

# APPLICATION OF PRE-,WHILE-,AND POST READING ACTIVITIES IN TEACHING ENGLISH

Shukhrataliyeva Dilyoraxon Valijon qizi

Fergana State University

English and literature faculty,3 - year student

***Annotatsiya:** Ushbu maqolaning maqsadi ingliz tilini o'qitishda samarali sinf o'zaro ta'sirini kuchaytirishda o'qish faoliyati samaradorligini o'rganishdir. O'qish ko'nikmalarini rivojlantirish maqsadi katta ahamiyatga ega, chunki u maktabda va kundalik hayotda muvaffaqiyatga erishish uchun asosiy qobiliyat bo'lib xizmat qiladi. Bundan tashqari, ushbu tadqiqot ingliz tilini chet tili sifatida o'qitishda faol ishtirok etishni rag'batlantirish uchun o'qishdan oldingi va keyingi tadbirlarni amalga oshirishga qaratilgan.*

***Kalit so'zlar:** o'qishni tushunish, o'qishdan oldingi harakatlar, o'qish paytida, o'qishdan keyingi harakatlar, tanqidiy fikrlash, bashorat qilish*

***Аннотация:** Целью этой статьи является исследование эффективности занятий по чтению для повышения ценного взаимодействия в классе при обучении английскому языку. Задача привития навыков чтения имеет огромное значение, поскольку она служит фундаментальной способностью к успеху в учебе и повседневной жизни. Кроме того, в этом исследовании ставится цель внедрить занятия до и после чтения, чтобы способствовать активному участию в преподавании английского языка как иностранного.*

***Ключевые слова:** понимание прочитанного, деятельность перед чтением, деятельность во время чтения, деятельность после чтения, критическое мышление, прогнозирование.*

***Abstract:** This article aims to investigate the effectiveness of reading activities so as to enhance valuable class interaction teaching English. The task of imparting reading skills is of immense significance, for it serves as a fundamental ability to success in academic and daily experience. Besides, this study sets a goal to introduce*

*pre-while-and post reading activities in order to promote active engagement in teaching English as a foreign language.*

**Key words:** *reading comprehension, pre-reading activities, while-reading activities, post-reading activities, critical thinking, prediction.*

**Introduction:** Reading is a receptive skill and crucial aspect for information gathering language acquisition and that very basic language skill is consistently interrelated and intervened with other language skills speaking , listening and writing. It is irrefutable that reading plays a vital role in language acquisition, the growth of vocabulary, and the overall development of cognitive abilities. Furthermore, reading also has the power to nurture empathy, foster creativity, and stimulate imagination. Therefore, it is crucial to teach reading effectively so that students can become proficient readers and lifelong learners. “While reading skills are the automatic actions that result in decoding and comprehension with speed, efficiency, and fluency, that usually occur without awareness of the components or control involved, reading strategically is a deliberate action” (Afflerbach, Pearson, & Paris, 2008, p. 368).

**Methodology.** Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading - that is, teachers should try to help them get as much pleasure from it as possible. But during lessons, too, they will do their best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do. Since, most learners find it tricky to understand all the vocabulary in the text. Hence, with the presence of activities, teachers are able to provide successful procedure of reading and deal with factors influencing the reading comprehension of readers. The process of reading class can be divided into three stages:

- pre-reading stage,
- while-reading stage
- post-reading stage.

**1.Pre-reading Stage.**Pre-reading activities involve enabling students in various tasks before they start reading to activate their prior knowledge and prepare them for the text. These activities include:

- ✓ brainstorming, where students generate ideas related to the topic of the reading;

- ✓ predicting, where students make predictions about the content based on the title, pictures, or key words;

- ✓ vocabulary preview, where students learn and discuss the meanings of important words to enhance their understanding when they encounter them in the text

Pre-Reading Task #: Discussion. The first pre-reading activity is about creating a basic discussion about the topic.The teacher prepares 4 sentences expressing opinions about the topic, then sticks them in the 4 corners of the classroom.Students go and stand near the opinion they disagree with the most.The groups explain why they disagree with the opinion.

#### Pre-Reading Task #2: Guessing from Pictures

The teacher finds 3 pictures or objects which are connected to the story or reading.The teacher asks how those pictures and images are connected.Finally, students read the text and check if they were right or wrong about the story connections they made.

#### Pre-Reading Task #3: Guessing from Words

Before students look at the text they are going to read, the teacher writes 5 or 6 words from the text on the board and asks the students to guess the topic.Students brainstorm ideas that could be written on the whiteboard for everyone to see and remember.Finally, the teacher confirms how close or far they were.

**2. While-reading Stage.**While-reading activities are implemented during the reading process to keep students engaged and actively comprehend the text. This stage contains:

- ✓ guided reading, where students are given specific questions to focus on such as identifying the main idea, supporting details, or character motivations;

✓ reading comprehension questions, where teachers pause at key points in the text to ask comprehension questions and encourage critical thinking;

✓ group discussions, where students are divided into small groups to discuss and share their thoughts and interpretations of the reading material to gain different perspectives.

1. Skim for the main idea. Before students get into the nitty-gritty of the text, have them skim the text for a general overview. Encourage them to look at headings, visuals, and bold words. These things will help students find the main topic or purpose of a reading quickly.

2. Scan for specific information. Prepare a few questions that ask for specific information such as names, dates, times, and numbers. This will give students an idea of the scope of a reading.

3. Summarize or paraphrase. Put students in pairs then have them read one paragraph at a time silently. When they finish, ask them to take turns summarizing or paraphrasing the paragraph they have just read.

4. Use context clues. As students read, have them circle any unfamiliar words or expressions. Before they reach for their dictionaries or phones, have them take a closer look at the words preceding and following the unknown terms. Using context clues, see if they can figure out their meaning.

**3. Post-reading Stage.** Post-reading activities are carried out after students have completed reading, allowing them to consolidate their understanding and reflect on the text. “Post-reading activities give students the opportunity to review, summarize, and react to a reading passage, and activities such as debates, role-plays, games, and discussions take place in small and large groups, as well as with the entire class.” (Dilorom Kholmatovna, 2022); This stage includes:

✓ summarizing, where students put the main points or events of the reading into their own words as a means of practicing paraphrasing;

✓ writing responses, where students are asked to write a personal reflection, a letter to a character, or a summary of the main events to express their thoughts and process the information in writing;

✓ extension activities, where additional tasks related to the reading like creating a poster, performing a scene from the text, or conducting further research on a related topic are provided to deepen students' understanding and engage with the text in different ways. There are examples:

1. Graphic Organizers encourage students to use graphic organizers (charts or concept "maps") to help them visualize concepts and key relationships between ideas from their readings.

2. Quiz Questions ,this activity allow them to analyze the information in the chapter and decide on the most important concepts to remember

3. Summary Writing is figuring out what to include in a summary is often a difficult task for students, so passing out a handout with the criteria for a good summary can serve as a reminder to students.

4. Creative Testing helps to evaluate how much of a text students understood, and to see how confident students are when answering questions about a text by the following quiz method according to Vicki Robinson, in a reading class at NTID.

**Conclusion:** To sum up, In this paper, the importance of listening activities in the development of reading skills consistently and specific types of reading activities pre,-while -and post reading stages are discussed to implement each of them in the classes and to unveil the prime value in the field of learning. It is true that through having the right these reading activities in the classroom, the teacher can make students more interested in learning and can increase their reading abilities.

## References:

1. Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying Differences Between Reading Skills and Reading Strategies. *The Reading Teacher*, 61(5), pp. 364-373;

2. Dilorom Kholmatovna Aliyeva, 2020; "THE PURPOSE OF POST-READING ACTIVITIES IN TEACHING";
2. Sarah Mills, 2022; Post-Reading Activities for ESL Students;
3. <https://study.com/academy/lesson/post-reading-activities-for-eslstudents.html>
4. <https://cyberleninka.ru/article/n/thepurpose-of-post-reading-activities-inteaching>