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## ОКУУ КӨНДҮМДӨРДҮН ЫКМАСЫ

### МЕТОДЫ И НАВЫКИ ЧТЕНИЯ

### METHODS AND SKILLS OF READING

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**Аннотациясы:** Макалa окуу каражаттарын окутууда пайдалануу актуалдуулугун талкуулайт. Каражаттар, албетте, өзүнүн окуучулары колдолонуу мүмкүнчүлүгүн эске алуу менен бардык курстарга тийешелүү болуп саналат. Ал практикалык көнүгүүлөр жана илимий билимдерди иштеп окутуучулук ийгиликтүү ыкма болуп саналат.

**Негизги сөздөр:** Ролдук оюн; окуунун түрлөрү; окуу; шыктандыруу.

**Аннотация:** В статье рассматривается актуальность чтения при употреблении активов. Активы являются целесообразными в виду возможности применения её студентами всего курса. Это успешный метод обучения, так как он развивает практические профессиональные навыки и академические знания.

**Ключевые слова:** Ролевая игра; виды чтения; окуу; мотивация.

**Abstract:** The article deals with it current relevance of using activities. Activities are a very actual strategy because it can be used with students of the all course. It is a beneficial teaching tool as it develops practical professional reading skills as well as academic knowledge.

**Keywords:** Role-playing; kind of reading; reading; motivation.

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## INTRODUCTION

The **four skills of language** (also known as the **four skills of language learning**) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication.

These skills are **Listening, Speaking, Reading, and Writing**. In the context of first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing. For this reason, these capabilities are often called **LSRW skills**.

Today I would like to tell about reading skills

in teaching. What is reading?

**Reading** “Reading” is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. In other words, reading is the process of looking at a series of written symbols and getting meaning to them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into

words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other can hear). Reading is an important way to of gaining information in language learning and it is a basic for a language learner. Therefore reading skills refer to the specific abilities that enable a person to read with independence and interact with the message. Reading is therefore a highly valuable skill and activity, and it is recommended that English learners try to read as much as possible in English. Moreover, reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude and language community which is culturally and socially situated. To sum up, reading process requires continues practice, development, refinement, creativity and critical analysis

If compare reading skills with other skills that reading skills become boring and hard. Students who begin learn foreign language it seems difficult. Teacher before give handout first should think who will read it. If students beginner course you should find easy topics or short stories and other.

### **Reading goals**

Clear reading goals can significantly increase your reading efficiency. Not everything in print will be of use to you. Use reading goals to select and prioritise information according to the task in hand.

Reading goals can be:

- an essay or seminar subject;
- a report brief;
- a selected subject area;
- a series of questions about a specific topic.

Use your reading goals to help you identify the information that is relevant to your current task.

### **Choosing a text**

You will need to assess the text to see if it contains information that is relevant to student's reading goals.

- Check the date of publication. Is the information up-to-date?

- Read the publisher's blurb at the back or inside sleeve for an overview of the content.

- Check the contents page for relevant chapters.

- Look up references for your topic in the index.

If the text does not seem relevant, discard it.

Once you have selected a text you can use the following techniques of scanning and skimming to help students identify areas for detailed reading.

### **Scanning**

Scanning is the technique student might use when reading a telephone directory. Students pass themselves vision speedily over a section of text in order to find particular words or phrases that are relevant to student's current task. Student can scan:

- the introduction or preface of a text;
- the first or last paragraphs of chapters;
- the concluding or summarizing chapter of a text;
- the book index.

### **Skimming**

Skimming is the process of speedy reading for general meaning. Let your eyes skip over sentences or phrases which contain detail. Concentrate on identifying the central or main points. Use this technique to:

- pre-view a selection of text prior to detailed reading;
- refresh your understanding of a selection of text following detailed reading.

If compare reading skills with other skills that reading skills become boring and hard.

Students who begin learn foreign language it seems difficult. Teacher before give handout first should think who will read it. If students beginner course you should find easy topics or short stories and other. Handout must be interest for students.

Having reading comprehension activities in the classroom helps students to test their understanding of words in written context, while enabling them to get the most out of their reading assignments.

While you have undoubtedly used the conventional reading comprehension tests to quiz your students, there are ways to make reading comprehension activities effective without relying too much on pencils and papers.

### **Activities of reading skills**

Guess the article

Select an interesting newspaper article, preferably one which involves an exciting / unusual story. Choose eight key words from the article and write them on the board. Ask students to work in teams of 3-4 to come up with a story including these words. When they have finished, read out / tell them about the original article. Get students to read aloud their own versions - this can create a lot of laughs!

#### Newspaper lies

Ask students to select a short item of news and to summarise it to a partner / team, changing some of the details. Partners need to try and guess which of the facts are true and which have been changed.

#### Wall quiz

Write a list of questions based on a selection of newspaper articles, and distribute the quiz to teams of 2-3 students. Pin up the articles around the room and ask students to walk around the room trying to find the answers. The winning team is the first to find all the answers. This can be quite a lively activity!

#### Presentations

To encourage students to read newspapers in English on a more regular basis, organise short presentations at the beginning of each class. Ask a different student at the end of each class to find an interesting newspaper article and to summarise it to the other students during the next class, explaining why they chose it. This can lead to interesting discussions about current issues.

#### Complete text

Take short stories or such kind of text and cut paper several part. Make teams 3-4 of students. Give student cutting paper text. Students must connect and gather text and read and retell. Which team finish first give them good mark.

#### Read and retell

Divide student into 4 groups. And handout also divide into four. First part of student give first part of text, second group give second part of text, third group give third part of text, forth group

give last part of text. And give them 5-10 minute to read, understand and retell the text. When they ready every group take one student make other four group. And they must retell each other. And at the and each group must one come and retell the all text.

#### Who am I

Take text about describing of figure. Students must read and understand then they should draw what they draw it will be funny.

#### Answer the question.

Make teams 2 of students. Give them list of question. The text hang to board. And one student will write answer second will read retell the text. At the end student who write must retell all text.

#### Conclusion

You found out that reading become more useful interesting and funny. Students reading play feel more comfortable and free

Sure, there is a time for your students to read for its sheer pleasure. However, reading comprehension activities maximize the benefits of reading by making it more relevant and personal through creative reinforcements.

Let's help students to personalize the "read information" in applicable and meaningful manners with fun reading comprehension activities.

In the process, you will have opportunities to clarify misunderstandings, discuss points of ambiguities and enhance students' vocabulary, word usage and interpretation skills.

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