

PRINCIPLES OF TEACHING READING SKILLS

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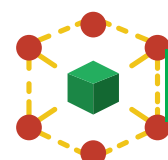
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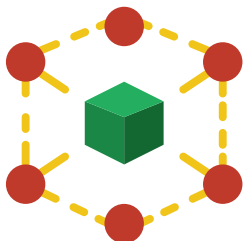
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Abstract: This article discusses the main principles of teaching reading skills in foreign language education. Reading is a fundamental language skill that supports learners' vocabulary development, comprehension abilities, and critical thinking. The paper highlights key principles such as integrating intensive and extensive reading, developing learners' reading strategies, and using pre-reading, while-reading, and post-reading activities effectively. It also emphasizes the importance of prediction, skimming, scanning, and summarizing techniques in improving reading comprehension. Additionally, the article explores the role of learner motivation, text selection, and interactive classroom activities in enhancing reading proficiency. The findings suggest that applying these principles systematically can significantly improve students' reading competence and overall language learning outcomes.

Keywords: Reading skills, reading comprehension, extensive reading, intensive reading, reading strategies, skimming, scanning, prediction, summarizing, language learning, foreign language teaching

Reading skills refer to the ability to understand, interpret, and analyze written texts effectively. These skills enable learners not only to recognize words on a page but also to grasp their meaning and use





the information in a meaningful way. Reading skills include several sub-skills such as decoding words, understanding the main idea and supporting details, skimming for general information, and scanning for specific information. They also involve making inferences from the text, expanding vocabulary knowledge through context, and developing critical thinking by evaluating the author's message. Therefore, reading skills are essential in language learning because they help learners become independent readers who can understand and interact with different types of texts.

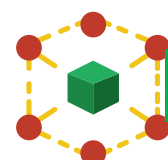
Reading comprehension refers to the ability to understand and make meaning from what has been read. Strong readers use their background knowledge, decoding skills, vocabulary, and critical thinking strategies to construct meaning from a text.

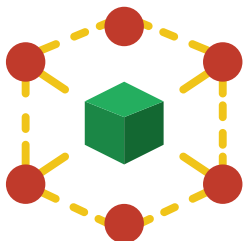
A critical component of the reading process, reading comprehension requires students to use their prior knowledge and experience, in conjunction with their understanding of vocabulary and language, to derive meaning from a text. As they read, they learn how to think critically and assess their knowledge as they progress from one paragraph to the next.

Reading comprehension itself is the application of multiple skill components and is the primary goal of reading. The skills needed for reading comprehension can be broken down with the Simple View of Reading and Scarborough's Reading Rope. According to Philip Gough and William Tunmer's (1986) Simple View of Reading (SVR), **reading comprehension is achieved through the combination of two skills: word recognition and language comprehension**. As the equation shows, neither of these concepts is sufficient on its own. If students fail to understand one-half of the equation, they may not be able to read proficiently.

Extensive and Intensive Reading

Extensive Reading can be defined as a casual reading performed for pleasure or gaining general understanding on a topic when the students are engrossed in a book, magazine or newspaper. Example: Reading of story book, magazine or newspaper.





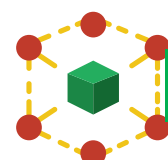
Characteristics of Extensive Reading:

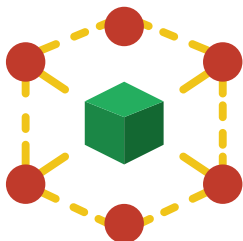
1. Extensive Reading is done to enjoy the reading and gaining a better understanding of the concept.
2. The readers look for easy, interesting and amusing books, so as to improve their reading fluency and speed as well.
3. The individual can select the book or material of his choice, on the topic that matches their interest.
4. The text is comparatively simple, containing a few unfamiliar words.
5. There is no follow-up discussion to be held in the class for what the students have learnt during their reading.
6. Extensive Reading is just to encourage the habit of reading in students for pleasure and make them a good reader.

Intensive Reading is the reading method which requires intimate study of a text with the objective of getting its literary or linguistic meaning. Example: Reading of book of syllabus, research paper.

Characteristics of Intensive Reading:

1. In intensive reading, the readers reads the text with concentration and due care, in detail, as it has certain learning aims and tasks.
2. It is the in-depth reading of a comparatively shorter piece of reading material, to gain complete knowledge from it.
3. It aims at identifying the answers to the questions of reading comprehension.
4. It involves an analysis of the text by looking over each word, phrase and sentences.
5. Theintensive reading isaimed for understanding of the subject matter, improving grammar and vocabulary.
6. Its objective is understanding the thought of the author in the text





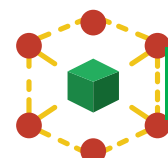
Differences between Extensive and Intensive Reading

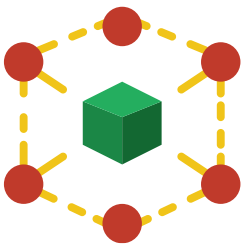
Extensive reading and intensive reading are two important approaches in developing reading skills, and they differ in purpose, process, and focus. Extensive reading refers to reading large amounts of material for general understanding and enjoyment. In this type of reading, learners read longer texts such as books, stories, or articles at their own pace without focusing on every single word. The main goal is to improve overall reading fluency, vocabulary acquisition, and reading motivation. In contrast, intensive reading involves careful and detailed reading of shorter texts to understand specific information, grammar structures, and vocabulary. It is usually done in the classroom with close guidance from the teacher. While extensive reading focuses on reading for meaning and pleasure, intensive reading emphasizes accuracy, analysis, and deep comprehension of the text. Both approaches are essential in language learning and complement each other in developing strong reading proficiency.

Reading strategies

Reading strategies are specific techniques that learners use to improve their understanding of written texts and make reading more effective. These strategies help students become active readers who can interact with the text rather than simply reading words passively. Some common reading strategies include **prediction**, where readers guess what the text will be about based on titles or pictures; **skimming**, which involves quickly reading to get the general idea; and **scanning**, which is used to find specific information. Other important strategies are **guessing meaning from context**, **summarizing**, and **making inferences** about implied ideas. Using these strategies helps learners improve comprehension, increase reading speed, and develop critical thinking skills. Therefore, reading strategies play an essential role in successful language learning and effective reading comprehension.

Skimming and scanning





Skimming and scanning are two important reading strategies used to improve reading efficiency and comprehension.

Skimming is a reading technique used to quickly understand the general idea or main point of a text. When skimming, readers do not focus on every word; instead, they look at headings, subheadings, the first and last sentences of paragraphs, and keywords. The main purpose of skimming is to get a general overview of the text and understand what it is about without reading it in detail.

In contrast, **scanning** is a reading strategy used to locate specific information in a text. When scanning, readers move their eyes quickly over the text to find particular facts, numbers, names, or keywords. Unlike skimming, scanning does not focus on understanding the whole text but rather on finding exact information as quickly as possible.

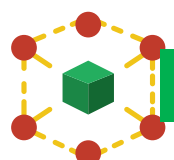
Both skimming and scanning are essential reading strategies. Skimming helps learners understand the overall meaning of a text, while scanning helps them find specific details efficiently. Together, they improve reading speed and comprehension skills in language learning.

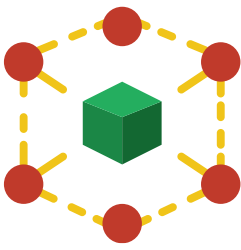
Predicting

Predicting is a reading strategy in which readers try to guess what a text will be about before or during reading. Readers make predictions by using the title, pictures, headings, keywords, and their background knowledge. This strategy helps students become active readers because they think about the topic before reading the whole text. Predicting also increases learners' interest and motivation. While reading, students compare their predictions with the actual information in the text and correct their ideas if necessary. This process improves comprehension and critical thinking skills.

For example, if the title of a text is "A Day in the Rainforest," students may predict that the text will describe animals, plants, weather, or life in the rainforest.

Summarizing





Summarizing is a reading strategy that involves identifying and retelling the most important ideas of a text in a brief form using one's own words. Through summarizing, readers focus on key information and remove unnecessary details. This strategy helps learners improve comprehension, memory, and analytical thinking skills. Summarizing also allows teachers to check whether students have understood the text correctly. To summarize effectively, students should identify the main idea, important supporting details, and the conclusion of the text. A good summary is short, clear, and includes only essential information.

For example, after reading a story, students may write a few sentences explaining the main events and the message of the story.

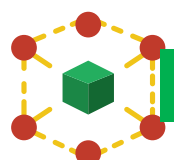
Language learning

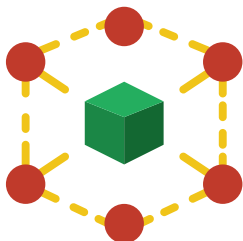
Language learning refers to the process of acquiring knowledge and skills in a new language. It involves developing the four main language skills: listening, speaking, reading, and writing. Through language learning, learners gain the ability to understand and communicate ideas effectively in different situations. It also includes learning vocabulary, grammar, pronunciation, and cultural aspects of the target language.

Language learning can take place in formal settings, such as schools and universities, or through informal ways, such as self-study, media, and communication with native speakers. Effective language learning requires practice, motivation, and the use of appropriate learning strategies. It is a gradual process that helps learners become more confident and competent in using a foreign language in real-life contexts.

Foreign language

Foreign language teaching refers to the process of helping learners acquire and develop skills in a language that is not their native language. It involves teaching the four main language skills: listening, speaking, reading, and writing, along with vocabulary, grammar, pronunciation, and cultural





knowledge of the target language. The main goal of foreign language teaching is to enable learners to communicate effectively and use the language in real-life situations.

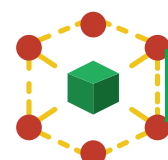
Modern foreign language teaching focuses on communicative competence, which means learners are encouraged to use the language actively in meaningful contexts. Teachers use different methods and approaches, such as interactive activities, group work, role-plays, and task-based learning, to make lessons more engaging and effective. In addition, technology and multimedia resources are often used to support learning. Effective foreign language teaching requires careful planning, learner-centered approaches, and continuous practice to develop students' language proficiency and confidence.

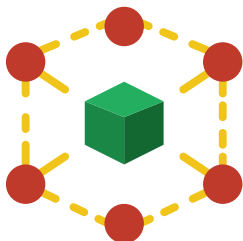
Conclusion

In conclusion, teaching reading skills plays a vital role in foreign language learning as it helps learners develop comprehension, vocabulary, and critical thinking abilities. Effective reading instruction is based on important principles such as the use of intensive and extensive reading, and the application of different reading strategies like prediction, skimming, scanning, and summarizing. These strategies enable learners to understand texts more efficiently and become active and independent readers. Moreover, integrating reading activities with meaningful tasks increases learners' motivation and improves their overall language competence. Therefore, teachers should apply a variety of approaches and techniques to develop students' reading skills successfully and ensure effective foreign language learning outcomes.

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