

Technologies for Teaching Home Reading Texts to 7th Grade Pupils

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Abstract

Today, learning foreign languages interest of younger generation is growing. Therefore, at schools, including foreign languages Teaching English requires the use of interactive methods in the classroom and also out of it. This article highlights the importance of interactive methods of teaching reading texts in English for home reading for the 7th grade pupils at secondary schools.

Keywords: Method, Techniques, Foreign Languages, Game, Activity, Education, Home Reading

INTRODUCTION

One of the most important and positive changes in modern primary education is the decision of the First President of the Republic of Uzbekistan dated December 10, 2012 "On measures to further improve the system of learning foreign languages." "Resolution PQ-1875. Based on this decision, the study of foreign languages, mainly English, in the form of game-based lessons and oral lessons from the 1st grade of general secondary schools, and from the 2nd grade, the alphabet, reading and grammar training begins in stages.

According to the resolution, under the leadership of the Coordinating Council, which is constantly working to further develop the study of foreign languages, began to carry out unprecedented work in all areas of education. Textbooks and teaching aids for these classes have also been created. It is noteworthy that the activities in the complexes designed for first-graders are proportional to the age of the little ones. The children began their first acquaintance with a foreign language by learning the culture of greeting, colors, and everyday words in the form of dialogue.

Reading is the most essential skill for all language learners. When a learner can read and comprehend English texts effectively, they have established themselves as effective readers. When a learner has poor reading skills, he definitely has to make a great effort grasping and acquiring new knowledge throughout his academic years.

METHODOLOGY AND DISCUSSION

In teaching foreign languages to pupils in the middle grades, especially at the 7th grade, it is necessary to take into account the age, physiological, psychological characteristics of the pupil. The use of game technology in education is one of the most effective tools. During the game, their thinking,

worldview, thinking expands. Scientists believe that a play-based approach to education facilitates the learning process. Not only does it make it easier, but it also increases the child's interest in science and encourages the child to gain in-depth knowledge. Play-style lessons help children develop oral speech. First graders love a variety of pictures or videos. Through different colored pictures, games should be used regularly to enhance their speech.

Improving teaching methods is now one of the main directions for teachers in the field of teaching all subjects. The introduction of interactive teaching and learning methods are relevant for all subject teachers as they are good helper to develop pupil's language learning in the classroom. So interactive methods are being used more and more widely. As a result, pupils are able to think independently, analyze, draw conclusions, to express one's opinion, to defend it on the basis of it, healthy communication, discussion and debate skills are formed and developed. In the process, the lesson is based on pupil's interaction.

The main purpose of the methods is to create the most favorable environment for the firing process through active, free, creative thinking of the pupils, his needs, interests, innercreates an environment in which opportunities can be activated. In the process lessons pupil's interest in learning increases, friendly relations are formed.

Here are some functions for improving 7th grade pupils home reading.

Read to Nurture Creativity

7th grade is when a lot of creative pupils really find their niche. An extensive background in a variety of reading topics is the most important material to serve as a foundation for a creative mind. That's why in the 7th grade we strongly encourage introducing pupils to elements of science fiction and fantasy.

Although younger pupils are occasionally resistant to less grounded modes of narrative, we find that by the 7th grade, pupils are more adept at separating fantasy and reality. They're more willing to accept and explore the possibilities of imagined universes. For many pupils who end up in creative careers, their interest in creative endeavors begins with a love of fiction.

Creative minds are minds that drive every industry in the world. Henry Ford never wrote any novels, but he did come up with a very inventive ways to optimize the automobile industry. This is why it's so important to teach all pupils—regardless of their interests—the ability to think creatively. The ability to think creatively is grounded in the idea of “what if.” The realist looks at the world and says “This is how things are,” but the creative mind looks at the world and is able to say “what if it were different?”

Problem-solving skills are grounded in this ability to imagine alternative possibilities than what currently exists. The foundation for being able to come up with hypothetical situations is grounded in the reading and discussing of creative materials.

Read to Become a Better Thinker

At 7th grade, teachers begin showing pupils works of fiction that deal in similar subjects from different points of view. They can encourage pupils to compare and contrast these works to identify nuances and differences of opinion and thought.

What's fascinating to see is how pupils will read one book and agree with it wholly, and then read the second book and also agree with it wholly... even though it espouses a completely different point of view!

In psychology, this state of believing two contradictory viewpoints simultaneously is known as “cognitive dissonance.” The ability to construct a valid worldview and engage other human beings consistently as a thoughtful person is contingent upon eliminating cognitive dissonance. The way to eliminate cognitive dissonance is to articulate the pros and cons of opinions that are not one's own.

This is why it's important to read books that address the same topic from different angles. Pupils become able to articulate the differences between two authors' perspectives on the same subject. This frees them to come to a more educated and firm understanding of what they believe about a topic. This is the core what makes a critical thinker.

Going forward into high school and later college, pupils need to be sure of what they believe and be able to articulate it clearly to other people. They will need to be able to compare different ideas that they

do not necessarily hold, and they need to be able to argue for the validity of different points of view. 7th grade is the perfect opportunity to begin this process!

Read to Develop Empathy

Reading also help pupils develop empathy. In everyday life, we don't have the opportunity to be another person. However, with the magic the fiction, we can temporarily put ourselves in the shoes of another human being. Through the conceit of fiction, we can live different lives and experience different things that we wouldn't otherwise be able to.

Because of this, fiction is one of the greatest tools that can be used to improve empathy. People who consume a wide variety of fiction and nonfiction tend to be defter at identifying the needs and emotions of other people. This makes them effective in all aspects of life. An ability to feel what another person is feeling is essential to having successful relationships whether they be familial, romantic, or professional.

Read to Become a Better Communicator

Reading widely and then writing about what one has read also helps pupils become more articulate. With this ability, they will be able to more clearly express their opinions. It's always a good idea to pair reading exercises with writing exercises for this goal, as pupils will have the chance to break down what tools an author uses to create successful communication.

From there, the pupils can employ the same rhetorical techniques they have been describing to improve their own communication.

Most English language textbook authors and publishers can not possibly know the needs of a particular audience in order to make crucial instructional decisions (Hedgcock & Ferris, 2009). Some contents and arrangements of a textbook may not suit the interests, needs, or expectations of a particular cohort (Hedgcock & Ferris, 2009). Moreover, textbooks are too inflexible to be used directly as instructional materials (Allwright, 1990; as cited in Kitao & Kitao, 1997). Other than that, some reading selections, exercises, articles, and visual enhancements may be inauthentic, unappealing, or too tightly controlled for length and lexical complexity leading to boredom and low motivation on the part of learners (Hedgcock & Ferris, 2009). Ultimately, learners opt for resistance towards the difficulty of the text (Hedgcock & Ferris, 2009).

There are many types of such activities, depending on the nature of the lesson and selected according to the intended purpose and accordingly prepared will be seen. To prepare pupils to participate in activities there are specific requirements that are necessary for active participation in the

training knowledge acquisition, willingness to communicate, collaboration, independent thinking, the ability to express and defend one's point of view, and consists of others. Proper selection, preparation and use of the necessary tools and their responsibilities should be clearly defined. There are some differences between interactive methods and traditional teaching methods. Each teacher compares these differences to each other as well as advantages and disadvantages of lesson planning and teaching methods should be taken into account in the selection. It's about imparting new knowledge and skills, form, develop, consolidate, replicate knowledge, apply in practice and taking into account the characteristics of the subject, interactive or the most appropriate for the lesson on the topic, the correct choice of other methods. The right choice of method application makes the training fun and effective. The current stage of development of educational technology is interactive in the educational process, characterized by the widespread use of teaching methods.

CONCLUSION

Many years of uniformity in the teaching technology used, as the teacher in the learning process, hegemony, subject plan is prepared by the teacher, even without excessive observation. Attempting to present to the pupil at an acceptable level reduces the activity of pupils and prevents them from developing creative thinking skills, had begun. That is why, the educational process is not taught to the pupil, but also to use interactive teaching methods that teach him to read and learn, the effort intensifies. In short, the goal is to make the lesson effective only if the teacher has mastered the use of interactive teaching methods in their place to achieve their goal. So teaching home reading texts to 7th grade pupils is also being very relevant to improve pupils' knowledge in English.

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