



## THE METHODS WHICH ENHANCE READING SKILL FOR NEW LEARNERS IN ENGLISH

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**Annotation:** *This thesis includes several common reading skills and offers some recommendations for English language learners for improving, which might play a role in the learners' progress in reading ability.*

**Keywords:** *Skimming, scanning, intensive reading, vocabulary, critical thinking, and grammatical skill.*

The ability in reading comprehension is essential for both academic success and a student's personal and professional development. Reading fosters improved critical thinking, language fluency, vocabulary, and comprehension. It provides the foundation for understanding and learning about a wide range of topics, such as social studies, science, technology, history, and current events. Reading involves more than just scanning written texts; it's a sophisticated process that requires both perception and cognitive activity. It encompasses two main components: word recognition, which is about understanding how written symbols relate to spoken language, and comprehension, which involves making sense of words, sentences, and entire passages of text. There are various kinds of reading skills, which is one of the most evident but frequently unnoticed aspects regarding reading.

### **Having enough vocabularies.**

Knowing wide-range of vocabulary enhances understanding. Many educators believe that having a broad vocabulary is crucial for mastering English. The more words you know, the better you can learn. This doesn't mean you need to carry a dictionary everywhere. Expanding your vocabulary involves using and collecting words daily. Simple ways to boost your vocabulary in daily life include reading regularly, using contemporary resources like English newspapers, jotting down new words in a notebook, and constructing sentences with them for practice and comprehension. It's important to review new words for better memory retention. When revisiting these words, try to recall their usage in context. While it might be challenging initially, persistence will lead to improved understanding and enjoyment of reading.

### **Visualizing**

Visualization is another method proficient readers use to understand a book (Adler, 2001). In order to visualize, the reader must create an image of what they have read. The reader retains this image in their mind as a symbol of



how they understand the text (National Reading Panel, 2000). Instructors might encourage their students to picture the locations, people, and activities in a story, and then prompt them to write or draw the picture that emerges in their thoughts as a result of doing so.

### **Making Predictions.**

A purpose for reading is what makes a reader good. Students who don't know why they are reading can develop goals for themselves. Predicting helps the reader establish a goal for their reading, which is one tactic for enhancing comprehension. According to research, proficient readers generate ideas and predict what they will read based on their prior knowledge and experiences (Block & Israel, 2005). According to Oczkus (2003), this approach also facilitates increased student participation, which boosts engagement and enhances comprehension of the material. Because it will help the student understand more, it is crucial to compare the results of the prediction process with the real text.

### **Scanning**

Scanning involves rapidly reading to locate particular information, akin to skimming. Both methods involve quickly going through text without deep comprehension. However, the purpose differs: skimming aims to grasp the main idea, while scanning seeks specific details. Scanning is a valuable reading skill, particularly for quickly refreshing one's memory of previously read material by quickly identifying keywords or phrases.

### **Skimming**

Skimming is reading quickly to get the gist of the text. Another name for skimming is "getting the gist" of the text; it's a method of reading where you quickly scan the content to find what you're looking for. This works best when you are already familiar with the text's main topic. Before continuing with more reading, you can alternatively skim the content. For example, taking a quick look at a chapter or article's layout can help you identify the important material to search for when you return to it. By letting you know the main ideas without requiring you to read the entire text, skimming can save you a ton of time. Additionally, it will save you time should you need to read the content again

### **Grammatical Knowledge**

Grammar is important to learn and enhances comprehension. It is also a crucial and practical instrument for reading. It combines the holistic and phonetic arguments. We need to perceive the components in order to comprehend the whole.

### **Summarizing**

According to Adler (2001), summarizing requires the reader to decide what material is crucial to read and to summarize it in their own terms. The pupils will have the ability to recognize between the primary and supporting concepts when they are summarizing. A further step in the summarizing process that will



support students' ability to increase text comprehension is separating relevant knowledge from irrelevant information. Students can arrange their thoughts even in lengthy reading portions that they typically view as threatening by using the approach of summarizing.

Another research that It is also important to recognize that many people around the world read in more than one language. Large populations of people have learned to read in second or third languages for a variety of reasons, including interactions within and across heterogeneous multilingual countries, large-scale immigration movements, global transportation, advanced education opportunities, and the spread of languages of wider communication. As the nature of reading is explored more fully in this chapter, and the true complexity of reading emerges, the large number of readers who can function well in more than one language will seem remarkable. In almost all cases, these readers have learned to read in their first language, but they have also learned to be second-language, (subsuming both second and foreign language) readers, often under very different (and sometimes difficult) circumstances. In this book there a number of sources about reading and boost our broaden horizon "Why We Read and Ways of Read" As proficient readers, we peruse a wide variety of texts, some of which we deliberately choose to read and others of which we simply appear to pick up or come across. In modern civilizations, we read all day long because print is all around us and we utilize it for a lot more purposes than we realize. During the day, while we are waiting at an office or just lounging, we read periodicals. We peruse advertising, fliers, and newspapers. Before going to bed at night, we also read. However, we read a great deal more. In more formal settings, reading is expected of us in the workplace or in academic settings as a necessary component of learning or doing our jobs. Many of us read in academic, professional, and occupational contexts, where the material can be highly demanding. In more formal settings, reading is expected of us in the workplace or in academic settings as a necessary component of learning or doing our jobs. Many of us read in academic, professional, and occupational contexts, where the material can be highly demanding. In these situations, we frequently have to combine, analyze, assess, and make judicious use of textual data. In addition, we frequently come across contradicting or opposing information. Nowadays, practically any topic or issue can be debated, discussed, or argued from several points of view. As such, we must regularly choose between various conflicting sources of knowledge.

### **Conclusion**

The majority of reading abilities, including how to deal with unfamiliar words, identify the main idea, read critically, and improve comprehension through various. Resources can be developed by using the mentioned strategies.



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