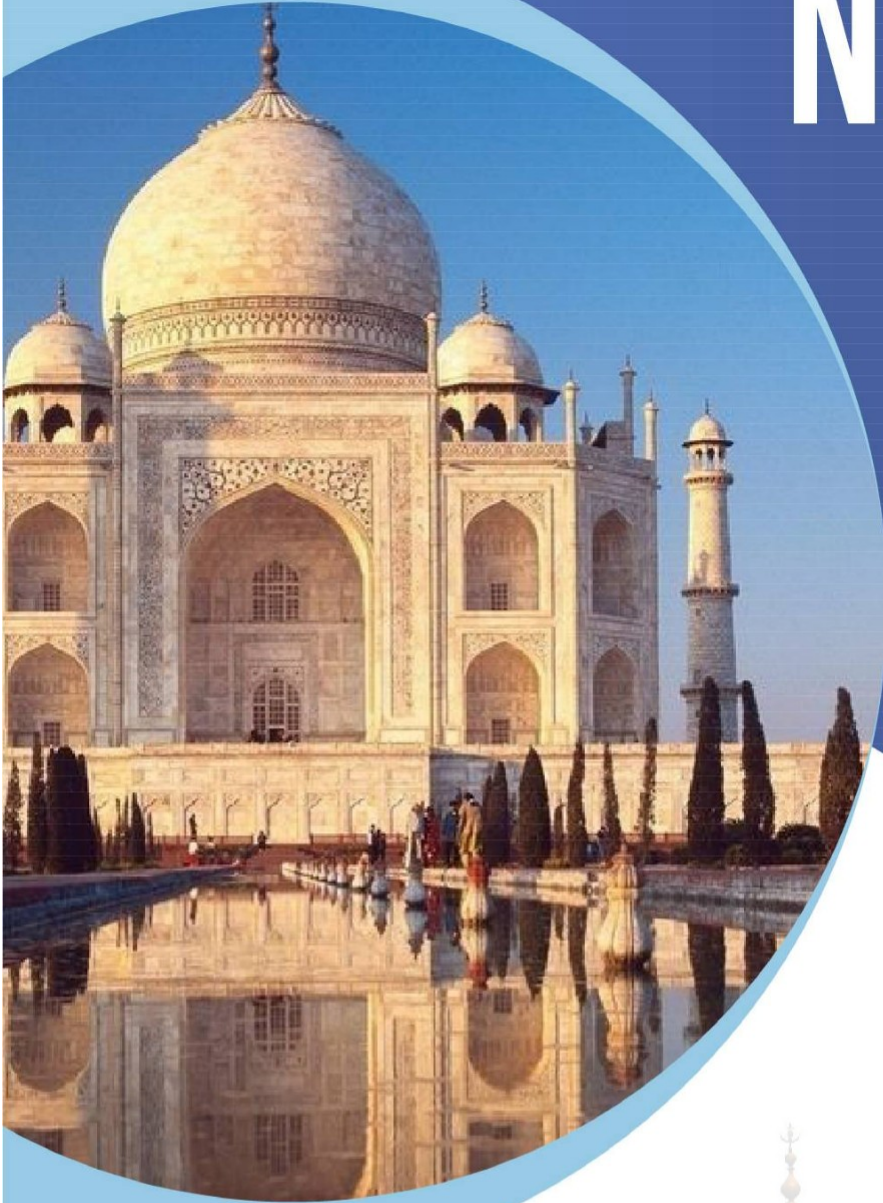


INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH

**NOVEMBER
2020**

NEW DELHI, INDIA



**INTERNATIONAL CONFERENCE
ON MULTIDISCIPLINARY RESEARCH**

Conference proceedings available
at virtualconference.press

November | 2020



**INTERNATIONAL SCIENTIFIC AND PRACTICAL
CONFERENCE**

**«INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY
RESEARCH»**

New Delhi, INDIA 2020

DOI:http://doi.org/10.37057/I_1
ISBN 978-93-86954-57-2

EDITORIAL BOARD

1. *Fariya Tabassum*

2. *Dr. Rubee Singh*
(*New Delhi India*)

3. *Hasanur Rahman*

The collection contains materials of the multidiscipline international scientific and practical online conference

INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH with open access, and reviewed by experts in the relevant field.

The open access policy makes it possible to deliver full-text articles from our collections to readers free of charge. This allows authors to reach a large audience, increasing the citation of their scientific works.

International scientific and practical conference -2020, October, New Delhi -26p.

The collection materials are presented in the author's edition.
Conference proceedings available at virtualconferences.press

CULTUROLOGY

Kh.R. Akhmedov, Kh.Z. Gapparov ROUND TRAINING METHOD FOR IMPROVING THE PHYSICAL PREPARATION OF SAMBISTS.....	5
N.Muminov , D.Sultanova ECONOMIC-SOCIALLY AIMS AND OBJECTIVES OF TOURISM IN UZBEKISTAN.....	7

PEDAGOGICAL SCIENCES

Hasanov Suhrob, Ibodullayev Firdavs, Tajikulova Vazira SOME WAYS OF MAKING TEACHING MORE EFFECTIVE. USEFUL TOOLS IN INCREASING STUDENTS' SKILLS.....	12
---	----

PHILOLOGICAL SCIENCES

Ogulnur Atayeva Magsatbayevna THE NATURE OF COLLOCATIONS IN ENGLISH (THE USAGE AND THE PROBLEMS).....	15
Omonova Parvina Halim qizi THE SIGNIFICANCE AND MECHANISM OF MODERN FACT CHECKING IN THE MODERN MEDIA ENVIRONMENT.....	17
Salikhova Nodira Nurullayevna READING AS ONE OF THE SIGNIFICANT LANGUAGE SKILLS.....	19

STATE AND LAW

F.Dosumxodjaev FORMATION OF PATRIOTIC EDUCATION IN YOUTH.....	22
Shukhratjon Shakirov ON THE ROAD OF STABILITY IN AFGHANISTAN.....	24

READING AS ONE OF THE SIGNIFICANT LANGUAGE SKILLS.

Salikhova Nodira Nurullayevna

English teacher of Bukhara state University.

Reading is one of the significant skills that plays great role in teaching and learning ESL. Reading is an interactive process between the reader, the text and the context in which the text is presented. The most important component here is the reader. The reader gives meaning to the text, not the other way around. The reader's prior knowledge determines what meaning he will derive from his interaction with the text. But in reading, the context plays a big role as well since it sets the purpose or instruction for reading. The purpose for reading should be built on what the reader already knows, and then relate it to something that he needs to find out in the text.

When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension.

Reading comprehension is one of the pillars of the act of reading .It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three. Simply put, Reading comprehension is the act of understanding what you are reading. However it should not be simply understood as simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing..

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either. Learners can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge.

At the most basic level reading is the recognition of words. From simple recognition of the individual letters and how these letters form a particular word, to what each word means - not just on an individual level, but also as part of a text. In English, as in many other languages, different combinations of the same letters can be used to form different words with completely different meanings. So, the letters t c a can make both cat (an animal that goes miaow) and act (which has a number of meanings, from 'do something', to 'behave in certain ways', to 'perform in a play or film'). Recognition of the actual word is not enough on its own to constitute reading.

In other words, there are multiple reasons why someone might read a text. But working out the purpose is a key factor when it comes to teaching reading. Why we are reading something will make a difference to how we read it and in what depth. When we are teaching reading in class we have to begin by asking ourselves a series of questions in order to make the lesson as effective as possible. It is not good enough to just hand the students a text with a set of questions, ask them to read the text and answer the

questions, and think that we are actually teaching them something. Any learning that takes place in such a lesson will be incidental and not because of the teaching. So, planning our reading lessons is essential, and we need to make sure that our aims are clear and that the text and tasks are appropriate. In many cases we can relate our questions to what we do in real life with the type of text we choose. In other words, what do we read in real-life situations? Why do we read these texts? What is the purpose of the writer and of the reader? How do we read the text in order to get what we need from it? So when we teach how to read the text in class we want to try and replicate as much of the real situation as possible. Firstly, we need to give the students information as to where they are, what their destination is, etc. We may also want to focus their attention on the context, and we could use a short listening text where someone is doing exactly what they will do - trying to find their train. Finally, we can give them a copy of the timetable and a short time limit in which to find the relevant information.

The way we read the texts is different because the purposes are different. The strategies we employ are designed to get the information we want from the text in the most effective way. It is not simply a matter of skimming or scanning, but a set of far more complex things. Therefore, in the classroom, we need to mirror these real-life texts and strategies. We need to help our students use the right approaches to reading even if the language is new or difficult. To do this we need to ask questions and promote awareness, and not simply employ basic

As it stated above, reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently. Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them. It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life. Even in the middle grades and high school, parents and teachers need to continue to help their children develop reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles pose different reading comprehension challenges for young people and thus require different comprehension strategies.

There may be a question as "Why reading comprehension is important?" Reading is an interactive process between the reader, the text and the context in which the text is presented. The most important component here is the reader. The reader gives meaning to the text, not the other way around. The reader's prior knowledge determines what meaning he will derive from his interaction with the text. But in reading, the context plays a big role as well since it sets the purpose or instruction for reading. The purpose for reading should be built on what the reader already knows, and then relate it to something that he needs to find out in the text.

The Simple View of Reading states that Reading Comprehension is a product of Decoding and Linguistic Comprehension. Therefore, when reading, we don't use just the top-down or bottom-up processing. We use both processes depending on our needs. Any available information is processed and used simultaneously to create meaning. LC is essentially dependent on how much the reader knows because that's where he will draw out meaning for the text he is decoding. Consequently, as one's knowledge base increases, LC, and later on reading comprehension increases too. That's why developing a Genuine Love for Reading (GLR) among children is very crucial. Once you have readers who have the intrinsic motivation to read, your LC part is taken care of. Plus,

they will have more opportunities to practice. To ensure comprehension, reading should be relevant to the reader.

