

THE ROLE OF TECHNOLOGY IN DEVELOPING READING AND WRITING SKILLS OF STUDENTS

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Bu maqola o`quvchi talabalarning o`qish va yozish qobiliyatlarini rivojlantirishga bagishlangan bo`lib, unda zamonaviy texnologiyadan unumli va samarali foydalanish usullari haqida batavsil so`z yuritilgan.

There are several ways in which technology can be used to improve reading ability. Most simple reading texts are also very primary in content. Older children may consider themselves too old to be reading such primary content books. Computers, however can increase the interest level for older students while keeping the text simple and easy to read. Another benefit of using computers for reading instruction is that the computer offers immediate feedback on performance. They also can provide added practice when necessary. According to Case and Truscott, students have been able to improve their sight word vocabulary, fluency, and comprehension. Computer based reading instruction also allows for increased interaction with texts, attention to individual needs, and increased independence through an ability to read texts they would not otherwise be able to read'. Computer software and games provide many fun opportunities for students to practice literacy skills. There are numerous software packages for improving spelling, phonics skills, grammar and sight word vocabulary. When English language learners are learning their second language, any and all languages experiences are valuable to assist in reading ability.

As demonstrated computers and software can help English language learners develop vocabulary skills and knowledge. Computers can also help ELL students develop their writing skills. Composition for beginning learners should be a guided activity so students do not become frustrated. Writing paragraphs in a language that is still somewhat unfamiliar to students can be difficult. When using a

computer however, the use of graphics can make this much more enjoyable. Using clip art can also help students to convey their thoughts more clearly.

reading like listening comprehension is totally unobservable, it is important in reading as it is in listening to be able to accurately assess students' comprehension and development of skills. Consider some of the following overt responses that indicate comprehension.

1. doing – the reader responds physically to a command.
2. choosing – the reader selects from alternatives posed orally or in writing.
3. transferring – the reader summarizes orally what is read.
4. answering – the reader answer questions about the passage
5. condensing – the reader outlines or takes notes on a passage.
6. extending – the reader provides an ending to a story.
7. duplicating – the reader translates the message into the native language or copies it.
8. modeling the reader puts together a toy for example, after reading directions for assembly.
9. conversing – the reader engages in a conversation that indicates appropriate processing of information.

Following are excerpts from two different ESL textbooks designed to teach reading skills.

The first excerpt or rain forests, is designed for beginners. It illustrates the use of natural authentic language and tasks at the beginning level. Some attention is given to bottom up skills, but not at the expense of top down processing, even at this level.

The second excerpt on genetic engineering and DNA is for advanced students. It illustrates the use of an article from a newspaper as the main focal point for reading. Notice that the lesson begins with top down processing, on the assumption that at this level, the greater need is for activating schemata and understanding the organization and purpose of the article. Another genre is also presented: a chart of the human genome. Students are then led to take a more

detailed look at their level of comprehension of each genre, which calls for students to articulate their beliefs. Open discussion or writing is then encouraged and followed by an exercise in strategic study.

LITERATURE:

- 1.Landerholm, Karr J. & Mushi S.(2000) A Collaborative Approach to Family literacy evaluation strategies. 163, 65-79.
- 2.Silberstain, Dobson and Clarke,2002,pp 379-385.