

## DEVELOPMENT OF READING SKILL IN B1 LEVEL STUDENTS

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**Annitation:** At present, a new education system is being established in Uzbekistan. There is a change in the educational paradigm, a new content of education is being introduced. The task of improving, developing and optimizing the methods of teaching foreign languages has always been and remains one of the urgent problems of education in Uzbekistan. The development of reading skills in B1 level students attracts close attention of researchers and educators-practitioners. Learning a foreign language has become a requirement of the time. One of the main goals of teaching English at the level of primary general education is the formation of the ability to communicate in a foreign language, taking into account the speech capabilities and needs of younger students. Reading is one of the main types of speech activity. It can be both a goal and a means of learning. Thanks to reading, a person joins the cultural and scientific achievements of mankind, gets acquainted with the art and life of other peoples. The process of reading has a huge impact on the formation of personality. While reading, students' active and passive vocabulary is enriched.

**Keywords:** B1 level students, reading skills, development, vocabulary, teaching English, tasks, newspaper articles, materials from the Internet, experiment.

**Introduction.** The problem of the formation of reading skills has always been given great attention. The teacher is tasked with teaching students to read texts, understand and comprehend their content.

In real life, reading acts as a separate, independent type of communicative activity, the purpose of which is to satisfy the need for information contained in the text. Reading in this role is widely used for educational, aesthetic purposes.

Based on the research of Rogova G.V. and Vereshchagina I.N., in reading, as in any activity, they distinguish a meaningful plan (what the text is about) and a procedural plan (how to read and voice the text). In terms of content, the result of the activity of reading will be the understanding of what has been read; in the procedural - the process of reading itself, that is, the correlation of graphemes with morphemes, the formation of holistic methods of recognizing graphic signs, the formation of internal speech hearing, which finds expression in reading aloud and silently, slow and fast, with full understanding or with general coverage.

According to these authors, in terms of the form of reading, reading has two forms: it is carried out silently (internal reading) and aloud (external reading). Reading to oneself is the main form of reading, the purpose of which is to extract information, it is "monologue", performed alone with oneself; reading aloud is a secondary form, it is "dialogical", its meaning is mainly in conveying information to another person. Reading aloud is very useful in the early stages of developing reading skills in a foreign language in order to learn the correct pronunciation. Reading aloud performs an important educational function: it is a means of learning to read to oneself. In addition to the formation of reading skills, various reading technologies, compensatory skills, and independent work skills are already beginning to form at the initial stage. All language and speech skills are improved simultaneously.

The authors of the textbook "Methodology for the development of reading skills among students of level B1", in the structure of reading, as well as in activity, distinguish motive, purpose, condition and result. The motive of reading is communication and communication with the help of the printed word; the goal is to obtain information on the issue that interests

the reader. The conditions for reading activity are considered to be the mastery of the graphic system of the language and the methods of extracting information. The result of the activity is the understanding or extraction of information from the read text with varying degrees of accuracy and depth.

The authors of this source also note that reading is associated with other types of speech activity: speaking, writing and listening. Reading and writing use the same graphic language system. Reading and listening are based on perceptual and mental activity associated with perception, analysis and synthesis; probabilistic forecasting is of great importance, which can be both at the verbal and at the semantic level. It is necessary to take into account when teaching foreign languages and develop all types of speech activity in interconnection. And this applies to the early stage of learning.

Rogova G.V. notes that in the process of teaching a foreign language to B1 level students, reading is the goal and the means. As an independent type of speech activity, reading appears only when students read in order to obtain the necessary information from the text. At the same time, it must be remembered that, depending on the situation, the accuracy and completeness of extracting information can be different.

Based on this, B1 level students should master reading as a source of information and use reading for better assimilation of language and speech material.

A huge amount of information contained in texts intended for reading encourages the development of a flexible approach to reading, that is, the development of the ability to extract information with varying degrees of depth and completeness, depending on the communicative task. At one time, the English scientist Michael West wrote about this: "... while reading an article in the Lancet, I skimmed through the first paragraph, which spoke of previous work that was not related to the issue of interest to me, read the following part briefly in order to have an idea of the purpose, the nature of the present experiment, and read the description of the experiment; studied the results and conclusions".

Thus, as in other aspects, there are different types of reading in reading, which are aimed at achieving different goals. According to the target setting, three types of reading are distinguished: introductory, studying, viewing, or as it is also called search reading.

The purpose of introductory reading at an early stage is to understand the main content of texts that are not linguistically difficult, have a logic of presentation and a clear structure, corresponding to the age and interests of students, while guessing the meaning of unfamiliar words based on visual clarity, linguistic guess and reacting to the content as verbally and non-verbally.

The goal of learning reading is a complete and accurate understanding and comprehension of all information in small texts built on language material familiar to students.

Viewing / search reading is aimed at quickly finding the necessary information in the text, reading it aloud, underlining, writing out.

In the English-language methodology, to determine these types of reading, the following terms are used that contribute to the solution of speech problems when using written texts:

- Skimming – determination of the main theme/idea of the text;
- Scanning – search for specific information in the text;
- Reading for detail - a detailed understanding of the text not only at the level of content, but also the meaning.

It turns out that in foreign and domestic methods there are no serious disagreements about what types of reading you need to master when learning a foreign language. The differences are terminological. Despite the closeness of the positions of methodologists of different schools, a significant diversity can be observed in practice.

As mentioned above, there are many different approaches to teaching reading in a foreign language. Many methodologists are of the opinion that learning to read should begin with the study of newspaper articles. But it should be noted that in English articles in newspapers and magazines are on different topics and therefore it will be very difficult for a B1 level student to understand the meaning of what they read. Consider the opinions and approaches to teaching reading by a domestic specialist in the field of foreign language education Passov E.I. and foreign methodologist Opal Dunn.

As a result of studying the works of Passov E.I. and Opal Dunn identified the following approaches in teaching reading at the present stage of development of the methodology of teaching foreign languages to B1 level students who accompany the reading process, they distinguish:

- analytical reading;
- synthetic reading;
- reading aloud;
- Reading to yourself.

Pedagogical classification, based on the organizational side of the educational process, divides reading into:

- cool reading;
- home reading;
- individual reading;
- group reading;
- choral reading.

According to the methodological classification, which focuses on the target setting and the conditions that determine the educational and speech activity, reading can be educational and communicative. In turn, educational reading is divided into intensive and extensive.

Intensive reading involves the ability to fully and accurately understand the text, overcoming difficulties in extracting the necessary information through analytical actions and using dictionaries. With intensive reading, special attention is paid not only to the content and meaning of the text, but also to its linguistic form. For intensive reading, short texts and text exercises are used to test understanding of the text read.

Extensive reading involves working with large volumes of text, while the content of the text is the focus of attention. A very important role in this type of reading is played by a guess that allows you to overcome certain kinds of difficulties.

One of the main goals of developing reading skills in B1 students is to develop communicative or mature reading skills. Communicative reading assumes that the reader knows the purpose of the activity ahead of him. Its main characteristics are the automation of reading technique, a high level of development of receptive lexical and grammatical skills, as well as the reader's focus on the content of the text, flexibility in using and combining techniques that correspond to a specific reading task.

The transition from educational reading to communicative reading has a phased nature and is impossible without the development of intensive and extensive reading skills.

The type of work on the development of reading skills that we consider in this article is, in essence, intensive reading, but it also performs the function of a preparatory stage and a transition to extensive reading of authentic texts, which implies an increase in the level of language proficiency according to the system adopted by the Council of Europe.

The modern education system pays great attention to the assimilation of English as the main language of science. In the current realities, "students often have to deal with popular science, journalistic and literary texts in a foreign language", which have no translation analogues due to their novelty. The styles of writing scientific texts in Uzbek and English are

significantly different, "including the choice of vocabulary and the nature of the examples given".

In this regard, it is necessary to identify the main factors that cause the greatest difficulties for B1 level students in the transition from reading adapted texts to reading in the original. First of all, this is the presence of complex grammatical constructions, as well as a large volume and variety of vocabulary. In addition, when it comes to a work of art, the author's style can cause difficulties; a scientific or popular science text is difficult due to the need to assimilate a significant amount of information.

In our opinion, students can be helped to overcome these difficulties if the goal is not to read the text itself, but to complete a specific task for it. An example of such a task could be the preparation of questions on the content. The task of the teacher is to divide the text into semantic parts and determine the number of questions that should be composed for each of them. In this case, students begin to focus on the search for such facts, which will subsequently be used to complete the task, i.e. formulate questions. At the same time, they probably pay more attention to the vocabulary directly related to the selected facts, instead of dwelling on every unfamiliar word and thereby increasing the reading time and the complexity of information perception.

If the teacher sees a need for this, students can make the questions test, offering them options for answers. As they select answers, they will again focus on factual information that should be remembered. In any case, the task of the teacher is to explain to the students what kind of questions should be. The division of the text into parts is also important, as this allows students of the B1 level to cope with a large amount of text and at the same time perform their work in a systematic, phased manner.

From the point of view of the teacher, one of the advantages of using this technique is that, by analyzing the questions compiled by students at level B1, he assesses the degree of their understanding of what they have read. This is especially important insofar as reading large texts is usually performed by students on their own, as an extracurricular activity. The teacher does not have the opportunity to control the activities of B1 students in the same way as he does in the classroom, especially to check the quality of the assimilation of information by each student.

Another advantage is that the prepared questions can be used for further work. For example, when answering questions in pairs (groups), students can repeat the material they have learned. The questions can also be used as an outline for a retelling or discussion. The first type of activity contributes to the assimilation of new lexical units, the second - to the development of oral speech skills.

The active involvement of students in the preparation of educational materials also helps to increase their motivation to complete the task and responsibility for mastering the information contained in the proposed text. We also note that this situation is problematic and, along with other problematic situations used in foreign language classes, contributes to the development of the personality and thinking of students. The undoubted advantage of this technique is also the fact that B1 level students perform a significant part of the work independently in extracurricular time, which allows the lesson to pay more attention to the development of productive skills.

Thus, the proposed methodology includes: the selection of authentic texts by the teacher, dividing them into parts, determining the number and type of questions for each part, and then students compiling questions as they read the texts. Using this technique, students with B1 language proficiency can start reading foreign literature in the original, and students of higher levels can improve reading efficiency. Effective reading, in turn, is a necessary condition for the development of foreign language competence of students and becomes the

key to successful research activities and a necessary condition for self-development and self-improvement.

As a result of the study, it was revealed that in some students the perception is not sufficiently differentiated, because of which children often confuse letters that are similar in spelling. It follows from this that at the beginning of learning English, students did not develop reading skills in their native language. In the process of teaching English, students may experience a number of difficulties with the assimilation of graphic signs that differ from their native language. Therefore, the development and implementation of creative exercises for the formation of reading skills in B1 level students is relevant today, since there are not enough exercises to develop reading skills and not all tasks meet the needs and new requirements for education.

The use of creative exercises keeps children active and develops their creative abilities. And also, it contributes to the development of students' thinking on sensory-visual impressions, to associate words denoting objects they know with the names of these objects in English.

**The theoretical and methodological basis.** the psychological basis for mastering a foreign language among students B1 (Vygotsky L.S., Klyueva N.V., Matyukhina M.V., Shapovalenko I.V., Elkonin D.B.), methodological foundations and pedagogical technologies for teaching foreign languages to students of level B1 (Azarova S.I., Bogoyavlenskaya D.B., Biboletova M.Z., Vereshchagina I.N., Derevyanko N.N., Gez N.I., Lyakhovitsky M.V., Mirolyubov A. A., Leites N. S., Maslyko E. A., Nosonovich E. V., Oshchepkova T. V., Peregudova E. Sh., Ponomareva N., Prolygina M. M., Rabinovich F. M., Rogova G.V., Sakhorova T.E., Solovova E.N., Starkova D.A., Tsvetkova L.S., Shatilov S.F., Catherine Wallace, Christine Nuttall, Jean Greenwood, Opal Dunn, Sandie Janes Mourau, Sarah Phillips, etc.), materials containing texts and reading exercises (Biboletova M.Z., Verbovskaya M.E., Klementieva T.B., Bill Gillham, C.M. Moore, Jane Revel, John Prater, Keith Gaines and others) and 2 websites.

**Research methods.** analysis of scientific and methodological literature, theoretical analysis of psychological and pedagogical literature, experiment, observation, conversation, analysis and data processing.

**Results and Discussion.** Today, there are many different sources for searching and selecting textual material for the development of reading skills in B1 level students, English teachers can get any kind of information on the Internet. The problem is that it is more difficult to find the most appropriate teaching materials that will meet the learning requirements. In the course of the study, various linguistic and methodological literature was studied by the authors: Solovova E.N., Bill Gillham, Catherine Wallece, Cristine Nuttall, Sarah Phillips, based on the analysis of which, it is possible to identify the following criteria for selecting text material for younger students:

1. The text must contain the cognitive value and scientific content of the text;
2. The text must contain lexical and grammatical material previously learned orally;
3. The text should be graphically, correctly designed, illustrated if possible, or have connected supports in the form of a picture that contributes to a better understanding of what is being read.

These criteria must be met by the teacher when selecting additional reading material for B1 students. It must also be remembered that in addition to the selection of texts, the method of working with them is of great importance.

Let's take a look at the various stages of working with texts. Rogova G.V. believes that already at the initial stage, on texts that allow this, students of level B1 should be taught to work with text. Of course, at the initial stage, these skills will only be laid, but you should not refuse such work with those texts where possible. At the initial stage, the task of the teacher is

to form reading skills and consolidate them so that in further training they are automated and move into the subconscious area.

It is also obvious that the mastery of reading skills will be carried out when working with pre-text, text and post-text tasks.

According to the foreign methodologist Jean Greenwood, the development of reading skills in B1 level students requires a pre-text stage. It encourages interest in reading. Also, this stage allows you to determine the speech task and reduce the level of language and speech difficulties.

– At this stage, you can use the exercises recommended by Jane Revel, corresponding to the level of knowledge of the language:

– Determine the subject of the text, keywords and expressions by the title.

– Based on the illustrations in the text and on the cover, formulate assumptions about the subject of the text.

– Draw students' attention to new vocabulary, using a puzzle, puzzles and, based on a linguistic guess, determine the subject of the text.

– Offer to answer questions to determine the subject of the text.

– Try to answer the questions before reading the text (agree / disagree).

– Look for similarities and differences in the pictures.

– Match pictures and words.

Reading is not a passive form of speech activity. When we read, we are looking for meaning using the complex system of associations that native speakers already have at their disposal. B1 students should be involved in activities that give them the opportunity to respond emotionally, thoughtfully, actively. Therefore, the goals of the text stage are to continue the formation of the relevant skills and abilities, as well as to control the degree of formation of various speech skills and language skills. In his work, Maslyko E.A. for this stage offers the following exercises:

– Select the main idea of the text.

– Fill in the table with information from the text.

– Select proof, description in the text.

– Fix bugs.

– Arrange the pictures or phrases in the correct order.

– Answer questions.

– Ask your questions.

– Choose an appropriate heading.

– Guess the meaning of words from the context, give the most accurate translation.

– Complete the sentence or phrase.

– Find differences or similarities.

– Fill in the gaps with missing information.

– Sign the picture with a phrase from the text.

– Match the information from the text with the picture.

– Make notes.

– Express agreement or disagreement.

– Translate.

– Follow the instructions.

In the post-text stage, the goal is to use the text as a support for the development of skills in oral and written speech, to test reading comprehension.

Oshchepkova T.V. considers the following exercises for this stage of working with text:

– Compare events, phrases.

– Guess the hero according to the description, hints.

- Create a picture poster.
- Role play, communicative games.
- Act out the dialogue.
- Project, oral presentation.
- Depict what is read in motion.
- Come up with a new name.
- Pick up proverbs.
- Write your own story.
- Make a plan.
- Refute or agree with the statements.
- Briefly state the content of the text, describe the characters.
- Find similarities or differences.
- Fill in the table.
- Mini-study.

At the disposal of the teacher a large number of exercises at each stage of working with the text. The level of students, their ability and the enthusiasm of the teacher in creating exercises will lead to success.

The process of teaching reading to B1 level students requires a lot of time and effort from students and teachers. In order for reading to successfully fulfill the role of an effective means of teaching, it must become an enjoyable activity for the student, turned into pleasure.

When developing creative exercises for the formation of reading skills of students of level B1 of English language education, a number of conditions should be observed that affect the success of learning to read in English.

Creative exercises can be developed for better assimilation of the grammatical image of educational lexical units, making sentences.

The B1 level students were offered authentic texts on various topics, corresponding to the discipline's calendar plan. Each text is followed by a series of exercises that contribute to the formation and improvement of reading skills. It is assumed that students perform this type of work outside the classroom, that is, remotely, using an Internet connection.

The first Text 1 for practicing the skills of studying reading was the problematic and political article "U.S. Extends Sanctions on Russia to 2017", published in The Moscow Times. This article is polemical in nature and is relevant at the present time. After independent study of the material, students perform tasks following the text. In Task 1, students are asked to write a short summary of the article in 4-5 sentences. Task 2 is as follows: "Find information in the text that is important for understanding the content". Task 3 - "Indicate in the text the sentences that can be omitted without prejudice to the meaning of the text." Students perform tasks using the comments function, that is, the user leaves a comment that contains the worked-out material - answers. Since our educational blog is a closed blog, only the blog administrator, namely the teacher, can view comments on publications, which eliminates the possibility of cheating.

The second Text 2 serves as an elaboration of search reading. For this purpose, the informative and descriptive article "The Outrageous Fortune of Benedict Cumberbatch", presented in the newspaper "The Guardian", was chosen. Benedict Cumberbatch is one of the most popular and sought-after actors of our time, so it is expected that an article dedicated to his work will be of interest to a large circle of students. To improve the skills of search reading, students were offered the following tasks: Task 1 - In what parts of the text is the topic disclosed most successfully? Task 2 - List the awards received by B. Cumberbatch., Task 3 - Find in the text the following phrases.

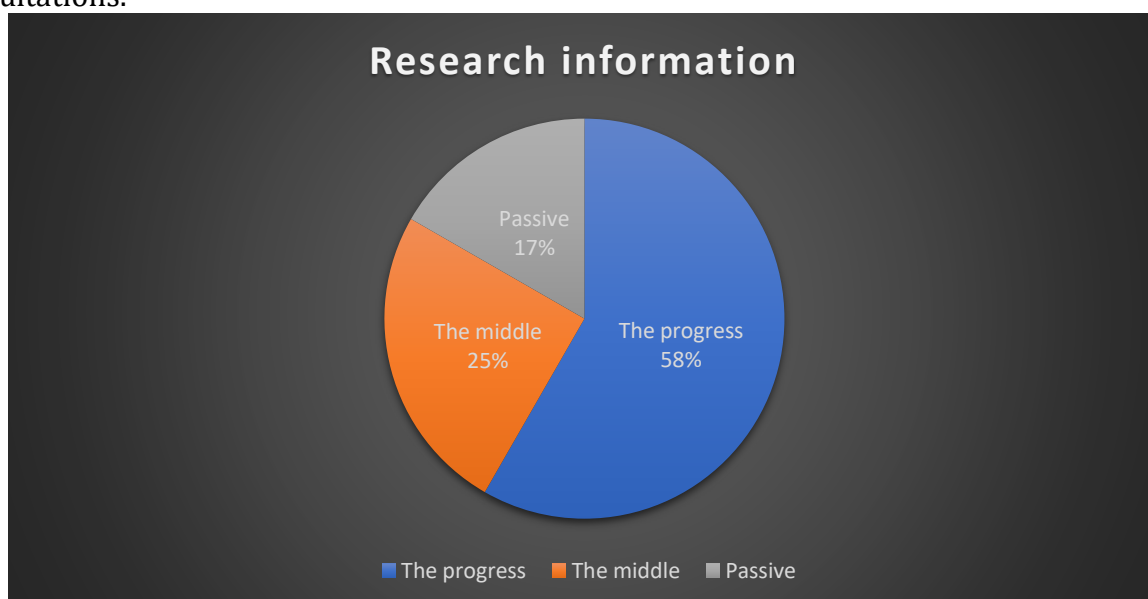
The third Text 3 is presented as an excerpt from Kate Fox's "Watching the English", first published in the UK in 2017. The book reveals the concept of national stereotypes, which is extremely important for students of B1 level who study foreign languages. The vocabulary presented in the book is ideal for students with an intermediate level of English proficiency. The following tasks were chosen for the formation of familiarization reading skills. Task 1: Break the text into parts and title each part. Task 2: Write out from the text the words that can be used as reference when discussing the content of the text. Task 3: Formulate your impressions about the content of the text. Task 4: Compose 3 questions of different types to the text.

Several essays on the topic of education "Education Essay" (Text 4), published on the portal [www.indiacelebrating.com](http://www.indiacelebrating.com), were selected for teaching viewing reading. These essays raise the issue of the importance of modern education and offer good food for thought. Level B1 students are asked to complete two assignments using the comment function. Task 1 - Review the texts. Determine if they cover the following questions. Task 2 - Using the example of one essay, highlight the parts of the text that reveal the content of the idea expressed in the title.

Each correctly performed exercise is evaluated by a certain number of points, based on a 100-point rating system. The teacher indicates the number of points that he can provide for the assessment of students according to the calendar plan of the discipline.

It is worth noting that a teacher working in the distance education system should be a specialized professional with certain skills and abilities. He must be aware of the latest news, changes and developments in the discipline taught. One of the important components of the learning process, which includes the use of information technology, is the sufficient competence of the teacher in using a computer. In addition, such qualities as dynamism, energy, the desire for self-development and continuous professional development, and innovation will be indispensable.

Experimental training took place in full-time and distance forms while teaching students the language of the specialty at the intermediate level, and independent individual work of students was organized remotely on the basis of the developed blog and carried out in the form of independent individual work of B1 level students without the help of a teacher and independent individual work of students with the help of a teacher in the format virtual consultations.



**Fig. 1. The results of the survey that were conducted between 12 students.**



Description of survey results: Upon completion of the experiment, students were offered a questionnaire to fill out, in which 12 first-year students of the direction "foreign philology" of Kokand University participated. The survey included the following types of questions: did the reading skills improve when working with the blog, did the vocabulary increase while working with the blog, were all the instructions for working with the blog clear, and others. According to the results of the survey, it was revealed:

- that 7 out of 12 students have progress, improved reading skills when working with texts, increased vocabulary;
- that 3 students out of 12 have only increased their vocabulary;
- that 2 out of 12 students have no change (See fig. 1).

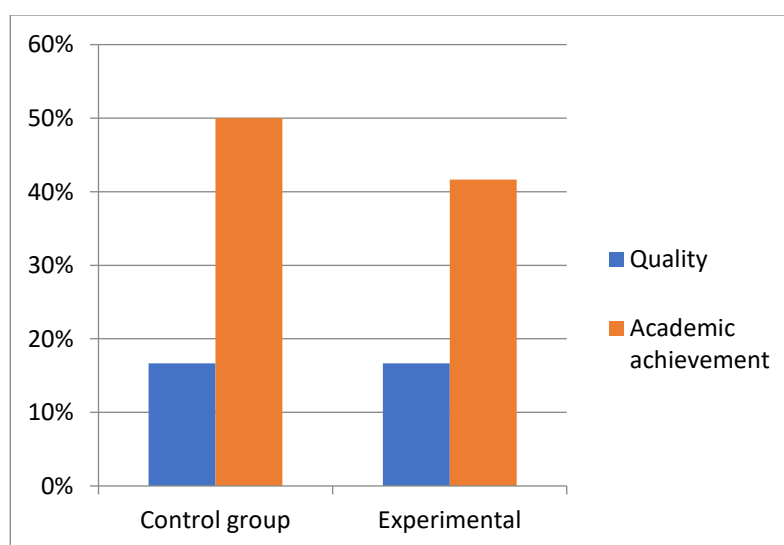
Thus, students showed interest in this type of activity, were extremely motivated and observed positive dynamics in the development of reading skills.

In the course of training, students of level B1 showed significant progress in mastering terminological vocabulary, developing language and communicative competencies. Based on the observations made, it was noted that experimental training was successful: in accordance with our forecasts, the vast majority of students showed an increased interest in new forms of work, showed a willingness to prove themselves in active, conscious, independent activity. This allows us to talk about the effectiveness of the model of the educational blog developed in this study, which can be considered as an additional educational element in the educational process. Thus, we have considered a blog resource that has a rich methodological potential and can be fully adapted for teaching English at a university, both in person and remotely for B1 level students.

At the second stage of the research work, 2 groups were formed: **control and experimental groups**. The groups were selected according to the same indicators of the level of knowledge of the English language. In the control and experimental groups there were an equal number of students - 12 people.

To determine the level of formation of reading skills, an introductory measurement was carried out. The students of both groups were asked to perform the same tasks: to read a certain number of texts that had been studied orally before, to determine the topic and keywords.

In the course of the study, a problem was identified - insufficient formation of reading skills in both groups.



**Fig 2. The test showed the following results**

In the **control group** - 2 students with a mark of "4"; 4 students - mark "3"; 6 students - did not cope with the task and received a mark of "2". Quality is - 17%; academic achievement - 50%.

In the **experimental group** - 2 students with a mark of "4"; 3 students - mark "3"; 7 students did not cope with the tasks and received a mark of "2". Quality - 17%; academic achievement - 41.67%. From this it follows that in both groups - 83% of the students did not cope with the tasks, and mistakes were made when reading (fig 2).

The following table lists the most common mistakes made while reading:

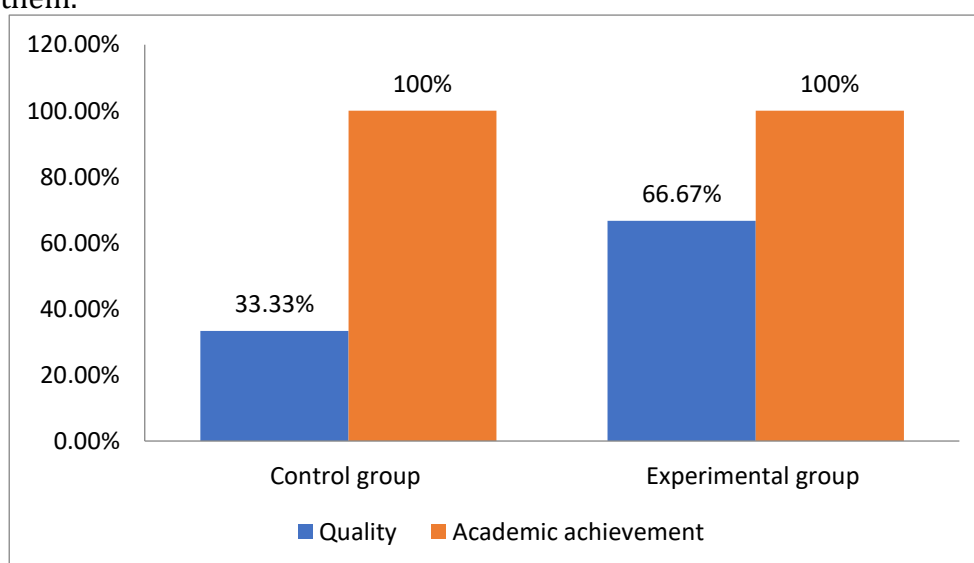
<i>Mistakes</i>	c	i	h	ht	g	ck	a	u	e
<i>number of students</i>									
<b>Control group</b>	4	3	9	9	7	5	6	4	4
<b>Experimental group</b>	5	3	8	0	1	6	7	6	1

**Table 1. The most common mistakes made when reading.**

Based on the analysis of the results, which revealed the problem, a hypothesis was formulated: if creative exercises are used to form reading skills in B1 level students, then the formation of reading skills will be more effective.

To overcome difficulties in developing students' reading skills, it was necessary to include in the lesson the use of developed creative exercises and texts from newspapers and magazines that meet the interests of students and will help in the formation of reading skills.

During the formative stage of the research work, the lessons of the experimental group used the developed creative exercises and texts from newspapers that corresponded to the educational topics, and they also met the interests of the students. In order to determine whether the students' reading skills have improved, at the end of the semester, a final measurement of the level of formation of reading skills in the control group and the experimental group was carried out, in which the developed creative exercises and texts from newspapers were used in English classes. The students were asked to read the text without preliminary preparation, they had to read a certain number of texts and perform creative exercises for them.

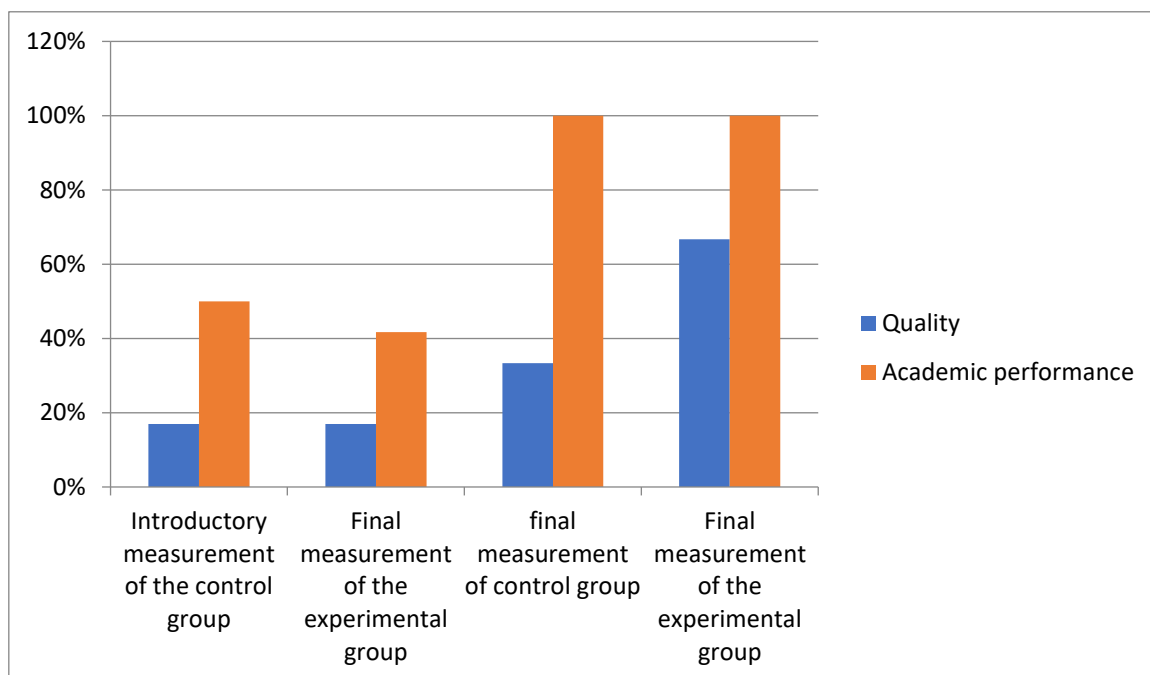


**Fig 3. The test showed the following results**

The final measurement showed the following results: in the control group - 4 students with a mark of "4"; 8 students - mark "3". Quality is - 33.33%; academic achievement - 100%.

In the experimental group - 2 students with a mark of "5"; 6 students - mark "4"; 4 students - mark "3". Quality - 66.67%; academic achievement - 100% (Fig 3).

Comparing the results of the introductory and final measurements, we can conclude that the percentage of quality increased more in the experimental group, in which the developed creative exercises and texts from newspapers were used, than in the control group, where training continued according to the educational and methodological complex of the discipline (Fig 4).



**Fig. 4. Comparison of the results of input and final measurements**

Thus, the hypothesis was confirmed - the reading skills of B1 level students improved through the use of creative exercises and collections of articles from various newspapers or websites.

From the foregoing, we can conclude that the use of the developed creative exercises for the formation of reading skills for B1 level students had a positive impact on the stage of the formation of reading skills.

**Conclusion.** The aim of the study was to develop and test creative exercises and a selection of articles from newspapers or the Internet to develop reading skills in B1 level students.

To achieve this goal, a number of tasks were solved:

- The definition of reading as a type of speech activity is given, the characteristics of its types are given, the criteria for selecting material for reading are studied and described, the stages of working with the text are considered.
- Analyzed modern approaches to the formation of reading skills in students of level B1.
- The general characteristics of the exercises were studied, creative exercises for the formation of reading skills in students of level B1 were considered.
- The psychological features of texts - articles from newspapers and the Internet intended for students of level B1 are analyzed.

– Developed and tested creative exercises for the formation of reading skills for B1 level students.

As a result of the research, aspects of reading as a type of speech activity and features of the formation and development of reading skills in students of level B1 are considered.

Teaching reading is one of the problems that received the most complete coverage in the previous stages of the development of the methodology. But at present there is such a problem that students do not like to read in the classroom, because they are not interested. Therefore, there is a need to develop tasks that could involve students in the process of reading, and at the same time would allow them to develop reading skills.

To solve this problem, foreign and domestic literature in the field of methods of teaching reading was analyzed. When teaching reading, it is important not only to develop in students the necessary skills and abilities that provide the opportunity to read as an indirect means of learning, but also to instill an interest in reading.

After analyzing the methodological literature, we can conclude that learning to read must be formed and developed at the initial stage, since without this further teaching of the English language is impossible.

Based on the requirements for educational texts, the criteria for selecting text material were formulated.

The study of materials on the research topic made it possible to formulate the following conclusions, the teacher needs to pay special attention to the level of language proficiency in the process of learning and development.

In this paper, the definitions given by leading domestic and foreign experts in the field of foreign language education were considered: "exercise", "system of exercises", "type of exercise". When considering these issues, a general characteristic of exercises and texts from newspapers and Internet resources was revealed.

All exercises, first of all, should be divided into two large groups: exercises for the formation of skills and exercises for the development of speech skills. Such exercises, respectively, are conditional - speech and speech.

During the phased work with the text, exercises were considered: pre-text, text, post-text and the following types of exercises were identified:

- Preparatory exercises (grapheme-phoneme complex and structural-information complex);
- Speech exercises (semantic-communicative).

Particular attention was paid to creative exercises and their role in the formation of reading skills for B1 level students. As a starting point in the scientific characterization of a creative exercise, such concepts as "creativity", "creativity", "creative exercise" were disclosed.

It should be noted that all the methodological principles on which the course for B1 level students is built are preserved in the materials of the textbook. Unfortunately, there are not enough tasks for the development of reading skills.

In order to determine whether students' reading skills have improved, an analysis was made of the results of using creative exercises in conjunction with newspaper and Internet articles to form reading skills for B1 English language students at the Department of World Languages of Kokand University. The result of the analysis showed that the use of the developed creative exercises based on newspaper or online articles for the formation of reading skills in students of the B1 level of English teaching had a positive impact on the stage of formation of reading skills in English for students at the Faculty of Foreign Philology.

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