

THE USE OF CLT IN TEACHING READING

Bekturdiyeva Laylo Farxod qizi

*2nd year bachelor KSU named after Berdakh
Teaching foreign languages: English Philology.*

Bekturdiyeva Aziza Farxod qizi

*4th year bachelor KSU named after Berdakh
Teaching foreign languages: English Literature.
Karakalpak state university named after Berdakh,
Uzbekistan*

Abstract: *Reading is a cognitive process involving decoding and comprehending written text. It plays a crucial role in acquiring knowledge, developing critical thinking, and fostering creativity. As a skill, reading supports academic success and lifelong learning, providing access to diverse perspectives and information. Reading as an aim and a means of teaching and learning foreign language. This article underlines the application of CLT in reading instruction.*

Key Words: *helpfulness of reading, reading disabilities, Communicative language teaching (CLT), the relationship of reading to other skills.*

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Reading is a vital skill for learning a foreign language, as it helps to advance vocabulary, grammar, and comprehension as well. Apart from writing, listening and speaking, It also exposes learners to different sentence structures and writing styles, which can enhance their overall language proficiency. Using reading as a means of teaching and learning a foreign language has several benefits:

1. **Vocabulary Expansion:** Reading exposes learners to a wide range of words and phrases, helping them expand their vocabulary in context.

2. **Grammar Practice:** Reading provides examples of correct grammar usage, helping learners understand the rules of the language and how they are applied in real-life situations.

3. **Comprehension Skills:** Reading helps improve reading comprehension skills, as learners must understand the meaning of the text and infer information from context.

4. **Cultural Understanding:** Reading authentic texts in a foreign language can provide insights into the culture, history, and traditions of the target language speakers.

5. **Motivation and Engagement:** Reading can be an enjoyable and engaging way to learn a language, especially when learners choose texts that interest them.

To effectively use reading as a means of teaching and learning a foreign language, teachers can incorporate various reading activities such as:

- Reading comprehension exercises
- Vocabulary building exercises
- Discussion questions related to the text
- Writing assignments based on the reading material
- Group or pair reading activities
- Using graded readers or simplified texts for beginners.

Reading is one of substantial educational significance, since reading is a way of communication and by reading mankind get information about their need from books, journals, magazines and newspapers as well. Moreover, through reading in a foreign language the people can enrich their knowledge of the world around them. They get acquainted with the countries where the target language is spoken.

It is also true that reading flourishes pupil's Intellectual capacity. It helps to evolve their memory, commitment and as well as it assists to develop their imagination. Additionally, through reading pupils become accustomed to working with books, which in its turn facilitates unaided practice in further reading. The content of the texts, Their ideological and political spirit guidance pupils. In turn, we must spread in Soviet pupils such standards as integrity, devotion to and love for our people and the working people of other countries, the texts our pupils are to read must meet these prerequisites. Reading ability is, therefore, not only of great practical, but also educational, and social significance, too. Reading is not only an aim in itself, but also in a manner of speaking, it is a means of learning a foreign language. When reading a text or book, the scholar reviews the sounds and letters, new vocabularies and grammar, memorises the spellings of the words, the meanings of the words and word combinations, also, he or she reviews his or her grammar mistakes and, in this way, he or she perfects his command of the target language. Reading is, for that reason, both an end to be attained and the methods to obtain that end. What's more, there are 5 steps of the reading and the reading steps are:

Step 1: Preview the text.

Step 2: Access background knowledge.

Step 3: Read and think.

Step 4: Respond to reading.

Step 5: Evaluate and reflect.

CLT also positions the teacher as a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language but works on developing sound oral and verbal skills prior to reading and writing [1].

The rise of CLT in 1970s and the early 1980s was partly in response to the lack of favorable outcome with traditional language teaching methods and relatively by the enlarge in demand for language learning.

In CLT, learners converse about personal experiences with parents, and also instructors who can teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. That method also claims to encourage learners to

incorporate their personal experiences into their language learning environment and to focus on the learning experience, in addition to the learning of the target language. According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority [2].

In turn, CLT positions the teacher as a facilitator, rather than an instructor. Moreover, the approach is a non-methodical system that does not use a textbook series to teach the target language, but works on developing sound oral and verbal skills prior to reading and writing as well. Then, CLT (Communicative Language Teaching) method will assist students to be active in reading comprehension. Reading is a long-lasting skill that improves memory, builds a robust vocabulary and foundation of knowledge, and adds a richness and depth of meaning to life for all those who can access true, deep comprehension. Moreover, reading is a fundamental life skill. However, over 7% of children, students and sometimes teachers also have a reading disorder, and 20% of population has dyslexia.

Individuals can struggle with reading in various ways. Some experience challenges with decoding, the ability to translate letters into sounds that blend to forms. Many people have difficulty with reading comprehension as well. That means this is the ability to grasp the information conveyed when reading.

In this comprehensive guide to read disorderlinesses, we will discuss how to point out different types of reading disabilities and what the potential causes of reading disorders are.

Most importantly, we will review evidence-based strategies that can be used to advance an individual's reading comprehension skills.

Signs of reading disabilities include limited vocabulary, spelling difficulties, trouble decoding words, and other kinds of disabilities.

Being able to recognize the signs of a reading disability is crucial as this is the first step toward providing individuals with the support which they need.

Common signs of reading disabilities include:

1. Limited vocabulary. Individuals with a limited vocabulary will have a difficulty with understanding and/or using a variety of words functionally. Vocabulary is a foundation for reading comprehension, so difficulties in this area can result in an individual having challenges, understanding words that are read.

2. Poor spelling. Difficulty with spelling can cause an individual to have challenges with decoding words and understanding their meanings. Poor spelling is linked to word recognition deficit, also known as Dyslexia.

3. Struggling with comprehension. A reduced ability to understand and recall information presented from text is a sign of a reading disability. Some individuals may be able to read words, but do not understand the meaning they represent.

4. Difficulty decoding words. Individuals who have difficulty decoding words can not consistently sound out words by recognizing the relationship between letters and sounds. This is a fundamental skill required for reading.

5. Reversals and substitutions. Reversing the letters, when certain letters are read or written as if they appear backwards or upside down, is a sign of Dyslexia, a common reading disorder. Individuals with Dyslexia often substitute one letter for another, such as confusing the letter “b” with “d”.

6. Challenges with sequencing. Individuals with reading comprehension difficulties often have trouble understanding the order of events within text such as what happened first, next, or last in a story [3].

All things considered, the CLT (Communicative Language Teaching) plays significant role in teaching and also learning reading. Besides, the method CLT can help not only students, but also teachers to be diligent in reading comprehension.

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