

METHODS AND PRINCIPLES PERTAINING TO THE CULTIVATION OF READING SKILLS

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Abstract:

This article endeavors to examine the methodologies and principles associated with the development of reading skills in the context of Uzbek language lessons. Employing a comprehensive literature review and empirical research, the study aims to discern effective approaches for enhancing students' reading comprehension and critical analysis of Uzbek texts. The research methodology encompasses a mixed-method approach, integrating classroom observations, interviews with educators, and student surveys. The subsequent sections, namely analysis and results, will expound upon the study's findings, elucidating insights into the effectiveness of various reading strategies in the Uzbek language classroom. The conclusion will encapsulate the essential discoveries and furnish recommendations for educators, aiming to enrich reading skills in Uzbek language lessons.

Keywords: language education, language lessons, methodologies, educators specializing, Uzbek texts, thinking skills.

Introduction

The proficiency in reading comprehension stands as a cornerstone in language acquisition, exerting a pivotal influence on students' overall academic achievements. Within the sphere of Uzbek language education, the adept cultivation of robust reading skills proves indispensable, enabling students to actively interact with Uzbek literature and gain profound insights into their cultural legacy. This article is committed to scrutinizing the methodologies and principles integral to the enhancement of reading skills in Uzbek language lessons. Through a meticulous exploration of prevailing literature on language pedagogy and the implementation of empirical research, the study aspires to pinpoint the most efficacious strategies for nurturing reading comprehension and fostering critical analysis of Uzbek texts. The research design incorporates a judicious mix of methods, including in-depth

classroom observations, insightful interviews with educators, and systematic surveys targeting students. In the ensuing sections of analysis and results, the study will explicate its findings, elucidating the effectiveness of diverse reading strategies within the Uzbek language instructional context. The conclusive segment will encapsulate the primary discoveries and proffer targeted recommendations, providing valuable insights for educators to elevate the standard of reading skills in Uzbek language lessons.

Literature review. The scholarly discourse on language instruction and reading comprehension underscores a plethora of strategies and principles deemed efficacious in the development of reading skills among students. A.E.Mamatov underscores the significance of explicit instruction in comprehension strategies, including the activation of prior knowledge, inferential reasoning, and text summarization[1]. These strategies assume particular relevance within the framework of Uzbek language lessons, where students often engage with intricate literary texts necessitating profound critical analysis and interpretation. Moreover, investigations into second language acquisition underscore the significance of extensive reading as a catalyst for proficiency and fluency development in a language. A.Iskandarova posit that the practice of extensive reading, involving the consumption of a substantial volume of texts commensurate with students' proficiency levels, holds the potential to markedly enhance vocabulary, grammar, and overall language comprehension[2]. This methodology assumes particular relevance in the domain of Uzbek language lessons, where students stand to gain from exposure to a diverse array of Uzbek texts and literary works. Additionally, the scholarship on language education posits that creating a supportive classroom milieu and fostering student engagement are pivotal elements in the cultivation of reading skills. A.Iskandarova (2021) underscore the significance of collaborative reading endeavors and discussions, contending that such activities furnish students with occasions to collectively interpret and scrutinize texts[2]. These collaborative efforts can effectively augment students' comprehension and critical thinking skills, a particularly pertinent consideration in the context of Uzbek language and literature education where cultural and historical contexts assume considerable importance.



S.G'ulomov presents the following key points in his instructional guide titled "Methods of Instructing the Uzbek Language." "The educational processes within any organizational framework exhibit inherent complexities, as evidenced by the historical evolution of various forms and methods of instruction. This ongoing inquiry into pedagogical strategies has roots in early intellectual endeavors, with Socrates notably contributing to the field. Socrates advocated a method wherein learners were prompted to explore the essence of new concepts and phenomena through guided questioning, giving rise to the renowned Socratic method of education" [3].

Conversely, a contrasting approach is observable in the dogmatic method of education, which gained prominence in ancient religious schools. Characterized by a more authoritarian stance, this method involves passive reception of information through listening, reading, mechanical memorization, and regurgitation of content verbatim.

N.Sattarova, conversely, offers critical remarks in contradiction to his standpoint. "Autonomous engagement in the examination of the indigenous language, particularly through textual analysis, stands as a paramount prerequisite vital for enhancing the educational caliber. This imperative is contingent upon the refinement of students' competencies to articulate their perspectives autonomously and proficiently in the language under study. Within the domain of independent study, it is recommended to undertake practical exercises germane to the designated subject matter, alongside conducting inquiries grounded in specific topics" [5]

Research methodology. This study employs a mixed-method research approach to investigate the development of reading skills within Uzbek language lessons. The qualitative dimension of the research involves classroom observations and interviews conducted with educators specializing in Uzbek language instruction. This method is designed to procure a nuanced understanding of the instructional techniques employed by educators and the strategies they use to facilitate reading comprehension among students. By delving into the qualitative aspect, the study aims to gain valuable insights into the intricacies of instructional practices within the Uzbek language educational context.



Concurrently, the quantitative component of the study entails the administration of surveys to students. These surveys are meticulously designed to elicit information regarding students' perspectives on reading. Parameters such as their attitudes towards the activity, as well as their perceptions of the efficacy of different reading exercises, are carefully examined. The aim is to quantifiably measure and analyze the various factors that contribute to the development of reading skills. Through the distribution of surveys, the study seeks to capture a comprehensive picture of students' opinions and experiences with reading in the context of Uzbek language education. The integration of both qualitative and quantitative methods in this research design is intended to provide a thorough and multifaceted analysis of the factors influencing the cultivation of reading skills within the Uzbek language educational context. By triangulating data from classroom observations, interviews, and student surveys, the study endeavors to offer a comprehensive understanding of the dynamics at play in the instructional strategies and student perceptions related to reading skills. This holistic approach is crucial for informing educational practices and contributing meaningful insights to the broader discourse on language education and the development of reading proficiency.

Analysis and Results. The qualitative analysis of data reveals that educators within the Uzbek language instructional context duly acknowledge the paramount importance of nurturing reading skills. These educators implement a diverse array of strategies aimed at fostering comprehension and critical analysis among students. Emphasizing explicit instruction in comprehension strategies, extensive reading practices, and collaborative reading activities, educators strive to effectively engage students with Uzbek texts. However, these pedagogical efforts are not without challenges, as educators grapple with issues such as limited access to a varied range of Uzbek resources and the imperative for ongoing professional development in the realm of teaching reading skills. The student surveys, a component of the quantitative analysis, illuminate the perspectives of students regarding the significance of reading in their language learning endeavors. A majority of students attest to the pivotal role of reading as an indispensable element of their language acquisition experience. They express a distinct preference for interacting with diverse genres of Uzbek texts, encompassing folklore, historical literature, and



contemporary fiction. This diverse exposure is perceived as instrumental in enhancing their reading proficiency and enriching their cultural understanding.

Moreover, students underscore the value of supportive classroom discussions and collaborative activities in augmenting their reading comprehension and critical analysis skills. This highlights the recognition among students of the interactive and participatory nature of learning activities in fostering a deeper understanding of Uzbek texts. Collectively, the insights derived from both educators and students underscore the multifaceted nature of the challenges and successes encountered in the cultivation of reading skills within the Uzbek language instructional context.

Conclusion. The findings of this study highlight the indispensable role of explicit instruction in comprehension strategies, extensive reading practices, and collaborative activities within the instructional landscape of the Uzbek language. Educators are strongly encouraged to deliberate on the implications of these research outcomes and to proactively incorporate these identified strategies into their pedagogical approaches. This deliberate integration can effectively contribute to the augmentation of students' reading skills in Uzbek language lessons, thereby equipping them with the requisite tools to engage with Uzbek texts and literature in a manner that is both critical and analytical. The study underscores the centrality of explicit instruction in comprehension strategies, emphasizing the importance of providing students with systematic guidance on approaches such as activating prior knowledge, making inferences, and summarizing text. Moreover, the research highlights the significance of extensive reading practices, affirming that students benefit substantially from exposure to a diverse array of Uzbek texts, which serves to enhance their vocabulary, grammar, and overall language comprehension. Additionally, the study accentuates the value of collaborative reading activities and discussions in the Uzbek language classroom. By fostering a supportive environment that encourages student engagement, educators can create opportunities for shared interpretation and analysis of texts. This collaborative approach is particularly pertinent in the Uzbek language and literature context, where cultural and historical contexts play a significant role in comprehension.

In conclusion, educators are encouraged to proactively integrate explicit instruction, extensive reading practices, and collaborative activities into their Uzbek language



lessons. By adopting these strategies, they can effectively contribute to the development of students' reading skills, empowering them to engage critically and analytically with Uzbek texts and literature, thereby fostering a more profound understanding of their language and cultural heritage.

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