

# THE AID OF READING TO POSSESS LANGUAGE PROFICIENCY

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**Abstract:** *the article talks about the effectiveness of reading skills in obtaining sufficient language ability to communicate, and fulfill written assignments as well. The author gives clues about readings core features.*

**Keywords:** *recognition, reading, skills, potential, meaning, text.*

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Students often believe they must understand every word in order to read English. In fact, good reading means the ability to process chunks of language larger than single words, so striving for word-for-word recognition will actually slow students down and interfere with their overall comprehension. We should encourage them to use the context of the passage to understand it, rather than reaching for the dictionary every time they do not recognize a word. Context clues include use of functional definitions, as in “The scientist used a caliper to measure the thickness of the paper” where the meaning of “caliper” can be inferred from the description of the function of a caliper. Using context clues also includes noting grammatical clues, such as recognizing that a word is an adjective because of its position in the sentence, or noting past tense endings or possessive forms [1].

Context clues also include understanding the meaning of the other words in the sentence and applying such understanding to infer the meaning of an unknown word or phrase. For example, students can be taught to infer the meaning of the word “drought” in the sentence “Because of the drought, many communities in the Sahel region of Africa have to leave their homes to search for water.

We should be sure to get the most out of any reading passage we assign, using it in various ways so that students work with familiar material that they understand well in doing various types of reading and study skills exercises. Although our students will probably place great emphasis on learning grammar, you should assure them that grammar is not the most important aspect of language learning. This is easily demonstrated by reference to the person who knows many grammar rules and yet cannot understand or express anything in the spoken language. Students whose language courses have always focused exclusively on grammar may urge us to spend lots of class time explaining various points of English grammar and structure. Such explanation is actually teaching English linguistics, and there is controversy in the field of EFL teaching regarding the real value of such instruction for language learners. Students may have a false sense that they are learning English, when in fact, they are learning about English, but making little progress toward comprehension and being able to use the language in the contexts for which they need it. Understanding and communication in English is within the students' reach even if they do not understand the fine points of grammar. The ability to function in English is not directly linked to the accuracy of grammatical use or pronunciation. Students need to be encouraged to use English even if they make mistakes [2]. The main purpose of language use, after all, is communication. Some instruction in Grammar is necessary, however. Especially in written work, learning grammar rules can help students to recognize and correct their errors. In preparing to teach grammar, we should be sure that we have a good understanding of the structures that we want to teach, so that our presentation is clear. It is also important that our students be able to use the grammar they practice. One way to ensure that students can make effective use of what they learn is to teach grammar in conjunction with writing, the skill in which it can best be practiced. In speaking, we do not usually have the time to remember and apply rules of grammar, but in writing we have ample opportunity to monitor our usage. It is in writing that grammar instruction is most useful. The grammatical forms which are most useful and most learnable are those which control sentence-level functions such as question form, negation, relative clause formation and other structures involved in subordination and coordination. These features are more important than correct usage of articles or other non-sentence-level features. Focusing on paragraph features, such as tense continuity across clauses, parallel structure, and connectors, will help students in reading comprehension as well.

Development of writing ability takes lots of practice. We should start with simple structured exercises and allow students to develop confidence as writers before we give them longer free writing tasks. As in other skills, development of writing can be enhanced through the use of appropriate visuals. Writing assignments should be carefully structured. They should also be practiced and reviewed often and used as a basis for more complex writing assignments. Paragraph writing exercises can be based on models which the students first complete, and then expand and build on [2].

### References

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2. *Souillard, A. and A. Kerr.* 1987. Practicing presentations with science and technology students. *English Teaching Forum*, 25, 3, pp. 29-31.