

DIDACTIC PRINCIPLES OF READING SKILLS FOR FUTURE TEACHERS IN ENGLISH LANGUAGE TEACHING METHODOLOGY

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Annotation

In this era of globalization, there is a significant focus on fostering creativity across various domains. Creativity plays a crucial role in enhancing productivity and effectiveness in the workplace. The process of boosting creativity begins with nurturing creative skills. This article discusses the enhancement of creative abilities and offers useful advice for aspiring English educators. Additionally, the article is structured into an introduction, a main section, and a conclusion. The main section specifically addresses various strategies that future English teachers can utilize to cultivate their creative skills.

Keywords: Teaching English, language skills, reading skill, methods, didactics, didactic principles, methodology, creative methods, modern teachers, students, interactive activities.

The new era of development is focused on improving the quality of personnel training in higher education institutions of Uzbekistan, creating the necessary conditions for training highly qualified specialists based on international standards, establishing close cooperation between each higher education institution and the world's leading higher education institutions, introducing advanced pedagogical technologies, curricula and requirements based on international educational standards into the educational process, developing teaching staff's modern professional knowledge and reading skills through creative methods, and effectively using interactive and creative methods in working with a youth audience.

All over the world, attention and conditions for teaching languages, especially English, are being focused on as the main direction in world education. In teaching English, each skill requires a separate approach and a separate methodology, not only in teaching English but also in teaching all other foreign languages, there are basic language teaching skills for each skill, namely reading, writing, listening, speaking. Due to the importance of these four basic skills in language teaching, this method of teaching is one of the most effective methods in the education system of foreign developed countries, and since in our country, after the years of independence, the method of teaching languages in separate skills was gradually introduced into the education system. According to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 610 dated August 11, 2017 "On measures to further improve the quality of teaching foreign languages in educational institutions", in order to radically reform

the foreign language teaching system, all educational institutions in our country, from school to higher education institutions, introduced the teaching of foreign languages as 4 skills.

The introduction of these achievements into the field of education necessitated significant changes in its traditional tasks. At the same time, the problem of creating the necessary pedagogical conditions and a creative environment for understanding and realizing the essence of educational reforms arose. This requires that modern, future teachers always be in search of new ideas, take an unconventional approach to lessons, and come up with creative assignments for each topic, in order to make the teaching process more interesting and effective.

The use of a system based on a creative approach to teaching a foreign language in higher education is important not only for improving the quality of education, but also for training highly qualified specialists. Usually, the system of effective foreign language teaching is understood to be associated with higher education activities. Therefore, it is appropriate to consider foreign language teaching as an integral component of the higher education system and an important indicator of personnel training.

The prestige of the higher education system largely depends on the state of science and technology in this system. Today, when science and technology are rapidly developing, it is important to develop an independent educational process in the higher education system and form a system based on “Knowledge through Science” technologies, and to continue to improve the integration mechanism between them.

Modern methodological manuals define the subject of study of this discipline as providing education to learners through a foreign language. When we say the method of teaching a foreign language, we mean the set of activities of the teacher and the student that ensure the achievement of the practical, general educational, educational and developmental goals of teaching a foreign language.

The term method is used in the meanings of “set of teaching methods” and “direction of education”. The first is used in the theory of education, for example, methods of teaching oral speech, methods of teaching pronunciation, while in the second sense we find it in works on the history of teaching methodologies. For example, the translation method of teaching a foreign language, the correct method, the conscious-comparative method, the traditional method, the intensive method, the audiovisual method, etc. According to Professor Yefim Izrailevich Passov, the method is a system of principles aimed at the goal set in the educational process and related to the types of speech activity.

In foreign language teaching methodology, the term “method” has three main meanings: first, a whole direction in the history of methodology (translation method, direct method, comparative method, mixed method); second, a teaching system that is part of the above direction, for example, the method of François Guen, the method of Harold Palmer, the method of Michael West; third, a method of interconnected activity of the teacher and student, which are: acquaintance, practice and application of methods. In the history of foreign language

teaching, the first and second are usually referred to by the name “historical” methods, and the third by the term “methods in the process of teaching a foreign language”.

Historical methods in methodology consist of certain principles, the set of principles forms a specific method. Process methods, on the other hand, emerge through teaching methods, therefore, teaching methods and teaching principles are discussed separately. Didactic, psychological and methodological principles can be used in teaching.

Linguist Jamol Jalolov, in his book, discusses the concept of principles and classifies them into two large groups as follows:

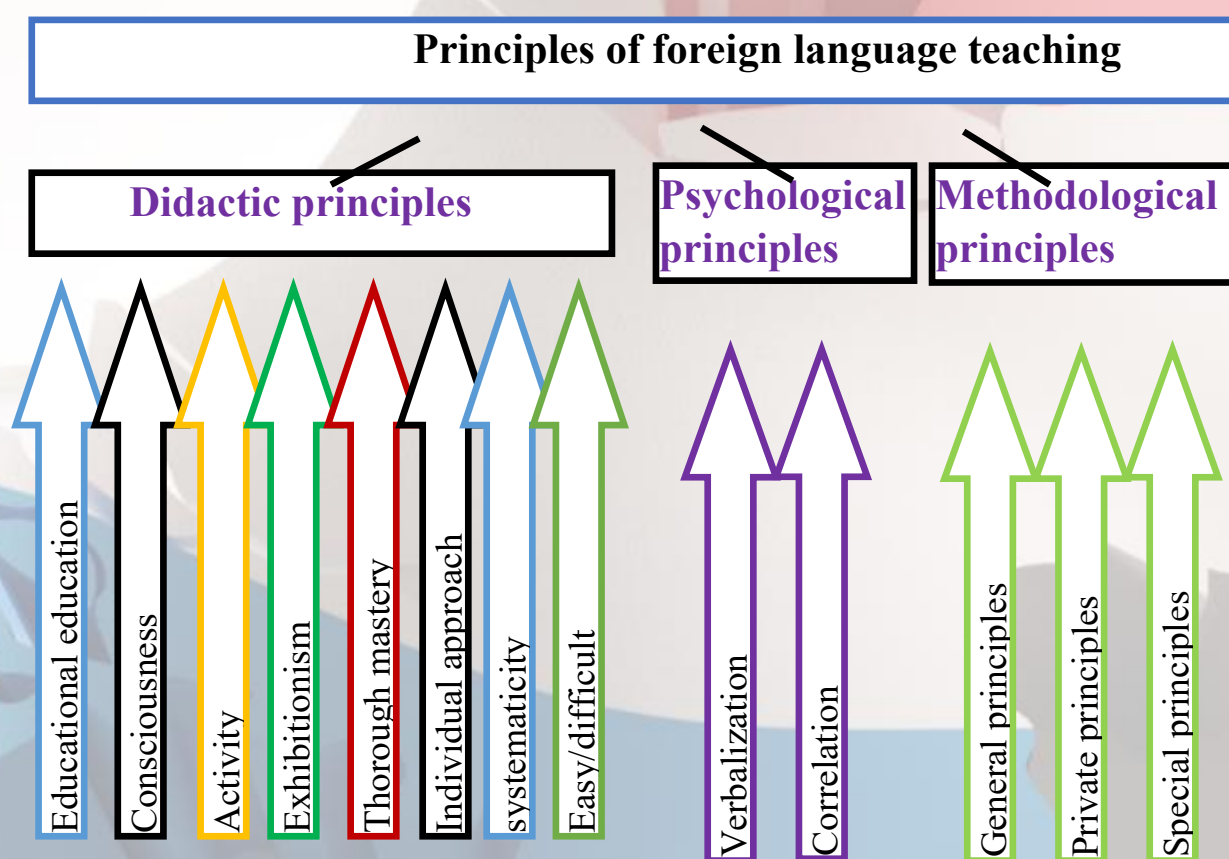


Figure 1. Principles of teaching English

In the modern language education system, the principles of teaching English serve as an important methodological and pedagogical basis. These principles play a major role in the effective organization of the educational process, the formation of deep and stable language skills in students, and their active participation in communication. The principles of teaching English are of decisive importance in the modern educational process, they help to plan the teacher's didactic activities on a scientific basis. Each principle is interconnected, and through their comprehensive application, students' language competence is formed at a high level. A principles-based approach serves to develop strong, consistent, and vital language skills in students.

Specific principles for teaching reading skills have also been scientifically developed (these principles are reflected in the research of S.K. Folomkina). These principles reflect the specific type of speech activity of reading and the goal pursued in foreign language education. It is recommended to adhere to the following principles when teaching reading:

Teaching reading is understood as teaching a type of speech activity. When working with this rule, students are given the right direction about reading. According to this principle, the essence of reading is to regularize the delivery of information to the student.

Teaching reading is organized as a process of cognition. Not limited only to practical activities, the reader (reader) also tries to learn and learn new information. Students are taught to read in a foreign language, drawing on their learning experiences in their native language and a second language. To understand what they read, students must master the features of the structure of the language being studied and act on them. Knowledge of the language material, that is, the formation of linguistic skills, creates the basis for quick and correct reading and comprehension. This principle requires sufficient awareness of the structure of the language being studied.

Not only receptive, but also productive activity is involved in teaching reading. Reading is usually called receptive speech activity. However, the reading process includes productive processes along with receptive processes. Internal speech occurs during the understanding of the given material. This principle requires that in addition to receptive, productive speech is also engaged in during teaching reading.

Since reading serves as a type of speech activity, students must master its methods of implementation. It is necessary to identify the processes that provide the process side of the activity. The first of these is related to understanding the text, which is perceived as a technical skill. When a student learns the methods of “splitting” the meaning, that is, quickly understanding it, the reading speed is formed. Reading speed is increased as a result of special exercises. The only goal is not to master the speed of reading, but to use analytical (understanding details) processes, that is, to use them to understand the content. Slow and fast reading skills are used in their place in obtaining information.

As can be seen from the analysis of the didactic principles of reading skills presented above, it is clear that technical skills, in particular, reading at the appropriate level, are a necessary step on the path to mastering information. Each stage of education introduces reading practices with their own characteristics. In the elementary stage, it is recommended to read texts based on familiar material, in the middle stage, texts containing familiar units and partially unfamiliar words, and in the higher stage, texts with a greater potential vocabulary.

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