

READING SKILL (CRITERIA). THE ESSENTIAL CHARACTERISTICS OF THE PROCESS OF TEACHING EXPRESSIVE READING

*Torebaeva Nurzada,
Student of KSU*

*Academic lyceum of Karakalpak State University,
English teacher Yusupova Sarbinaz*

Abstract: This article examines the process of developing and improving oral reading skills through preparation for expressive reading of literary works. If methods aimed at teaching expressive reading of literary texts are used systematically, they can foster both expressive reading and a deeper understanding of the material.

Keywords: reading skill, the process of teaching expressive reading, content of the literary work.

Modern methodology defines reading skill as an automated ability to vocalize printed text, which also implies comprehension of the main idea of the literary piece and forming a personal attitude toward what is being read. This type of reading activity includes the ability to think about the text before, during, and after reading. Such “thoughtful reading,” based on a well-developed reading skill, becomes a means of introducing children to cultural traditions, immersing them in the world of literature, and developing their personality. “It is important to remember that reading skill is a key to academic success both in primary and secondary school, and a reliable tool for navigating the complex flow of information encountered by modern individuals” [5].

Methodology typically characterizes reading skill by four qualities (criteria): accuracy, fluency, conscious comprehension, and expressiveness.

- Accuracy is defined as smooth reading without distortions that would affect the meaning.
- Fluency refers to the speed of reading, which influences comprehension. Reading speed is measured by the number of printed characters (usually words per minute) read in a given amount of time.
- Conscious comprehension in recent methodological literature is described as understanding the author's intent, recognizing the literary devices used to convey it, and forming one's personal response to the text [1].
- Expressiveness as a quality is developed through analysis of the work. To read expressively means, as L.A. Gorbushina rightly states, “to find in oral speech the means by which the ideas and emotions embedded in the work can be conveyed truthfully, accurately, and in line with the author's intention.” One such means is intonation [8].

Intonation is a combination of elements of spoken speech—primarily stress, tempo, rhythm, pauses, pitch rise and fall. These elements interact, support each other, and are determined by the content of the work, its emotional and ideological charge, and the goals the reader sets at that moment [2].

Developing reading skills is a complex and lengthy process. A teacher must understand the stages of this process and be guided by reference points to determine each child's level of mastery.

The fundamental principle of expressive reading is to penetrate the ideological and artistic meaning of the text. In preparing to read a literary work aloud, the teacher must read it attentively, study its content, determine the central idea and its emotional tone, understand the range of life phenomena depicted, the order of events, and the characteristics of the characters. It is also important to assess how well the audience will understand the work.

The content of the piece directly informs the methods and approaches to be used when presenting it to children.

For reading to be effective, the teacher must clearly define the educational and developmental goals of the reading. The same applies to understanding the content and setting objectives.

To ensure success, the teacher must continually work on their own speech. As Maxim Gorky once wrote: “Speaking to children in the language of sermons only causes boredom and inner rejection of the very subject, as confirmed by the experience of families, schools, and pre-revolutionary children's literature” [3].

An educated person should speak beautifully and expressively, constructing their speech correctly.

As O.V. Kubasova writes: “The teacher himself, his speech manner, his expressive language, his storytelling, his poetry reading—all this serves as a constant example for students” [4].

Oral speech skills should be reinforced through specific exercises focused on voice development, breathing, and diction. These exercises must be revisited regularly.

Expressive reading requires patience, persistence, and systematic work. Mastery of emotionally expressive speech does not always come easily, especially when students study independently. In this context, self-monitoring becomes very important. It involves checking how well students control their breathing during speech and how clearly they articulate sounds.

Thus, in reading literary works, melody serves as one of the most vivid expressive tools in oral speech: it affects the listener, facilitates understanding of the work, and reveals its emotional dimension. It is essential not only to practice using intonation but also to constantly observe the intonation in the speech of others—especially masters of spoken word such as actors, narrators, and performers.

References:

1. Bezrukikh, M.M. *The Formation of Reading and Writing Skills in the Process of Teaching Children*. Russian State Library. <http://metodisty.narod.ru/vsd04.htm>
2. Borisenko, I.V. *Methodological Lessons of K.D. Ushinsky // Primary School*, 1994, No. 3, pp. 12–19.
3. Svetlovskaya, N.N. *Methods of Teaching Reading: What Is It? // Primary School*, 2005, No. 2.
4. Vasilieva, M.S., Omorokova, M.I., Svetlovskaya, N.N. *Current Issues in Teaching Reading in Primary Grades*. Moscow: Pedagogy, 1997.
5. Yakovleva, V.I. *Ways to Improve Reading Lessons // Primary School*, 1996, No. 6, pp. 12–16.

EFFECTIVENESS OF LANGUAGE LEARNING APPLICATIONS IN VOCABULARY ACQUISITION

Tubirbaev Miras

4th Year Student, Faculty of Foreign Languages, Karsu
Scientific advisor: Sadullaeva A.N. Associate Professor, PhD

This comprehensive study investigates the effectiveness of mobile language learning applications specifically in the realm of vocabulary acquisition. As technology becomes increasingly integrated into educational environments, the concept of mobile-assisted language learning (MALL) has gained substantial traction among language learners worldwide. This research meticulously examines theoretical foundations of vocabulary acquisition, contrasts traditional learning methodologies with innovative digital approaches, and evaluates the efficacy of prominent applications like Duolingo, Memrise, and Anki.

A survey-based methodology has been employed to gather quantitative data and assess learners' progress over a defined period. Findings from this study indicate that key elements such as spaced