

## READING SEQUENCES AND PRINCIPLES IN TEACHING ENGLISH

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### ABSTRACT

This article is devoted to teaching reading by using its principles and sequences. Reading principles and sequences are expressed in teaching English in the given article.

**Keywords:** SLL, foreign language teaching, reading skill, effective reading, principles and sequences.

### INTRODUCTION

Reading is the skill of understanding, written words and using in teaching foreign languages. Reading is a part of the way we use language in daily life to gather information, communicate with others and also for enjoyment. Reading always occurs in context, that is, what we read is part of a broader situation or an extended text .

#### Main part

Reading is connected with sequencing that is one of many skills that contributes to students' ability to understand what they read. Sequencing refers to the identification of the components of a story or a topic such as the beginning, middle, end to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Finding meaning in a text depends on the ability to understand and place the details, the sequence of events, within some larger context—the beginning, middle, and end of a story. The ordering of events in a story, along with connecting words such as once upon a time, then, later, afterwards, and in the end, are good examples of textual features, an understanding of which gives the reader a way of integrating the story's individual parts into its larger framework—and thereby understanding the author's purpose.

Why Is It Important? As students listen to or read text, they are best served if they can understand the information as it is presented and then recall it at a later point. One of the easiest ways to recognize the order of events is to look out for the sequencing words or transitions that are used to connect the various parts of the text. Some of these words and phrases also act as signals to provide an indication of whether the event will be located in the beginning, in the middle, or toward the end of the text's chronology. There are a wide variety of 'signal words' and the following represent just a few of the most common, as well as where they are most likely to occur. For example, in stories we can use such kind of words.

#### Beginning

- *Once upon a time / Once there was*
- *In the beginning*
- *First of all*

#### Middle

- *Meanwhile*
- *After that*
- *Suddenly*

End

- *In the end*
- *Finally*
- *After all.*

When we cannot remember the names of people, places, things we can use reading sequences in order to teach such kind of words for instance, so as to remember the sequences of names of Smith, Martin, Igor, Lucy, Emily, we can use the first letter of these names such as "SMILE" for above mentioned names.

It is important reading principles for teaching foreign languages as reading sequences. There are a lot of reading principles in teaching foreign languages, for instance, the reading material should be easy for learners also suitable for learners' level and age. In helping beginning readers select texts that are well within their reading comfort zone, more than one or two unknown words per page might make the text too difficult for overall understanding. Intermediate learners might use the rule of hand-no more than five difficult words per page. Hu and Nation suggest that learners must know at least 98% of the words in a fiction text for unassisted understanding 1.

It follows that, for extensive reading, all but advanced learners probably require texts written or adapted with the linguistic and knowledge constraints of language learners in mind. A variety of reading material on a wide range of topics must be available. The success of extensive reading depends largely on enticing students to read. To awaken or encourage a desire to read, the texts made available should ideally be as varied as the learners who read them and the purposes for which they want to read. Books, magazines, newspapers, fiction, non-fiction texts that inform, texts that entertain, general specialized, light, serious. For an inside track on finding what your students are interested in reading, follow William's advice: "Ask them what they like reading in their own language, peer over their shoulders in the library, ask the school librarian". Varied reading material not only encourages reading, it also encourages a flexible approach to reading. Learners are led to read for different reasons. Learners choose what they want to read. The principle of freedom of choice means that learners can select text as they do in their own language, that is, they can choose texts they expect to understand, to enjoy or to learn from. Correlative to this principle, learners are also free, indeed encouraged, to stop reading anything they find too difficult, or that turns out not to be of interest[3;51] Certain instructional methods are more effective than others. Many of the more effective methods are ready for implementation in the classroom.

To teach reading well, teachers must use a combination of strategies, incorporated in a coherent plan with specific goals. A teacher who addresses only one area of reading or uses one instructional approach will probably not be successful.

Reading comprehension – understanding what is read – is best supported when teachers use a variety of techniques and systematic strategies to assist in recall of information, question generation, and summarizing of information. Teachers must be provided with appropriate and intensive training to ensure that they know when and how to teach specific strategies. Teachers must know how children learn to read, why some children have difficulty reading, and how to identify and implement instructional strategies for different children.

## CONCLUSION

Reading sequences and principles are very important for teaching reading because they include effective methods and ways of teaching reading skills. According to reading principles reading skill needs to be practiced every day. Learners read further reading materials such as newspapers, journals, fiction books two hours a day in order to improve reading speed and widen their outlook. The purpose of reading is usually related to pleasure, information and general understanding. According to reading sequences, we need reading sequences in order to read instructions, stories, activities such as a picture story. Reading sequences also help us to understand the meaning of topics, activities, games.

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