

STAGES OF FORMING READING SKILLS IN SENIOR GRADE STUDENTS

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Abstract. *This scientific-methodical article analyzes the stages, methodological foundations, and effective methods of forming English reading skills in senior grade students of secondary schools. The article covers the types of reading skills, stages of their development, methods appropriate to students' age characteristics, and the use of modern pedagogical technologies. Additionally, the article presents assessment criteria for reading skills and effectiveness indicators.*

Keywords: *reading skills, senior grade students, reading stages, pre-reading, while-reading, post-reading, strategic competence, text comprehension, cognitive development.*

YUQORI SINIF O'QUVCHILARIDA O'QISH KO'NIKMALARINI SHAKLLANTIRISH BOSQICHLARI

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Annotatsiya. *Ushbu ilmiy-metodik maqolada umumta'lim maktablarining yuqori sinf o'quvchilarida ingliz tilida o'qish (reading) ko'nikmalarini shakllantirishning bosqichlari, metodik asoslari va samarali usullari tahlil qilinadi. Maqolada o'qish ko'nikmalarining turlari, ularni rivojlantirish bosqichlari, o'quvchilarning yosh*

xususiyatlariga mos keladigan metodlar hamda zamonaviy pedagogik texnologiyalardan foydalanish masalalari yoritilgan. Shuningdek, maqolada o'qish ko'nikmalarini baholash mezonlari va samaradorlik ko'rsatkichlari ham keltirilgan.

Kalit so'zlar: reading ko'nikmalari, yuqori sinf o'quvchilari, o'qish bosqichlari, pre-reading, while-reading, post-reading, strategik kompetensiya, matn tushunish, kognitiv rivojlanish.

ЭТАПЫ ФОРМИРОВАНИЯ НАВЫКОВ ЧТЕНИЯ У УЧАЩИХСЯ СТАРШИХ КЛАССОВ

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Аннотация. В данной научно-методической статье анализируются этапы, методические основы и эффективные методы формирования навыков чтения на английском языке у учащихся старших классов общеобразовательных школ. В статье освещены виды навыков чтения, этапы их развития, методы, соответствующие возрастным особенностям учащихся, а также вопросы использования современных педагогических технологий. Также в статье представлены критерии оценки навыков чтения и показатели эффективности.

Ключевые слова: ключевые слова: навыки чтения, учащиеся старших классов, этапы чтения, pre-reading, while-reading, post-reading, стратегическая компетенция, понимание текста, когнитивное развитие.

Introduction. Globalization processes occurring in the world education system require new approaches to teaching foreign languages, particularly English. The Law of

the Republic of Uzbekistan "On Education," Resolution No. PQ-1875 "On Measures to Further Improve the System of Learning Foreign Languages," and the Development Strategy of New Uzbekistan for 2022-2026 define improving the quality of foreign language teaching and developing students' communicative competencies as priority tasks [1, 4].

Reading skills are one of the main competencies in mastering a foreign language. For senior grade students (grades 10-11), reading skills are not only a factor in academic success but also an important factor for future professional activity and lifelong learning. The results of international PISA and TIMSS studies show that the text comprehension skills of Uzbek students have not yet reached international standards [2]. The purpose of this article is to develop and recommend scientifically and methodologically based stages of forming English reading skills in senior grade students.

I. Psychological-pedagogical foundations of reading skills.

The reading process is a complex cognitive activity that includes a number of mental processes: attention, perception, memory, thinking, and speech. According to psychological research, the reading process occurs at two levels: sensorimotor (recognizing letters and sounds) and semantic (understanding meaning) [3, 7]. The age characteristics of senior grade students (15-17 years) are distinguished by their developed abstract thinking, analytical abilities, and meta-cognitive skills. Students of this age have the ability to analyze complex grammatical structures, determine the main idea of a text, evaluate the author's position, and independently express their own opinions [4]. From a pedagogical perspective, reading skills consist of the following components:

1. Technical skills – reading quickly and correctly.
2. Lexical skills – understanding word meanings.
3. Grammatical skills – analyzing sentence structures.
4. Semantic skills – comprehending text content.
5. Strategic skills – using reading strategies [5].

II. Stages of forming reading skills.

In modern methodology, the formation of reading skills is carried out in three stages: pre-reading, while-reading, and post-reading.

2.1. Pre-reading Stage. The main task of this stage is to prepare students for the text topic, activate their prior knowledge, and create motivation for reading.

The following methods are effective in the pre-reading stage:

Brainstorming – students share what they know about the text topic.

Predicting – guessing the text content based on the title, pictures, or key words.

KWL charts (Know-Want to know-Learned) – students write what they know, want to know, and have learned about the topic in a chart [6].

Vocabulary preview – familiarizing with new words appearing in the text in advance.

At this stage, students' cognitive activity increases, and they approach the text with interest.

2.2. While-reading Stage.

The while-reading stage is the central part of the reading process, where students work directly with the text and develop different levels of comprehension skills. Methodologists recommend using the following strategies in the while-reading stage:

Skimming – superficial reading to quickly understand the main content of the text. Students quickly glance through the text to determine what it is about [7].

Scanning – reading to find specific information in the text. For example, searching for a date, name, number, or place name.

Detailed reading – reading in detail for deep understanding of the text. This strategy is used when working with complex scientific or literary texts.

Inferring – understanding hidden meanings in the text, determining the author's position.

Types of tasks used in the while-reading stage such as reading the text in parts and finding a title for each part, placing information from the text into a table, answering questions (True/False, multiple choice, open-ended), creating a structural diagram of the text, analyzing complex sentences [8].

2.3. Post-reading Stage. The post-reading stage serves to reinforce the information obtained, apply it in other contexts, and develop critical thinking. The

following methods are effective at this stage like summarizing – students briefly state the content of the text, discussion – exchanging opinions in groups on the text topic, role-play – speaking on behalf of text characters, debates – conducting discussions on problematic issues in the text, creative writing – writing a continuation of the text, creating an alternative ending, project work – conducting research on the text topic [9].

III. Reading strategies and their classification.

In modern methodology, a strategic approach is important in forming reading skills. Reading strategies refer to the methods and techniques that students consciously use to increase the effectiveness of text comprehension.

The following types of reading strategies are distinguished:

Cognitive strategies: Determining word meaning from context, analyzing grammatical structures, breaking the text into parts, distinguishing main and secondary information, creating a structural diagram of the text

Metacognitive strategies: Setting goals before reading, monitoring the reading process, rereading unclear parts, adapting reading speed to the type of text, evaluating reading results [10].

Social-affective strategies: working in groups, asking for help from the teacher, self-encouragement, applying methods to overcome difficulties [11].

IV. Text types and corresponding methodological approaches.

Senior grade students need to have the skills to work with various types of texts. Text types are classified as follow. Informative texts such as popular science texts, newspaper and magazine articles, reports, biographies. Literary texts like stories, excerpts from novels, poems, dramatic works. Functional texts instructions, advertisements, letters, emails [12].

Each text type requires a specific methodological approach. For example, when working with scientific texts, focusing on terminology is effective, while when working with functional texts, using practical tasks is effective.

V. Assessment criteria for reading skills.

When assessing students' reading skills, the following criteria are used that

Level of text comprehension , in that level students ability to identify the main idea and ability to distinguish important details, understanding cause-effect relationships in the text are assessed.

2. Reading speed in that criteria recommended speed for grades 10-11: 180-200 words per minute [13] strictly assessed.

3. Strategic competence level is for mark ability to purposefully use different reading strategies and ability to independently overcome difficulties

When it comes to the Critical thinking students ability to evaluate the author's position, ability to express one's own attitude towards the text, ability to connect information in the text with one's own experience [14] are assessed.

International standards (CEFR) are used as a basis for assessment. Graduates of senior grades should have the skills to understand texts at the B2 level.

Conclusion. Forming English reading skills in senior grade students is a complex, staged, and systematic process. The effectiveness of this process depends on the following factors:

1. Considering the age and psychological characteristics of students
2. Selecting methods appropriate to reading stages (pre-reading, while-reading, post-reading)
3. Using different reading strategies
4. Ensuring the variety of text types
5. Conducting regular and systematic assessment

The proposed methodological approaches enable teachers to organize reading lessons effectively, develop students' text comprehension skills, and prepare them for international assessment programs (PISA, IELTS, TOEFL).

The level of development of reading skills directly affects not only students' success in mastering a foreign language but also their general intellectual development, ability to think independently, and readiness for lifelong learning.

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