

TYPES OF READING

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As reading skill is considered one of the essential skill in learning a foreign language but most learners struggle from comprehending the meaning of various reading resources, especially authentic materials in terms of daily newspapers or scientific articles that learners come across when preparing for international exams. There are various types of reading and each of them has its particular aspects that enhance reading skill.

Types of Reading. Three categories of reading exist: extensive reading, intensive reading, and oral reading. The greatest approach for pupils to learn how to read a lot of understandable content is through extensive reading. Practicing reading skills in a classroom context is referred to as intensive reading. Students are exposed to a range of resources and have to complete tasks including reading comprehension quizzes on the assigned passage. They might receive training on how to draw conclusions, seek for important details in the passages they read, etc. Instructions are the basis of intensive reading. Even though oral reading gets a lot of emphasis, it is crucial to the process of learning to read.

Extensive Reading. Reading extensively has no linguistic purpose. The main goal of reading is to learn something from the reading material that is provided. When reading a text in its entirety, the reader is focused on understanding the passage's overarching meaning or thesis. 'Reading for information' is the term for it. Teachers may assist students in learning how to find, evaluate, organize, and remember the information they read. Only when teachers are endowed with the correct academic environment and furnished with a planned curriculum can pupils develop these intellectual talents. Students might be given engaging reading materials that encourage lengthy reading. It's

beneficial to provide them with fresh reading material [3, 240]. Journals, periodicals, and daily newspapers fall under this category of reading materials. In order to provide every student with the chance to engage in a variety of reading activities, teachers may start reading clubs in their respective schools. The success of reading is greatly influenced by the learner's initiative and good attitude toward reading. The student should determine for themselves how diligent reading habits improve their proficiency in English at all levels—speaking, listening, and writing.

Intensive Reading. Intensive reading is the practice of studying a subject in great detail and depth. The reader may run upon unknown vocabulary terms, various idiomatic phrases, passage-hidden thoughts, etc. when reading intently. 'Reading for comprehension' or 'critical reading' are additional terms for this.

Critical Reading. The word "critical" suggests an effort at impartial evaluation to establish both qualities and shortcomings. When referring to reading, the term "critical" denotes the ability to make judgments or distinctions. Three categories of critical reading are often present: (i) reading on the lines. (ii) reading between the lines and (iii) reading beyond the lines. Alfassi (2004) asserts that students are required to understand the meaning of text, critically evaluate the message, remember the content, and apply the new found knowledge flexibly [2, 171]. Critical reading is not just reading on the lines but it deals with reading between and beyond the lines. Ahuja & Ahuja state that it demands an interpretive, alert and inventive mind. If students are to base their decisions on the reading they do, they must have critical reading abilities [1, 103]. Reading critically requires critical thought. Not all reading and thinking are same. Generalizations, inferences, conclusions, inferences, and applications all need thought. Critical reading is comparable to effective sleuthing. Students must learn how to read critically, which goes beyond simply understanding what the author has written to also understanding what the author is trying to say. While providing students with instruction, teachers should foster their intellectual

curiosity, desire for truth and validity, and their questioning attitude characterized by problem-solving, analytical, and judging abilities. They should include instances to demonstrate how a critical reader questions the author's premises, inferences, and conclusions and assesses the truthfulness, dependability, excellence, and worth of what he reads using solid standards or criteria that have been created from prior experiences. The implications, tone, diction, and style used by the author in the reading material must all be examined by students with the assistance of their teachers.

Newspaper in Teaching Reading. Newspapers are engaging and inspiring for the children to work with because of the range of issues and topics. Newspapers cover actual happenings, which piques kids' interest. Students may enjoy themselves and read more if they participate in classroom activities based on newspapers. As a vital source of accurate information, newspapers pique readers' interests and motivate them. More reading is a result of motivation. Students read more and explore more as they do so. "People learn through reading, and reading about interesting new things in one's interesting subject, undoubtedly helps motivation" [4, 117]. For teachers and educators, newspapers are an excellent resource. They may be utilized in the classroom to help kids improve their linguistic abilities. From beginner to higher levels, they can be used successfully by either understanding them or applying them directly. The length of the article or paragraph, the difficulty of the language, the amount of information included in it, the subject matter and content, the amount of time available, and the academic level of the students should all be taken into account when organizing a lesson using a newspaper. The pupils should develop the habit of reading to increase their understanding of vocabulary, sentence structure, pronunciation, and diction. Students get access to tens of thousands of international publications and periodicals online. For language instructors, the internet has grown to be a significant source of newspapers and publications. But

they should be very careful in choosing suitable newspaper materials to use with their students [5, 12].

References:

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