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MAIN FACTORS WHICH ARE INFLUENCED ON READING SKILLS

Annotation. *The elements influencing on reading skill are examined in this article. It explains many reading comprehension ideas and outlines some elements of reading proficiency, including decoding the written material is crucial. Numerous studies have been conducted to examine the linguistic, cognitive, and other elements that affect reading proficiency. This article is emphasizes how reading comprehension is influenced by vocabulary, phonological awareness, morphological awareness, and metalinguistic understanding.*

Key words: *deeper meaning, anxiety, cognitive, linguistic, genetic factor, verbatim, acquisition, terminology, awareness.*

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O'QISH MAHORATIGA TA'SIR QILADIGAN ASOSIY OMILLAR

Annotatsiya*. O'qish qobiliyatiga ta'sir qiluvchi elementlar ushbu maqolada ko'rib chiqiladi. U o'qishni tushunish bo'yicha ko'plab g'oyalarni tushuntiradi va o'qish malakasining ba'zi elementlarini belgilaydi, shu jumladan, yozma materialni dekodlash juda muhimdir. O'qish malakasiga ta'sir qiluvchi lingvistik, kognitiv va boshqa elementlarni o'rganish uchun ko'plab tadqiqotlar o'tkazildi. Ushbu maqolada o'qib tushunish uchun lug'at, fonologik ong, morfologik tushuncha va metallingvistik tushuncha qanday ta'sir qilishiga urg'u beriladi.*

Kalit so'zlar*: chuqur ma'no, tashvish, kognitiv, lingvistik, genetik omil, so'zma-so'z, o'zlashtirish, terminologiya, xabardorlik.*

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ОСНОВНЫЕ ФАКТОРЫ, ВЛИЯЮЩИЕ НА НАВЫКИ ЧТЕНИЯ

Аннотация*. В этой статье рассматриваются элементы, влияющие на навык чтения. Она объясняет многие идеи понимания прочитанного и описывает некоторые элементы владения чтением, включая то, что декодирование письменного материала имеет решающее значение. Было проведено множество исследований для изучения лингвистических, когнитивных и других элементов, которые влияют на владение чтением. В этой статье подчеркивается, как на понимание прочитанного влияют словарный запас, фонологическая осведомленность, морфологическая осведомленность и металингвистическое понимание.*

Ключевые слова*: более глубокий смысл, тревожность, когнитивный, лингвистический, генетический фактор, дословно, приобретение, терминология, осведомленность.*

I. Introduction. One of the most important abilities and a person's first step in learning about everything around him is reading. To acquire and obtain learning at school and throughout life, this is essentially crucial. This ability enables students to make connections between their current learning and their prior experiences, to comprehend language, visuals, and their message, and to expand their understanding of ideas and practices that will be passed on to the next generation.

Since today's information-based culture demands superior reading comprehension abilities, reading comprehension is receiving more and more attention. Understanding information from text sources is crucial for learning. Reading is therefore essential in all academic field. The goal of reading study is to understand how people read by utilizing comprehension mechanisms. A deeper comprehension of reading abilities can aid in the creation of more successful educational initiatives. The elements affecting reading comprehension are covered in this essay. Beginning readers already possess many of the abilities and techniques needed for reading comprehension in their capacity to understand the language. Students must first master the ability to decode words and sentences, including syntax [1;156–172 p.].

II.Literature review. Reading comprehension itself is a complex multidimensional process. However, a number of protective factors indirectly impact reading acquisition and contribute to the overall learning profile of a student [2;73–76 p.]. Reading difficulties can co-occur with other neurodevelopmental disorders. For example, research shows high rates of co-occurrence between dyslexia and mathematics

disorder, attention deficit hyperactivity disorder, developmental language disorder, speech sound disorder, developmental coordination disorder, and with disorders of mental health such as anxiety and depression.

Linguistic factors Language difficulties play a critical role in reading disorders, with difficulty at one or more levels of the language system often at the core of reading, spelling, and writing difficulty [3;6–10 p.]. All three varieties of reading disorder result in poor reading comprehension but for different reasons. Children with difficulties in decoding but intact language comprehension skills are described as having dyslexia. Dyslexia is a language-based reading disorder, stemming from an impairment in the phonological component of language [4;635 p.] understanding what is read, despite appearing to read accurately and at an appropriate rate. While students with poor language comprehension typically make a strong start when learning to read in the early years, comprehension difficulties become more evident as students move into the middle and upper primary years, particularly as the complexity of texts increases. These students may also show language comprehension difficulties across vocabulary, grammar, and narrative skills. A third group of children, including many with developmental language disorders, present with both decoding and language comprehension difficulties [5;858 p.].

Cognitive factors. Strong predictors of reading abilities, cognitive factors like working memory, phonological processing skills (including rapid automatic naming), executive functions, and attention are crucial for a student's reading development [6;745 p.].

Medical and genetic factors. A child's reading profile may be significantly influenced by genetic factors. One important protective factor for the development of reading proficiency is hearing. Children with mild to moderate or unilateral deafness as well as those with a history of fluctuating hearing loss due to glue ear (repeated middle ear infections also known as otitis media with effusion) are also at greater risk of language and reading difficulties. When a developmental language impairment is diagnosed, age-appropriate language and speech production abilities are protective factors for reading development.

Psychological factors. Comprehension entails three elements: the reader who is doing the comprehending; the text that is to be comprehended; and the activity in which comprehension is a part. Psychological factors that the reader brings to the process include motivation to learn to read, interest in reading and selfperception. Engaged reading is highly associated with reading achievement [7;165 p.].

III.Research methodology. The qualitative research design applied to this investigation. According to Creswell, qualitative research is an approach to investigation that concentrates on gathering, evaluating, and assessing data in the form of sounds, pictures, or words.The interview recording was verbatim transcribed prior to analysis. Following the completion of the transcription, the six thematic analysis processes described by Creswell were carried out, including (1) conducting interviews, (2) taking thorough notes, (3) identifying the primary themes in the data, (4) classifying the data into pertinent themes (also referred to as coding), (5) utilizing these themes to explain the data, and (6) interpreting the results to comprehend the challenges the students faced with reading comprehension [8;75 p.].

IV.Analysis and results. The study found that there are two primary factors–internal and external—that can influence pupils' reading comprehension. Long-sentence comprehension issues, inadequate reading techniques, and inability to focus were internal causes. In the meanwhile, outside variables comprised the home and school environments, which were determined by reviewing the body of available literature. The factors influencing pupils' reading comprehension issues are highlighted in Table 1 below:

Table 1

Factors affecting students' difficulties in reading comprehension	No	**Internal factor**	**External factor**
1. Problems with Limited vocabulary		House environment -Limited parental	
Understanding Dictionary reliance		assistance Parental	
long limitation Limited			
			parental involvement
2 Poor reading strategies Main idea		School environment – Language barrier	
identification Availability of dictionaries			
Word-by-word translation Visual materials			
Appropriate materials			
3 Lack of concentration		– Friends' distraction	
		– Fatigue	
		– Complex terms	

The findings show that students' difficulties in reading comprehension were caused by several factors.The first reading comprehension issue that participants faced had to do with their inability to comprehend lengthy phrases. The results showed that because there were so many words in the text,

individuals were having trouble understanding the lengthy sentences and were getting weary of it had to spend extra time searching the dictionary for the definitions of the words since they were unsure of what they meant. Lack of vocabulary comprehension and reading comprehension skills appear to be the root causes of this difficulty, which impacts the student's understanding of the text. Poor reading skills were the second factor contributing to pupils' reading comprehension difficulties. According to the results, some participants struggled to comprehend the material, identify the key ideas, and regularly became perplexed when they came across unknown terms. The third factor that affected students' difficulty in reading comprehension was the lack of concentration. The findings revealed that noise from classmates and fatigue interfered with their concentration making it difficult to pay attention to lessons. Their lack of focus on reading was also triggered by the complexity of the terms in their readings.

V.Conclusion. The primary determinants of reading comprehension were briefly summarized in this article. There is disagreement over the most crucial elements because comprehension is so complicated.The experts do, however, tend to concur that children require regular instruction in order to acquire morpheme phoneme correspondence and phonological awareness. Since both phonics and phonological awareness deal with the relationship between sounds and words, they are closely related. Research indicates that morphological knowledge affects spelling and reading comprehension as well. The findings of the study demonstrate that morphological awareness aids in text comprehension. The degree to which morphological awareness and reading comprehension are strongly correlated appears to depend on both the age group and the language itself.According to every study, comprehensive training in both phonological and morphological awareness should be a part of reading education.

The final two factors were classified as external, whereas the first three were classified as internal. First, due to their restricted vocabulary and dependence on dictionaries, children struggled to understand lengthy sentences. Second, they relied on word-by-word translation and used inefficient reading techniques, particularly when it came to recognizing key ideas. Third, the intricacy of some concepts, buddy distractions, and exhaustion all interfered with their ability to focus. Fourth, they had issues with their home environment, such as little parental participation, parental constraints, and limited parental assistance. Lastly, they ran into problems with the educational setting, such as limited dictionary access, language difficulties, a lack of visual aids, and a shortage of relevant teaching resources.

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TRANSFORMING TRADITIONAL TEACHING THROUGH ESP

Annotation. *The present article explores traditional teaching and new ways of teaching Business English. Readers can learn about new methods of teaching English through English for specific purposes framework. The author highlights the importance of Business English in the globalized society and suggests PEST as a useful tool to teach Business English. Political, economic, social and technological aspects of PEST are investigated in this paper.*

Keywords: *ESP, Business English, traditional teaching, PEST.*

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