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O'QISH MALAKASINI O'RGANISHNING NAZARIY ASOSLARI

Annotatsiya: O'qishga o'rgatish murakkab jarayon bo'lib, o'quvchilarga ushbu muhim ko'nikmani samarali berish uchun mustahkam nazariy asosni talab qiladi. Ushbu maqola o'qish ko'nikmalarini o'rgatishning nazariy asoslarini o'rganadi. Unda fonika va fonologik ong, butun til yondashuvi, kognitiv ishlov berish nazariyalari, sxemalar nazariyasi, ijtimoiy-madaniy nazariya va konstruktivistik yondashuvlar kabi asosiy nazariyalar va yondashuvlar muhokama qilinadi. O'qishga o'rgatishning nazariy asoslarini tushunib, o'qituvchilar ta'lim strategiyalari haqida ongli qarorlar qabul qilishlari va o'quvchilar uchun mazmunli o'rganish tajribasini yaratishlari mumkin. Maqolada, shuningdek, ijtimoiy-madaniy omillarning o'qishni o'rgatishga ta'siri ko'rsatilgan va turli nazariya va strategiyalarni birlashtirgan muvozanatli yondashuv zarurligiga urg'u berilgan. Umuman olganda, ushbu maqola o'qituvchilarga samarali o'qishni o'rgatishga yordam beradigan nazariy asoslar haqida keng qamrovli tushuncha berishga qaratilgan.

Kalit so'zlar: Nazariya, fonika, sxema nazariyasi, sotsial-madaniy, konstruktivistik yondashuv, butun til yondashuvi, o'qishning interaktiv modeli, o'qishning oddiy ko'rinishi, konstruktivizm.

THEORETICAL BASIS OF TEACHING READING SKILL

Annotation: Teaching reading is a complex process that requires a solid theoretical foundation to effectively impart this essential skill to learners. This article explores the theoretical bases that inform the teaching of reading skills. It discusses key theories and approaches, such as phonics and phonological awareness, the whole language approach, cognitive processing theories, schema theory, socio-cultural theory, and constructivist approaches. By understanding the theoretical underpinnings of reading instruction, educators can make informed decisions about instructional strategies and create meaningful learning experiences for their students. The article also highlights the impact of sociocultural factors on reading instruction and emphasizes the need for a balanced approach that combines various theories and strategies. Overall, this article aims to provide educators with a comprehensive understanding of the theoretical underpinnings that can guide effective reading instruction.

Key words: Theory, phonic, schema theory, socio- cultural, constructivist approach, whole language approach, Interactive Model of Reading, Simple View of Reading , constructivism.

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ИЗУЧЕНИЯ УЧЕБНЫХ НАВЫКОВ

Аннотация: Обучение чтению — сложный процесс, требующий прочной теоретической основы для эффективного привития учащимся этого важного навыка. В этой статье исследуются теоретические основы, лежащие в основе обучения навыкам чтения. В нем обсуждаются ключевые теории и подходы, такие как фонетика и фонологическое осознание, целостный языковой подход, теории когнитивной обработки, теория схем, социокультурная теория и конструктивистские подходы. Понимая теоретические основы обучения чтению,

преподаватели могут принимать обоснованные решения относительно стратегий обучения и создавать значимый опыт обучения для своих учеников. В статье также освещается влияние социокультурных факторов на обучение чтению и подчеркивается необходимость сбалансированного подхода, сочетающего различные теории и стратегии. В целом, цель этой статьи – предоставить преподавателям всестороннее понимание теоретических основ, которые могут способствовать эффективному обучению чтению.

Ключевые слова: Теория, фонетика, теория схем, социокультурный, конструктивистский подход, общеязыковый подход, интерактивная модель чтения, простой взгляд на чтение, конструктивизм.

Introduction

Teaching reading is a fundamental aspect of education, and its significance cannot be overstated. The ability to read fluently and comprehend written text is essential for academic success and lifelong learning. To effectively teach reading, educators must rely on a solid theoretical basis that encompasses various aspects of the reading process. This article delves into the theoretical foundations of teaching reading, shedding light on key concepts and frameworks that inform instructional practices.Understanding the cognitive processes involved in reading is crucial for effective instruction. Theories such as the Simple View of Reading and the Interactive Model of Reading highlight the interplay between decoding and comprehension. According to these theories, reading involves decoding the written text and constructing meaning from it. Educators must consider these cognitive processes when designing instructional strategies that promote both accurate word recognition and comprehension skills. Furthermore, language and literacy development play a vital role in teaching reading. The Constructivist Theory emphasizes the importance of providing meaningful and authentic literacy experiences to learners. This theory suggests that reading instruction should be embedded in rich language environments that promote language development and foster a love for reading. By exposing students to a wide range of texts and engaging them in purposeful reading activities, educators can support language acquisition and literacy skills simultaneously.

Theoretical Basis of Teaching Reading Skill:

1.   **Phonics and Phonological Awareness:** Phonics is an approach that emphasizes the relationship between letters and sounds. It teaches students to decode words by recognizing and blending individual letter sounds.
2.   **Whole Language Approach:** The whole language approach emphasizes the use of meaningful texts, context, and language experiences to teach reading. It assumes that reading is a natural process that occurs through exposure to authentic and engaging literature. This approach focuses on comprehension and meaning-making rather than isolated skills. It encourages students to use their background knowledge, predict, infer, and draw conclusions while reading.
3.   **Schema Theory:** Schema theory suggests that readers construct and utilize mental frameworks or schemas to comprehend text. Schemas are organized knowledge structures that help individuals make sense of new information by connecting it to existing knowledge. Teaching reading based on schema theory involves activating prior knowledge, making connections, and building background knowledge to enhance comprehension.

Literature reviews

During my in-depth research, I reviewed and explored several important references that included various perspectives on the topic. ''Research studies have shown the efficacy of behaviorist

strategies in improving early reading skills among young learners'' (Smith, 2003; Johnson, 2007). Studies on reading instruction have found that behaviorist methods emphasize the direct instruction of phonics, decoding skills, and reinforcement strategies to improve reading fluency and accuracy.

Studies have demonstrated the effectiveness of balanced literacy practices in promoting well-rounded reading development (Allington & Gabriel, 2012; Pressley, 2014). Balanced literacy methods aim to blend different theories and teaching methods to form a well-rounded reading curriculum. It incorporates direct skill teaching, guided reading, independent reading, and authentic literacy activities to enhance students' reading abilities in all aspects, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

''Research supports the significance of cognitive processing models in understanding the components and mechanisms of skilled reading '' (Gough & Tunmer, 1986; Perfetti, 1999). Cognitive processing models, like the Simple View of Reading and the Interactive Compensatory Model, center on the cognitive functions necessary for reading. These models emphasize the combination of decoding abilities (such as phonological awareness and phonics) with language understanding (including vocabulary and background knowledge) to reach skilled reading proficiency.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Catherine, 2002:11).

''Studies have demonstrated the effectiveness of constructivist practices in fostering deep comprehension and critical thinking skills in reading'' (Brown, 2008; Anderson et al., 2012). Constructivism considers learning as an active process that involves creating meaning through interactions with the surroundings. In educational practices like reading instruction, the constructivist approach promotes engaging with texts, connecting to previous knowledge, and utilizing strategies such as predicting, questioning, and summarizing to improve comprehension.

Conclusion

Having a solid theoretical basis is essential for teaching reading effectively as it covers different elements of the reading process. This article discusses various theories and frameworks that offer valuable perspectives on cognitive processes in reading, the importance of language and literacy development, the role of phonics instruction, and how sociocultural factors influence reading teaching. By integrating these theories into teaching methods, educators can develop a well-rounded and successful approach to teaching reading. Ultimately, cultivating proficient readers provides students with a valuable skill that leads to gaining knowledge, fostering creativity, and personal development.

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