SOME RECOMMENDS FOR STUDENTS TO ACHIEVE TARGETED RESULTS ON READING SECTION IN IELTS AND MULTI-LEVEL (ENGLISH) EXAMS

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ABSTRACT: Reading is a very important skill for us because through it we understand the world around us and all the written knowledge. At the same time, our reading skills are determined by foreign language proficiency tests. The better our study skills are, the more we can achieve the expected results. In turn, the question arises: how can we develop our reading skills? which subskills help us? Is it possible to work on correcting mistakes without reducing the student's energy to study? How should language learners manage their study time? This research paper will answer these questions as much as possible. The authors hope that this article will be of interest to a wide readership.

KEY WORDS: Reading, IELTS, Multilevel tests, reading subskills, study skills, time management, reading comprehension, intensive and extensive readings, jigsaw readings, the types of reading tasks.

INTRODUCTION: This article is intended for the general public of students and teachers preparing for IELTS and Multilevel Language Proficiency Tests, in order to develop reading skills at the correct target level. experiences with effective study skills and reading skills are discussed. As every language learner knows, the level of your knowledge of grammar and vocabulary determines the level of almost all of your skills, not just reading, but also speaking, listening and writing. As a proof of the above point, we conducted several experiments and our analysis was as follows: first, we selected five learners of different ages and simultaneously prepared them for language proficiency tests in the same way. And then we started to engage them in learning skills that were more beneficial to them. The results we got from the experiment were different. This can be explained as follows. When we think of reading, we associate many concepts with this word in our imagination. For example, someone who has read this stuff up to this point and learned it in a practical way with this skill can only visualize these things. The ages of our five selected language learners were 10, 14, 18, 20 and 25. It can be seen that their knowledge of their mother tongue is also appropriate for their age, that is, the older ones had already completed the grammar and vocabulary textbooks of the mother tongue in school, while the younger ones were still studying the mother tongue academically. The level of the given foreign language lessons was taught according to the same standard depending on their beginner, elementary, pre-intermediate, intermediate and upper-intermediate levels. But a month and a half after the beginning of classes, a special result was observed in each student. every student began to show their weaknesses. These include the ability to allocate time, the

inability to correctly choose subskills when reading a text, the lack of scientific and artistic knowledge of reading skills, and finally, confusion in the integration of reading with other language skills.

Students' problems are divided into two categories: reading subskills and reading skills. But both of them were errors that could be corrected by connecting with each other. The mistakes of the younger ones were related to reading subskills, and those of the older ones were related to study skills, because their level of language knowledge was different, and because of these problems, it was becoming difficult for them to increase their level even though they were being taught the same way as their peers.

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1.1 Study skills and recommends.

Let's talk about study skills and reading subskills before going deeper into this issue of experience. Study skills are a set of skills that shape how to effectively teach and learn independently. Study skills include memorizing words that are taught from elementary schools, correct pronunciation and fluent reading, avoiding spelling mistakes with the help of exercises, analyzing the conclusions obtained after reading the information with free examples in the group of classmates. familiar as early simple skills. Also, these become individual study skills that are more complex or aimed at correcting our weaknesses later when we try to improve our academic level. Regardless of the age of the learner or the language learner, it is very important to enjoy the process of working with the language, because our brain needs energy and enthusiasm to receive information and process it in our active speech (strongly targeted) is needed. If both the learner and the teacher do not strengthen these two very important things at the beginning of language learning courses, as in our experience, when the level of language proficiency is about to increase, the process will freeze, boredom and stop learning the language. It also leads to loss of interest. As the most effective method, I wrote black notebooks for students in my experience to organize their daily results according to the summary of the monthly target results and to compare the past days with today's and expected results. Only in this case, the monthly and daily tasks were gradually increased at the beginning, the purpose of which was to form the student's adaptation to the complexity of the tasks and to change the types of tasks depending on the identified deficiencies. It's more like finding and patching holes and tears than throwing away a holey bag or sewing it all over again. And of course, this method paid off, each time the part was explained again and again to eliminate the weak points with the necessary tests without learning the boring topics. This in turn saves time and energy in our brain and energy in our body, making way for other additional tasks. Correct time allocation is done after the above comparison and analysis skills, because only when these are done, the student will be able to allocate time. For example, the tasks in the reading section depend on the content of the texts, but in the exam, the time is fixed. Based on this, it is necessary to adapt to the distribution of time in advance. Each reading task is performed depending on reading subskills, so it is very important for each student to draw up a table of time consumption for the level of difficulty of the tasks based on their study skills.

To maintain or strengthen students' interest and goals in the language, providing them with appropriate feedback makes the language learning process interesting, if possible, enjoyable for both the learner and the teacher. It can be turned into an indispensable occupation of a working life. For this, it is advisable for everyone to get into the habit of using the language to enjoy the results through their favorite things and strong skills, and then to develop their weak points.

1.2 Reading subskills and recommends.

Reading is divided into two types: intensive and extensive. The two that are so useful and significant to improve reading subskills and reading comprehension. At first, we did not begin taking full texts of language proficiency exams such as IELTS and Multi-level tests because the learners had some mistakes and errors that should be corrected with right feedback and repreparing reading subskills according to their weakness and neglected points on their knowledge about reading strategies.

Thus, reading subskills, depending on the types of reading tasks included in the sample tests of the language proficiency test, were gradually added to the daily load of students. Reading strategies were also taught based on subskills. As we emphasized earlier, this process depends on the learner's grammatical and lexical wealth, the experience and skills acquired in daily communication and training.

We can account these are as reading subskills that help us to recognize correct answers in test and reading comprehension:

1. identifying main ideas/topics.

2.Text structure.

3. Skimming

4. Guessing meaning from text.

5.Pronoun reference.

6. Recognizing/classifying/ordering supporting sentences.

7. summarizing.

8. Analyzing parallel structure in sentences

9. Viewpoint

10. Scanning.

11. Making references.

12. Distinguishing facts and opinions.

13. Paraphrasing information.

These subskills are taught step by step with enjoying joyfully.

The types of reading tasks are classified such as:

1. Multiple choice.

2. Identifying information.

3. Identifying writer's view

4. Matching information.

5. Matching headings.

6. Matching features.

7. Matching sentence endings.

8. Sentences completion.

9. Diagram and charts completion.

10. Short answers.

11. True/False/ Not Given

12. Yes/No/Not Given.

This alone is not enough, but our experience has shown that reading strategies are also important, because working with strategies during exam preparation and self-study is less important to most students. It may not seem like it. But when it comes to exam time, not working on reading strategies, not learning all the skills together, and not following the correct time distribution, there is a high probability that even if your language level is as expected in daily exercises, you will still not get the result you expected. remains.

METHODS: Scientific-practical and experimental methods were widely used in writing this article. the scientific terms in the article are explained from textbooks and special manuals written on this topic. reading skills and subskills were taken from the tested knowledge of teachers preparing for the language proficiency exam. This article was developed in collaboration with other works on the same topic before being referred to readers.

RESULTS: The purpose of writing this scientific-practical article has been achieved, because the answers to the abstract and unanswered questions related to the topic of reading and study skills and the teaching of foreign languages that have not been found and cross-referenced are not experimental. was tested by learners of different ages. If the future shortcomings of this article are not remembered, it is planned by the authors of the article to develop it further in a more scientific-practical and theoretical way.

DISCUSSION: It is written and based on practical experience that teaching foreign languages and language knowledge will be a reference educational and methodological-experimental source for the masses of students preparing for the exams for certificates for higher education and scientific degrees. has been reviewed by the teacher and professors. It is recommended that the article covers its topic with its content.

CONCLUSION: If we draw a conclusion from the article, reading skills and other skills are interconnected, and each skill is divided into subskills, based on reading tasks, each student works according to his own personal strategies, etc. scientifically substantiates the need in a

practical way. We are confident in the conclusion that any kind of knowledge and skill is useful for the pleasure and development of a person and human society, it means that this knowledge is learned and taught in a wide and organic way in life.

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