vocabulary, students may struggle to understand the questions and face difficulties while attempting to paraphrase the information presented. To develop one`s vocabulary, the



students should make it a point to go through news articles, literature, and other books regularly, making sure that they are of high literary quality.

They also need to ensure that whenever they come across useful words that they are unfamiliar with, they should make it a point to find their meaning and turn it active vocabulary. Special attention should be paid to getting a good idea of synonyms of common words as well since they can be asked in some of the questions also.

6. Focusing on meaning not words

Texts in the reading section are packed with lots of new vocabulary. Students should not be discouraged. No one need to understand every single word, and they can always use contextual clues to guess the meaning of a word they do not understand with the help of other words around. Getting the general meaning is key of finding answer. The purpose of reading is to make the invisible layer, the underlying meaning, visible and clear [6].

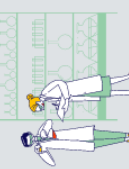
When Students read a difficult sentence, it is proposed to read it again, and then try to rephrase it in their own words. the reader are required to determine what is important when reading and to condense the information in the readers own words [7]. Explaining to themselves the rephrased sentence to understand what you have just read. Their focus should be drawn to the ideas and message rather than the words they can read.

Many students spend a lot of time on difficult questions but it is not the right thing because some questions can be easy and some questions can be difficult. If they get the difficult question and can't get the answer to that question, moving on to the next question is best way. They can come back to that question later. In addition, keeping their nerves under control and staying calm are very important. Sometimes accepting that they are probably not going to get all the questions correctly can help to control their nerves.

7. Practicing

The more one reads, the easier it becomes. Practicing for at least 15 to 30 minutes a day, every day, will make a big difference. For improving basic reading skill, just reading from novels, blogs, newspapers and academic journals whose topics with high literary quality, are best ways. Most of the language tests have a strict time limit, which challenges the ability of the candidates to complete the questions within the time frame. Therefore, developing speed reading skills will help them to find the answers quickly. Majority of students complain that one of the reasons that they were not able to score good marks in the reading and comprehension questions is because the passage included complicated information.

Reading passages have unfamiliar subjects and topics. To counter this challenge, the students must prepare themselves by regularly reading scientific literature and research papers. This will not only help the students become familiar with the vocabulary used in the scientific community but also train them to quickly analyze the information in the passage and simplify it for their usage. Perform well with going through as many practice tests and exercises as possible helps in improving your time.



CONCLUSION

Bettering any skills requires more time and energy. Reading is also considered one of those. By reading books, blogs, newspapers, academic journals or novels as well as practicing on a daily basis, anyone can succeed in reading.

REFERENCES

1. Zarrati Z, Ermetova J, Azadovna SR. COVID-19 and Higher Education in Uzbekistan: Lessons from Two Universities. *Journal of Higher Education Policy And Leadership Studies*. 2022. Jun 10; 3(2): 144-164.
2. Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a nation of readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
3. Ermetova J. Synchronic and diachronic approaches to the study some problems of english punctuation. a Collection of conference theses. 2021. Apr 29.
4. Кондратьева Н.В., Эрметова Ж.И., Рузметова О.А. Дифференциальные признаки математических терминов в удмуртском языке (в сопоставлении с узбекским языком). *Вестник угроведения*, 2022. V 12. P 660-669.
5. Kose N. Effects of portfolio implementation and assessment critical reading on learner autonomy of EFL students. Retrieved from 2006 <http://www.belgeler.com/blg/12ta/effects-of-portfolio-implementation-and-assessment-on-critical-reading-and-learner-autonomy-of-elt-students>.
6. Block, C. & Israel, S. *Reading first and beyond: The complete guide for teachers and literacy coaches*. Thousand Oaks, CA: Corwin Press. 2005.
7. Adler, C. R. (Ed.). *Put reading first: The research building blocks for teaching children to read*. Jessup, MD: ED Pubs. 2001.

