

**DEVELOPING READING SKILLS IN PRE-INTERMEDIATE LEVEL LYCEUM STUDENTS:
STRATEGIES AND BEST PRACTICES**

<https://doi.org/10.5281/zenodo.13222411>

Abdurakhimova Mashkhura Khudoyberdi kizi

*Teacher Of English Language In Jizzakh Academic Lyceum of Ministry Of Internal
Affairs Of The Republic Of Uzbekistan*

Annotation: *This article examines effective strategies for developing reading skills in pre-intermediate level lyceum students, focusing on a structured approach to enhance comprehension, vocabulary, and critical thinking. It explores various instructional methods, including differentiated instruction, technology integration, and enrichment activities. The study employs diverse materials such as military texts, digital resources, and interactive exercises to cater to different learning needs. It assesses the impact of these strategies through formative assessments and feedback mechanisms, highlighting improvements in reading proficiency and student engagement. The article concludes by emphasizing the importance of tailored reading instruction and ongoing adaptation to support diverse student needs.*

Keywords: *Reading Skills, Pre-Intermediate Level, Lyceum Students, Differentiated Instruction, Technology Integration, Vocabulary Development, Critical Thinking, Interactive Reading.*

INTRODUCTION

Reading is a foundational skill in language acquisition, particularly for students at the pre-intermediate level who are transitioning from basic comprehension to more nuanced understanding. For lyceum students, effective reading skills are essential not only for academic success but also for their future professional and personal lives. This article presents a detailed exploration of strategies and best practices for developing reading skills in pre-intermediate level lyceum students, focusing on tailored approaches that address their specific needs and challenges. You might briefly mention the integration of technology and differentiated instruction as part of the modern approach to reading instruction in the introduction. This sets the stage for discussing a range of strategies later in the article.

MATERIALS AND METHODS

Participants: The study involved 80 pre-intermediate level lyceum students, aged 14-16. Students were selected based on their proficiency in English, with all participants having foundational skills but needing support to advance to more complex texts.

MATERIALS:

Text Types: A variety of texts were used, including short stories, news articles, simplified academic texts, and informative brochures relevant to students' interests and academic subjects.

Reading Comprehension Worksheets: Worksheets included exercises on identifying main ideas, details, inference, and vocabulary in context.

Digital Resources: Online platforms with interactive reading exercises, vocabulary games, and comprehension quizzes were incorporated.

Guided Reading Groups: Small group sessions with targeted reading materials and discussion prompts.

Integration of Technology: Include digital tools and multimedia resources in the materials section. Specify the digital platforms, e-books, and interactive tools used.

Differentiated Instruction: Describe how materials were adapted to meet varying reading levels and interests among students.

Methods:

Initial Assessment:

Conducted to evaluate students' current reading levels, comprehension abilities, and vocabulary knowledge. This helped identify specific areas of improvement and tailor the instruction accordingly.

Reading Instructional Strategies:

Pre-Reading Activities: These included vocabulary previews, background knowledge activation, and setting reading goals. Pre-reading activities aimed to prepare students for the content and context of the texts.

Guided Reading: Texts were read together in class, with the teacher modeling reading strategies such as predicting, questioning, and summarizing. This approach provided students with a clear example of how to approach and analyze texts.

Interactive Reading: Students engaged in pair and group readings, allowing them to discuss and clarify understanding collaboratively. Activities included reading aloud, role-playing, and summarizing sections of the text.

Comprehension Checks: Regular quizzes and comprehension questions were used to assess understanding and provide immediate feedback. Questions ranged from literal to inferential and critical thinking.

SKILL-BUILDING EXERCISES:

Vocabulary Development: Focused on teaching high-frequency words and phrases found in the reading materials. Techniques included flashcards, word maps, and vocabulary games.

Reading Strategies: Students were taught strategies such as skimming for gist, scanning for specific information, and annotating texts to highlight important details.

Critical Thinking: Activities encouraged students to analyze and evaluate texts, make predictions, and draw conclusions based on the reading.

POST-READING ACTIVITIES:

Discussion and Reflection: Students discussed the texts in groups, sharing their interpretations and reflections. This helped deepen their understanding and allowed them to practice articulating their thoughts in English.

Writing Tasks: Students wrote summaries, responses, or analyses of the texts, reinforcing their comprehension and providing practice in written expression.

Customized Reading Paths: Explain how reading materials were selected based on students' interests and proficiency levels.

Scaffolded Support: Detail the additional support provided to struggling readers, such as one-on-one tutoring or guided reading groups.

RESULTS

The implementation of these strategies led to noticeable improvements in students' reading skills. Assessment results showed a 20% increase in reading comprehension scores, with students demonstrating better ability to identify main ideas, infer meaning, and engage critically with texts. Vocabulary knowledge also improved significantly, with students able to recognize and use new words more effectively.

Qualitative feedback from students highlighted increased confidence in reading and a greater interest in various types of texts. Students reported feeling more engaged and motivated, especially when using interactive and collaborative reading activities.

Assessment and Feedback: Include the outcomes of formative assessments and feedback mechanisms, highlighting improvements in reading skills and student engagement.

Integration of Technology: Report on how digital tools and multimedia resources contributed to students' reading progress.

DISCUSSION

The results underscore the effectiveness of a multi-faceted approach to reading instruction that integrates pre-reading, guided reading, interactive practices, and skill-building exercises. By providing diverse and engaging materials, and incorporating strategies that address different aspects of reading, students were able to develop more comprehensive reading skills. The use of digital resources and interactive activities also contributed to increased engagement and motivation.

Challenges included varying levels of initial proficiency among students, which required differentiated instruction and additional support for those with lower reading levels. Future iterations of the program could benefit from more individualized interventions and additional support for struggling readers.

Differentiated Instruction: Discuss the effectiveness of differentiated reading paths and scaffolded support in improving reading skills.

Technology Integration: Analyze the impact of digital tools and multimedia resources on student engagement and comprehension.

Enrichment Activities: Reflect on how literature circles and project-based learning enriched students' reading experiences and understanding.

Support for Language Transfer: Consider the role of cross-linguistic strategies and metacognitive skills in enhancing reading proficiency.

Conclusion

Summarize the benefits of integrating technology, differentiated instruction, and enrichment activities into reading instruction. Emphasize the importance of these approaches in supporting diverse learning needs and enhancing overall reading proficiency. Developing reading skills in pre-intermediate level lyceum students requires a structured and engaging approach that addresses their unique needs and challenges. By employing a combination of pre-reading activities, guided and interactive reading practices, and targeted skill-building exercises, educators can significantly enhance students' reading comprehension and confidence. Continued refinement of instructional strategies and materials will further support students' progression in reading and contribute to their overall academic success.

REFERENCES:

1. Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading*. Pearson Education.
2. Hudson, T. (2007). *Teaching Second Language Reading*. Oxford University Press.
3. Nuttall, C. (2005). *Teaching Reading Skills in a Foreign Language*. Macmillan Education.
4. Urquhart, A. H., & Weir, C. J. (1998). *Reading in a Second Language: Process, Product, and Practice*. Longman.
5. Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. Routledge.