

# The role of technology in improving reading skills

Student, Sayfullayeva Sadaf Isroil qizi  
Samarkand State Institute of Foreign Languages

**Abstract:** The information I have provided below is a general technique that can be used in the process of teaching children of school age to read. This is a useful way to help my students improve their reading skills

**Key Words:** technology, improving, reading, skills, introduction, systems, reading, comprehension, education, prerequisite, participation, availability, technologies, web-based, resources, communications, educational.

Reading is an important speech skill and one of the means of communication, a skill which enables people to get written messages. Reading is a part of daily life for people who live in literate communities. Urban technological societies, as C. Wallace states, operate on the premise that their members can read. So, reading is a very important skill, both the aim and the means of teaching.

Now to generalize, people usually seek information for some purpose (to find out what is happening or happened; to know when or where something will happen or what will be available, etc.) or because they are interested in some topic. they study for.

Whatever the reasons for reading may be, we read because we want to get something from the writing, this something can be called the message, it might be facts, ideas, feelings, enjoyment, etc. Summarising up different reasons mentioned, four general ideas. Since the introduction of writing systems, reading comprehension has always been fundamental to success in several areas of education and other systems, and is a prerequisite for successful participation in most areas of adult and youth life. The proliferation of mass media and television, radio, magazines, newspapers, and other technologies and web resources has enabled the development of distance learning activities, case management, and other distance communication in both educational and clinical settings. I use modern techniques along with different technical methods in developing students' reading skills and it can help. Currently, there are some studies in the available literature and sample techniques such as telephone, laptop, electronic book, electronic dictionary, audio book, and other types that have studied the effectiveness of Internet-based programs for children with reading comprehension difficulties. but almost no one has considered remote applications. In this article, I will provide information and express my opinion about the remote classroom program developed at the school to improve language and reading comprehension (the program is a convenient and understandable guide and story for students of a particular school). One of the program was held by the scientists that 28 children with difficulty in understanding from 3rd to 6th grade were involved. These children completed the remote program for 15-20 minutes at least three times a week for approximately 4 months. The program was presented to each child individually, at a level of difficulty adapted to his characteristics. Reading comprehension (distinguishing between graded narrative and informational texts) increased after the intervention. These findings are intellectually and educationally important because they suggest that reading comprehension can be developed using a remote individualized program, avoiding the need to transfer children to a rehabilitation center. These children completed the remote program for 15-20 minutes at least three times a week for approximately 4 months. The program was presented to each child individually, at a level of difficulty adapted to his characteristics. Reading comprehension (distinguishing between graded narrative and informational texts) increased after the intervention. These findings have clinical and educational implications because they suggest that reading comprehension can be improved with a remote individualized program, avoiding the need to transfer children to a rehabilitation center. These children completed the remote program for 15-20 minutes at least three times a week for approximately 4 months. The program was presented to each child individually, at a level of difficulty adapted to his characteristics. That is, after completing the book after the specified time, he will go to the next level. Reading comprehension (the ability to distinguish between the ability to simultaneously comprehend the assessed narrative and informational texts and to understand the content of the text or book being read) increased after the intervention. These findings have clinical and educational implications because they

show that reading comprehension can be developed with a distance individual program based on the changes children need to understand the problems in the books and stories they read. Reading comprehension (distinguishing between graded narrative and informational texts) increased after the intervention. These findings have clinical and educational implications because they suggest that reading comprehension can be improved with a remote individualized program, avoiding the need to transfer children to a rehabilitation center. Reading comprehension (distinguishing between graded narrative and informational texts) increased after the intervention. These studies have clinical and educational value because they encourage children to understand the nature of problems and to solve problems, which in turn motivates children to solve problems.

I found the top 10 strategies for teaching reading to be good in my research and used these 10 techniques throughout my research:

I first assessed the student's ability,

I studied with a student,

I used visual guides,

I assigned study buddies by age and class

I made audiobooks

I taught academic English

I asked the students to summarize what they had read

I introduced the students to different forms of speech and after meeting the above requirements step by step, the problems related to reading in young students began to be solved. All the procedures and requirements listed above change depending on the class and age, that is, if it is easy for the younger classes, it will be difficult for the older classes.

Before teaching reading effectively, I must emphasize that understanding the key components of reading instruction is essential. If we do not follow this guide or manual completely, we will face difficulties in the research process. Divided into five main elements, the study guide is very accessible and easy to understand. The five elements of teaching reading.

**Phonics:** The relationship between letters and the different sounds they make. Using an audio dictionary is helpful. It can be connected using letters or letters. This made it easier for my students to pronounce sounds with letters and words.

**For phonemic input:** see where consonants or vowels go to make words and send them through. Examples of phonemic awareness include identifying rhyming words, identifying alliteration, dividing a sentence into words, managing syllables in a word, and mixing and matching onsets and pronouns. More precisely, it is convenient to learn this technique at home.

**Vocabulary:** the range that the learner understands and can use in context. Using the required words will help you better. Using an audio dictionary is useful.

**Fluency:** reading and picking up words with accuracy, speed and speed. it is useful to use an audio dictionary.

**Comprehension:** shows the complete information given by the text. After he finished reading, I reanalyzed him, which helped him reconstruct the content of the text he had read and helped the reader to remember it.

## References

1. <https://files.eric.ed.gov/fulltext/EJ1098701.pdf>
2. [https://www.researchgate.net/publication/340869835\\_The\\_Use\\_of\\_New\\_Technologies\\_for\\_Improving\\_Reading\\_Comprehension](https://www.researchgate.net/publication/340869835_The_Use_of_New_Technologies_for_Improving_Reading_Comprehension)
3. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7191053/>
4. [https://www.google.co.uz/books/edition/Poverty\\_Impacts\\_on\\_Literacy\\_Education/oro-EAAAQBAJ?hl=ru&gbpv=1&dq=the+role+of+technology+in+improving+reading+skills+scientific+article+pdf&pg=PA246&printsec=frontcover](https://www.google.co.uz/books/edition/Poverty_Impacts_on_Literacy_Education/oro-EAAAQBAJ?hl=ru&gbpv=1&dq=the+role+of+technology+in+improving+reading+skills+scientific+article+pdf&pg=PA246&printsec=frontcover)
5. Book, Then we review the research on three areas of reading and writing technology p56(51,57)
6. British Journal of Educational Technology , 52 ( 4 ) , 1513–1537
7. Miller, D. (2002). Reading with meaning. Portland, ME: Stenhouse