



The core and significance of “Extensive reading” in teaching English as a foreign language in the development of students ' reading skills

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ABSTRACT

This article is devoted to showing the importance of “Extensive reading” for learners of English as a foreign language through an analysis of the results of scientific research conducted by various scientists to what extent it are important. In addition, the relevance of this reading skill is summarized on the basis of the basic principles. That is, the principles analyzed are based on the results obtained by language learners from ER.

Keywords:

Language skills, extensive reading, intensive reading, text books adapted to the language level, vocabulary, grammatical literacy, reading speed, the teacher as “model” role.

Extensive reading has several minor characteristics that make it fundamentally different from the study carried out during the lesson. First, the texts used in it are usually easy with a few unknown words for learners to understand.. This is a very important feature of extracurricular curiosity reading, which means that the use of longer texts in most cases does not correspond to situations in the classroom.. Another notable aspect is that in extracurricular studies, students have the opportunity to read the text or resource they want by themselves. Since the level of verification of text understanding is much less, many students prefer this type of reading, that is, reading is seen as more important than understanding because having a text with an exercise that checks to what extent it is dropped reading is seen as a reduction in pleasure. To carry out the most analysis and research on extracurricular reading in second language learning, the two scientists Day and Bamford developed 10 of principles and attached the following to them:

1. Ease of reading materials.

2. The variety of reading material i.e. that it cover different topic.
3. The ability of students to choose materials for their studies themselves
4. Have many options in their motoala
5. The purpose of reading is to have fun, focus on information and understanding of the essence of the general content
6. It is a type of reading, which allows the learner to be able to see the benefits
7. Reading speed increase rate
8. Availability of the opportunity to mutualize alone
9. Your teacher's task is only to direct correctly
10. It is like the fact that the teacher acts as the main model for students.

In the course of this article, each principle is permeated separately in analytical terms. Having done scientific work on this topic, brogan McAlister, however, unlike Bamford and Day, does not attribute non-sin studies to strict principles, but rather focused on how many readings he took and how much time was spent on it. From his research, it can be concluded that extracurricular reading is a new dream, although its entry into the jargon of

language learning goes back to the 1920s. It is concluded that Extensive reading is a language that has long been viewed as a technique used in teaching. The general research carried out on ER reflects that while it is mainly recognized as a key contributing factor to the development of vocabulary in both the native language and the second foreign language, it also increases the stock of vocabulary in terms of quality and number, even with the constant examination of the use and meeting of original vocabulary and words found in. A number of other scholars have pointed to ER not only as an opportunity to increase the wealth of speech, but also as a motive that can contribute to the writing skills and grammatical language essence. That is, the knowledge obtained by mutating from the point of view of cognitive models of language learning is considered the most productive with the help of ER. From this it follows that being in harmony communication with the structure of the language in a way it can occur through continuous reading. In addition to its benefits to language, ER causes the expansion of worldly and cultural knowledge to be especially changing in the worldview. Also ER loads a great responsibility for the teacher. Because students are mainly busy reading outside of the class in this case, it is difficult for the teacher to take control, and in these cases, the skill of being able to motivate them to read books is strictly required, with the best use of motivation.

In summary, STO ' remains the main base factor that contributes to improving language skills without only improving reading skills. Although there is a lot of scientific research on the STO, we can see that this is still viewed as a technique used in Language Teaching, where this process is linked to several factors.

Firstly, in most Language Teaching contexts, it is considered appropriate for language learners to be skeptical about effectiveness of ER at the expense of time spent independently, without teacher supervision. And the second is that the development of the reading skill in the curriculum is given great importance, mainly on the basis of increasing grammatical and vocabulary wealth. Third, it is criticized for the lack of focus on ER and its advantage over the

study activities carried out in the classroom. Many English teachers deny the importance of ER without realizing it because they are in favor of the usefulness of intensive reading. On the other hand ,for language learners, ER cannot represent its benefits, since it is not considered as an activity of interest, that is, according to the fifth principle of Bamford and Day.

In contrast to the reasons given against the introduction of ER, those who are in favor of this direction believe that there are many resources to establish ER, which is the second principle of Bamford and Day, and that we bring enough factors to start it effectively by making full use of these available resources. That is, the above-mentioned principle, along with the diversity of resources, is one of the very important jargons for the teacher to guide the learners in the slashing and control of the ER program. In this case, the delivery of useful aspects of ER to students in a clear and holistic manner is the main task of the teacher, and in the wake of this task, the student realizes the essence and necessity of ER and fully adheres to it.

Again, one of the main tasks of the teacher is his ability to be a "role model" for students, that is, that the teacher certainly has enough time and opportunity to read more of himself, therefore, together it is important that the skill of being able to interest his students at a higher level by sharing the experience and experience gained by. When students are provided with reading material, it should be easy for the learner to understand the resource they need to study as a second language. These resources include literary, scientific, fiction and even magazines, including graphic novels in the comic satirical genre. The reason for the negotiation is that a resource facilitated in second language learning has value for the learner to develop his language skills by taking advantage of it. Allan, working on the language in the materials obtained for the ER, makes such a conclusion by comparing the lexical parts of the units in the British corpora, that is, noting that the sources intended for the ER, despite being facilitated, have a very crucial effect on increasing reading fluency. In addition

to Allan's scientific research, a number of scientific research has been carried out on the differences encountered in the implementation of scientific and fantastic works in the program for the development of reading skills. Of these, it is the differences of these 2 different sources in Hook's research that are not formulated in the second language learning context but rather that they have admitted that it is possible to be an opportunity for the learner in some way. The resources given for ER in the development of language skills are mainly from one type of activity to increase the vocabulary range of the learner.

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