

HOW TO DEVELOP READING ACTIVITIES?
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Abstract: in this article we come across how to develop reading activities in English classes. A fully-developed reading activity supports students as readers through pre reading, while-reading, and post reading activities. As you design reading tasks, keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Main purpose for reading, an activity can also have one or more instructional purposes, such as practicing or reviewing specific grammatical constructions, introducing new vocabulary, or familiarizing students with the typical structure of a certain type of text. Remember that the level of difficulty of a text is not the same as the level of difficulty of a reading task. Students who lack the vocabulary to identify all of the items on a menu can still determine whether the restaurant serves steak and whether they can afford to order one.

Keywords: encourage, unrealistic expectation, predictions, transmit, sequence, confidence, communicative competence.

КАК РАЗВИВАТЬ АКТИВНОЕ ЧТЕНИЕ?
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Аннотация: в этой статье мы разбираем как развивать активное чтение на уроках английского языка. Полностью развитое активное чтение помогает студентам как читателям через предварительное чтение, во время чтения и после чтения. При разработке заданий для чтения, имейте в виду, что совершенная память на всю информацию в тексте - это нереально даже для носителей языка. Главной целью для чтения также может содержать одну или несколько учебных целей, таких как, рассмотрение отдельных грамматических конструкций, введение новой лексики, либо ознакомление учащихся с типичными структурами определенного типа текста. Следует помнить, что уровень сложности текста не совпадает с уровнем сложности поставленной задачи чтения. Студенты, которым не хватает словарного запаса, чтобы определить все пункты меню по-прежнему могут определить, подают ли в ресторане стейки и могут ли они позволить себе заказать один.

Ключевые слова: поощрять, нереальные ожидания, прогнозы, передавать, последовательность, уверенность в себе, коммуникативная компетентность.

Developing reading activities involves more than identifying a text that is “at the right level,” writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. A fully-developed reading activity supports students as readers through prereading, while-reading, and post reading activities. As you design reading tasks, keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities that are meant to increase communicative competence should be success oriented and build up students’ confidence in their reading ability.

Make sure students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or all of the message, enjoy a story, or decide whether or not to read more.

In addition to the main purpose for reading, an activity can also have one or more instructional purposes, such as practicing or reviewing specific grammatical constructions, introducing new vocabulary, or familiarizing students with the typical structure of a certain type of text [1, p. 155].

Learning a language is a complicated activity. A lot of research has been done in to how to make learning effective, but, as yet, it remains no difficult to say with certainly what methods are truly more effective than others. There is a lot of theories, and even a lot of evidence, but it remains largely inconclusive.

In addition, however, there remain a great prejudices, most people-whether they are language teachers, parents, or language students-have strongly held beliefs about how they should learn and equally strongly, about how they should not. Unfortunately many of these beliefs are exactly that- beliefs and not facts. They may be

strongly held but they have no firm basis. One of the subjects when which most people have strongly held beliefs is the role played by correction.

Many years of working with language teachers- experienced and unexperienced, native speakers and non-native speakers of English traditionally and progressive employed. In no schools and private school, has shown us that one certain way to rouse a group of language teachers to heated discussion is to question their attitude to correction. A simple remark such as most teachers probably correct their students too much easily can provoke aggression, laughter and many other unhelpful attitudes. The fact is, the question of the teachers attitude to mistakes and correction is probably the single most important issues in a language teachers professional development. In many ways, it is also central for students. The kind of activities the teacher encourages in the classroom and the kind which the teacher avoids or minimizes, will be strongly influenced by the teachers views of the role mistakes and correction in learning [2, p. 176].

Many factors need to be taken into account- age, situation, purpose, previous learning experience and so on. It is difficult to be dogmatic. But it is surely reasonable to say that the teacher's attitude to correction should be based on nature reflection on certain issues and occur after observation of what actually happens in his or her own classes. That is precisely what the authors set out to achieve in this book.

Список литературы на английском языке / References in English

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