



Reading Aloud as a New Approach in Teaching Foreign Languages

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Annotation: This article discusses about the ways of improving all skills especially reading aloud as a new approach in teaching foreign languages. Using English with reading aloud technique in the classroom is a way for pupils to practice the skills.

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The process of teaching can be both mental and social. Besides that it can also be considered physical, practical, behavioral, political, experimental, historical, cultural, spiritual and personal. Another words, teaching is very complex, influenced by not only these dimensions and perhaps others requiring the whole ability in support of student's learning. Indeed, in this article we would like to investigate reading aloud as a part pf direct method. We tried to show a degree of pedagogical knowledge and approaches among language teachers.

It is known that the direct method was developed as a reaction to the grammar-translation method. This is true, but in fact, people have been learning languages by this method at least as early as Roman times, when young men were provided with Greek, the cultural language of Europe in those days and an essential part of one's education. The direct method insists on thinking and communicating directly in the target language and does not allow translation. The Berlits School of Languages is the best known proponent of this method. The appearance of this method was brought about by the rapid development of various branches of industry and the tremendous development of international trade and colonial expansion required plenty of officials who had a practical mastery of the language, people who could speak and write a foreign language and be able to communicate with foreigners. Therefore, practical mastery of a foreign language becomes the main purpose of teaching this subject at school. The rapid development of pedagogies, psychology, namely, a perceptive psychology, and linguistics promoted the appearance of new methods.

The most distinguished features of the Direct Method is that four language skills are taught from the beginning, but a special emphasis emphasis is placed on speaking. Classes often start with the reading aloud of a specially graded text, which introduces the lesson's vocabulary and grammatical structure. Practice follows with exercises such as guided conversation, where the teacher asks questions on the text and the students answer using full sentences. Students will then ask each other similar questions. Other practice exercises include filling-in-the blanks, dictation, controlled composition or listening comprehension exercises. The direct method teacher uses mime, demonstrations, realia, and visual aids to help students understand grammar and vocabulary that reading

It is known that reading aloud as a technique direct method, it is considered so as reading the text aloud only in the target language, not using any native language. In teaching language, reading is the most important skill. As it gives fundamental knowledge to other skills, like listening, reading, writing. In this article, we would like to focus on the effectiveness of teaching English by using reading aloud technique in teaching English as a foreign language. When we use reading aloud technique in the class, i.e a pupil or a teacher reads aloud to the whole class by this way we can evaluate the learner's capability of learning understanding English language concentrated on reading comprehension skill. The fact is that the skill of reading is necessary among EFL learners since they must comprehend not only vocabulary but also techniques in learning English.

Using English with reading aloud technique in the classroom is a way for pupils to practice the skills. Interactive read-aloud is a systematic method of reading aloud, allow teachers to scaffold children's understanding of the book being read, model strategies for making inferences and explanations, and teach vocabulary and concepts. A story book is read three times in slightly different ways in order to increase the amount and quality of children's analytical talk as they answer carefully crafted questions. During the first reading, teachers introduce the story's problem, insert comments, ask a few key questions, and finally ask a "why" question calling for extended explanation. This is accompanied by elaborations on a few key vocabulary words. Second reads capitalize on children's growing comprehension of the story by providing enriched vocabulary explanations and asking additional inference and explanation questions. Third reads consist of guided reconstruction of the story in which children recount information as well as provide explanations and commentary.

These techniques have shown to be effective in increasing children's engagement, understanding, and appreciation of literature in preschool and kindergarten settings. The communicative to language teaching has given instructors a different understanding of the role of reading in the language classroom and types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism web sites become appropriate classroom materials and reading some of them aloud in class using direct method, because reading them is one way communicative competence development. Instructions in reading and reading practice thus become essential parts of language teaching at every level.

In reading aloud technique to students teachers should keep in mind different principles in order to make reading aloud more comfortable, enjoyable, and effective for their students and for themselves. Read the material before sharing it with students. When you are familiar with the text, you can read it aloud more fluently, note difficult vocabulary, and determine where to pause for discussion or questions. Preliminary reading can also prevent awkward situations in which the topic or language is found to be inappropriate for the intended audience.

The teachers would stop at various points and share what they are thinking as they read. By this way teacher shows the students how you make connections between the reading and own life, other texts they have read, and what students know about the world. It is pointed out that when the teacher "read between the lines" to make an inference or when they notice information that is important to understanding of the text. When teacher demonstrates for students how respond to question, and make meaning of what is read, it will provide them with a powerful model of an effective, engaged, and critical reader.

Teacher should encourage students to respond to the reading and share what they are thinking. Talking about the text during a read-aloud can enrich and shape the meaning that is made by the students and young adolescents need opportunities to make sense of their school learning through their own experiences. Discussion can take place before, during, and after the read-aloud in a whole group, small groups, or student pairs. Allow students to share their personal responses before asking them to discuss any specific information. Often, simply asking "What do you think about this?" will prompt sharing.

To conclude, we are sure that the majority of the teachers could use read aloud to their students and that they read aloud to their students and that they read aloud for specific pedagogical reasons. We

do state the predominance of emphasis on reading for instrumental purposes, and, in contrast, the lack of attention given to reading for aesthetic and critical purposes. The suggestion outlined in this article provide a starting point for expanding teachers' existing read-aloud practices. They encourage teachers not only to read aloud to middle school students but also to provide opportunities for students to make personal connections between the literature and their lives. We believe that these practices will facilitate more meaningful connections and increased motivation to learn.

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