

SELECTING AND DESIGNING CONTENT FOR DEVELOPING READING SKILLS OF B1 LEVEL LEARNERS AT SCHOOL

Badalova Surayyo Anvar qizi

Master's degree student (1st year)

Asian International University

E-mail: badalovasurayyo5@gmail.com

Phone: +998 77 178 89 92

<https://doi.org/10.5281/zenodo.18495126>

Annotatsiya: This thesis explores the critical importance of selecting and designing appropriate reading materials for B1 level learners in a school setting. As students progress in their language learning journey, the development of reading skills becomes essential for academic success and effective communication. The study outlines various strategies for choosing texts that are not only engaging but also aligned with the linguistic and cognitive levels of B1 learners. By emphasizing the role of content in fostering reading comprehension, this research aims to contribute to pedagogical practices that enhance learners' abilities to interpret and analyze written information. The findings highlight the significance of tailored content in promoting a deeper understanding of the language and improving overall literacy.

Kalit so'zlar: *reading skills, B1 learners, content selection, pedagogical strategies.*

1. Kirish

The development of reading skills is a fundamental aspect of language acquisition, particularly for learners at the B1 level, who are transitioning from basic to intermediate proficiency. In today's globalized world, the ability to read effectively in a foreign language is crucial not only for academic success but also for personal and professional interactions. Given this context, it becomes imperative to identify and design reading materials that cater specifically to the needs of B1 level learners. This thesis aims to investigate the criteria for selecting appropriate texts and the methodologies for designing content that enhances reading skills. The main objectives are to analyze various types of reading materials, assess their effectiveness in improving comprehension, and propose strategies for educators to implement in the classroom. By addressing these objectives, the study seeks to contribute valuable insights into best practices for fostering reading development among learners at this critical stage of language acquisition.

2. Asosiy qism

2.1 Types of Reading Materials for B1 Level Learners

At the B1 level, learners are typically expected to comprehend the main ideas of complex texts and can engage with a variety of genres. Therefore, the selection of reading materials should reflect this capability while also challenging learners to expand their vocabulary and understanding of grammatical structures. Texts may include adapted literature, informative articles, and narratives that resonate with the learners' interests and experiences. Adapted literature, such as graded readers, offers a bridge between simple texts and authentic literature, allowing learners to experience classic stories within their linguistic reach. Informative articles provide exposure to real-world contexts and current events, fostering critical thinking and discussion. Furthermore, incorporating narratives that reflect learners' cultural backgrounds can enhance engagement and motivation. The use of visuals and multimedia elements alongside texts can also support comprehension and retention. Ultimately, the choice of reading materials

should aim to create a balanced approach that enhances learners' enjoyment of reading while developing their analytical skills.

2.2 Designing Effective Reading Activities

Designing effective reading activities is equally important as selecting proper texts. Activities should be designed to promote active engagement with the reading materials, encouraging learners to think critically and reflect on their understanding. Pre-reading activities can be employed to activate prior knowledge and set a purpose for reading. During-reading activities, such as guided questions or graphic organizers, can help learners focus on main ideas, details, and vocabulary in context. Post-reading activities should aim to consolidate understanding and encourage personal responses to the text, such as discussions, written reflections, or creative projects. Additionally, integrating collaborative learning opportunities through group discussions or peer reviews can foster a supportive learning environment where learners can share perspectives and insights. The use of technology, such as online reading platforms or interactive e-books, can also enhance the learning experience by providing instant feedback and additional resources. By thoughtfully designing reading activities, educators can create a dynamic classroom atmosphere that not only improves reading skills but also cultivates a lifelong love for reading.

3. Xulosa

In conclusion, the selection and design of reading content for B1 level learners are pivotal in enhancing their reading skills and overall language proficiency. This thesis underscores the need for educators to carefully choose texts that are appropriate for learners' levels while also implementing engaging activities that promote active reading. The findings suggest that a diverse range of reading materials, coupled with thoughtfully designed activities, can significantly impact learners' comprehension and enjoyment of reading. As educators continue to adapt their teaching practices to meet the needs of diverse learners, the insights provided in this research can serve as a valuable resource for developing effective reading programs in schools. Ultimately, fostering strong reading skills at the B1 level lays a solid foundation for learners' future academic and personal success.

Adabiyotlar, References, Литературы:

1. Harmer, J. (2007). *The Practice of English Language Teaching*. Pearson Longman.
2. Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge University Press.
3. Day, R. R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge University Press.
4. Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press.
5. Nation, I. S. P., & Beglar, D. (2007). A Vocabulary Size Test. *The Language Teacher*, 31(7), 9-13.
6. Nuttall, C. (2005). *Teaching Reading Skills in a Foreign Language*. Heinemann.
7. McDonough, J., & Shaw, C. (2013). *Materials and Methods in ELT: A Teacher's Guide*. Wiley-Blackwell.