Peculiarities of Teaching Reading and Developing Reading Skills in a Foreign Language

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Abstract: The article deals with the issues based on teaching reading in a foreign language, considering some of the ways to develop reading skills. Reading is one of the receptive skills: the reader approaches the interpretation of texts with his source of knowledge and experience, which explains the unequal interpretation of the meaning of the same text by different readers. In the course of teaching to read, students try to exchange their thoughts about what they have read, learn the ways of asking questions. The teacher, in turn, acts as a kind of moderator between the students and the text.

Keywords: foreign language, teaching reading and writing skills, language models, vocabulary, reading speed, successful acquisition.

INTRODUCTION

Effective reading is the foundation for the successful acquisition of foreign language skills. First of all, reading is the foundation in all aspects of language learning: using textbooks for language courses, writing, developing vocabulary, acquiring grammatical skills and controlling them. Including reading of instructions is included in every language teaching program.

It should be taken into account that when learning a second language, both a child and an adult who have acquired some general reading skills in their native language (using graphic code to recreate elements of the language) do not experience problems when the graphic code of the target language is based on principles that correspond to the native language.

Reading is a conscious or unconscious process of thinking. The reader uses many strategies to reconstruct the meaning that was laid by the author; in this case, the reader resorts to comparing information from the text with his personal experience and knowledge.

The reader approaches the text with a huge store of knowledge and experience, including his own attitude to speaking and writing. All own knowledge, experience and values are organized into categories or schemes. Each of them is connected to the others in a complex mental grid. Depending on what facts and ideas were noted in the text, the reader compares the information received with background knowledge and builds a version of the meaning of the text.

Reading provides the cognitive function of the language. As a cognitive activity, reading contributes to the development of figurative and logical thinking of students. In this case, an essential role is played not only by the content of the texts, but also by the process of reading itself, which creates the preconditions for the work of thinking. Reading in FL is accompanied by a number of mental operations - observation, comparison, analysis, synthesis. In the process of reading, the imagination and attention of students develops, since understanding the text is associated with guesswork and requires the concentration of voluntary attention. [2, p.67-68]

For the normal flow of the reading process on the FL, the reader must store in memory the images of morphemes and syntactic schemes and their general meaning, abstracted from the specific lexical content, i.e. possess the appropriate grammatical (morphological and syntactic) reading skills (operations), which ensure the automation of the process of recognition and
understanding of the grammatical information of the text. In addition, images of perceived words must be stored in the reader's memory in order to recognize and understand lexical units in various contextual conditions. [9, p.232]

In the texts for reading, the unity of the substantive and procedural plans should be manifested. In the educational process, the texts should correspond to the communicative - cognitive interests and needs of schoolchildren, correspond in terms of complexity to their language and speech experience in their native and foreign languages, and contain information that is interesting for students of each age group. Meeting these requirements, the educational text helps to activate verbal communication as in oral and written. [5, p.172]

Reading refers to the receptive types of speech activity, since it is associated with the perception (reception) and understanding of information encoded by graphic signs. In reading, a substantive plan is distinguished (that is, what the text is about) and a procedural plan (how to read and voice the text). In terms of content, the result of reading activity will be reading comprehension; in procedural - the process of reading itself, that is, the correlation of graphemes with phonemes, the formation of holistic methods of recognizing graphic signs, the formation of internal speech hearing, translation into the external pronunciation, reduction of internal pronunciation and the establishment of a direct connection between the “semantic” and graphic complexes, which is expressed in reading aloud and to oneself, slow and fast, with full comprehension or general coverage.

The process, when the reader focuses his attention first of all on what he already knows, is conceptually driven and is a top-down method. Otherwise, when the reader relies primarily on the features and information of the text in order to understand what he has read, the data management process takes place - the “bottom-up” method. In other words, the reader is constantly comparing the facts obtained from the text with what he already knows. When a person reads, both methods are in constant interaction. Textual information activates personal knowledge, and personal knowledge, in turn, contributes to making assumptions about what is in the text. This predominantly unconscious, interactive process continues until the reader is satisfied with the comparison of the data obtained from the text with his knowledge, and fully understands what he is reading.

METHODS AND ANALYSIS

The first language and the reader's mental consciousness determine what he notes in the text and how he applies knowledge to text information. When reading in a foreign language, he draws on his own language and culture. This means that the reader will highlight the facts and interpret them depending on the structure of the language and the cultural attitude in relation to its literacy. It is important here to clarify the relationship between reading and literacy. The concept and goals of literacy, which differ in cultural contexts, are the basis for the acquisition and further use of reading and writing skills.

In a broad sense, literacy refers to the level of knowledge and skills in a particular area, as well as the ability to apply them in practice [2]. In the case of mastering languages, literacy is the degree of mastering the skills of reading and writing, the ability of a person to read, understand and write a text: it is a set of ideas and beliefs regarding the use of oral and written speech, which are established in the course of a person's socialization in a particular cultural society.

Language and culture are inextricably linked. Knowledge of the language and the form of thought are socially built and include cultural attitudes, and each language / culture contributes to the development of its own understanding of the world. That is why two people belonging to different cultures, reading the same text, can come to completely different conclusions. It depends on different background knowledge, expectations about what the textual information is, and different ways of reproducing meaning. Consequently, not always a person who is fluent in reading skills in their native language will be able to apply them to a text in a foreign language.
DISCUSSIONS

Reading in a foreign language requires mastering certain skills in speaking and writing. The teacher must help the student to master the grammatical structure of the studied language, in constant practice to acquire "secondary language literacy": to introduce to a new culture, cultural understanding of language and speech, to identify specific formal and content systems. It is important to understand: in order to teach to read in a foreign language, you literally need to change the cognitive activity and the system of values of the student.

Students must learn to think in a foreign language, and then they will be able to effectively read and understand foreign texts. In teaching reading, the teacher should consider the following guidelines:

Students perceive new things better if they are aware of what they are doing. As soon as they know the processes of thinking, they begin to monitor their implementation and apply appropriate strategies for understanding the text [4].

In the structure of reading as an activity, one can also distinguish a motive, a goal, conditions, and a result. The motive is communication or communication using the printed word; the goal is to obtain information on the issue that interests the reader. The conditions of reading activity include 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 with varying degrees of accuracy and depth.

In the process of teaching a foreign language at school, reading, like speaking, acts as an end and a means: in the first case, students must master reading as a source of information; in the second - to use reading for better assimilation of language and speech material. Using reading as a source of information creates the necessary conditions for stimulating interest in studying this subject at school, which the student can satisfy on his own, since reading does not require either an interlocutor or listeners, but only a book. Mastering the ability to read in a foreign language makes it real and possible to achieve the educational, educational and developmental goals of studying this subject. This allows the teacher to contribute to the upbringing of a comprehensively developed, socially active personality.

Connection of reading with other types of speech activity

Reading is closely related to other types of speech activity. First of all, it is closely related to writing, since both reading and writing use the same graphic system of the language. When teaching foreign languages, it is necessary to take into account and develop these types of speech activities in conjunction.

Reading is associated with listening, since both are based on perceptual - mental activity associated with perception (reception), analysis and synthesis. During listening, the listener perceives the sounding speech, and the reader perceives the written one. In reading, as well as in listening, probabilistic forecasting is of great importance, which can be both on the verbal and on the semantic level.

Reading is also related to speaking. Reading out loud (or reading aloud) is “controlled speaking”. Reading to oneself is internal listening and internal speaking at the same time.

Thus, reading is associated with all other types of speech activity that are formed when teaching a foreign language in the school course as a whole.

Characteristics of the main types of reading

Depending on the target setting, there are browsing, introductory, exploring, and search reading. A mature reading ability presupposes both mastery of all types of reading, and the ease of transition from one type to another, depending on the change in the purpose of obtaining information from a given text.

Review reading involves getting a general idea of the material being read. Its purpose is to get
the most general idea of the topic and the range of issues discussed in the text. This is a cursory, selective reading, reading the text block by block for a more detailed acquaintance with its "focusing" details and parts.

It usually takes place at the initial acquaintance with the content of a new publication in order to determine whether it contains information of interest to the reader, and on this basis make a decision whether to read it or not. It can also end with the presentation of the results of the read in the form of a message or abstract.

When reading it, sometimes it is enough to familiarize yourself with the content of the first paragraph and the key sentence and look at the text. At the same time, the number of semantic pieces is much less than in the study and introductory types of reading; they are larger, since the reader is guided by the main facts, operates with larger sections. This type of reading requires from the reader a fairly high qualification as a reader and mastery of a significant amount of linguistic material.

Completeness of comprehension during viewing reading is determined by the ability to answer the question of whether a given text is of interest to the reader, which parts of the text may be the most informative in this regard and should subsequently become the subject of processing and comprehension with the involvement of other types of reading.

To successfully master reading skills, the student must: understand that reading is not only translation of words, it is a thought process; talk about what he read and explain how he came to this or that conclusion; refuse to read individual words to increase the speed of reading the text as a whole; learn to choose the pace of reading based on the initial settings; use a top-down approach to link personal knowledge with text; use the bottom-up method to memorize more useful words and choose the appropriate learning strategy for better understanding the meaning in context. Set; acquire specific reading comprehension skills that they can apply depending on the situation. Taking into account all of the above factors, we can conclude that teaching to read in a foreign language will be more successful in a group of students. At the same time, you need to read more for your own pleasure, with the opportunity to discuss what you read with people who are able to competently recreate the language models necessary in learning a foreign language. Apply interactive lessons that target specific reading skills with the ability for students to express their thoughts. Train and practice reading fluency. Activate vocabulary, including direct pointing to frequently used words and thematic words.

Studying reading provides for the most complete and accurate understanding of all information contained in the text and its critical understanding. This is a thoughtful and unhurried reading, assuming a purposeful analysis of the content of the read based on the linguistic and logical connections of the text. Its task is also to form the student's ability to independently overcome difficulties in understanding a foreign text. The object of "study" in this type of reading is the information contained in the text, but not linguistic material. Learning reading is distinguished by a greater number of regressions than other types of reading - repeated rereading of parts of the text, sometimes with a distinct pronunciation of the text to oneself or aloud, establishing the meaning of the text by analyzing linguistic forms, deliberately highlighting the most important theses and repeatedly pronouncing them aloud in order to better memorize content for later retelling, discussion, use in work. It is learning reading that teaches respect for the text.

CONCLUSIONS

Reading is a cognitive process that the reader uses to recreate the meaning of a text. Those who read freely, unconsciously and automatically use certain reading skills. Students can choose which books to read. The teacher, in turn, should guide students, help with the choice of texts that correspond to the level of knowledge, develop a positive attitude towards reading in a foreign language. The more students read, the better their vocabulary becomes. The more vocabulary they have, the better they can read. Plus, reading improves your writing skills. Reading in a foreign language can motivate the student to further improve his language skills.
References:

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