
About Methods used During Teaching Reading in Language Lessons

Sattorova Marifat Ortikovna

Tashkent Institute of Finance

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Annotation: The systematization of various types of texts is necessary for teaching foreign language communication in order to develop the ability of students to use various genres, tactics and techniques of speech communication. This article examines the stages of reading, analysis of the lexical and grammatical difficulties of the text, the activation of new lexical material and the control of understanding the information contained in the text.

Keywords: Teaching a foreign language ,conversation, speech statement, monologue, lexical material, vocabulary analysis, speech practice, material of the text.

The text should be considered in the following learning functions:

- as an illustration of the functioning of language units;
- as a sample of speech of a certain structure, form and genre;
- as an example of the implementation of the author's speech intentions;
- as a model for generating a speech statement, message or speech communication (text-dialogue);
- as a structure for managing the learning activities of students (educational text).

Dialogic texts, especially those specially composed, can become the basis of independent communicative training, that is, self-learning in foreign language communication. The functions of the text in teaching foreign language communication are by no means exhausted by the above. Structural-speech formations of different types of monologue and dialogic texts, mixed genres of utterances are closely adjacent to the text as a system.

The systematization of various types of texts is necessary for teaching foreign language communication in order to develop the ability of students to use various genres, tactics and techniques of speech communication, on the one hand, and their combination in accordance with the conditions of activity, the situation of communication, the nature of the role behavior of the interlocutors, their interpersonal interaction with another.

In order for the text to become a real and productive basis for teaching all types of speech activity, it is important to teach students various operations with text materials, various manipulations with diverse units - a sentence, phrasal unities, subtext and text, taking into account the genre and stylistic features of a certain class of the original (exemplary) text, skills and abilities of differentiation, reconstruction, transformation and construction of language units in solving a specific educational task (for example, retelling a text, using it in a communicatively inverted oral monologue, dialogue, written message, etc.).

There are different points of view about what stages of work on the text should be included in the educational process, which are the most effective. Naturally, the selected types of work depend on the goals that we set before reading. So, for example, some scientists based on the goal of teaching foreign languages, distinguishes between two stages.

- The first stage is reading as a process of obtaining information from the text. This stage is obligatory in the work on any text. However, at this stage, work on most of the texts should end.

- The second stage is a conversation on the material of the text. This stage of work should be selective and apply only to a part of the texts or their fragments that are most suitable for speech practice.

There are also two stages in the organization of reading verification:

- The first stage is the analysis of the lexical and grammatical difficulties of the text, the activation of new lexical material and the control of understanding the information contained in the text.
- The second stage is a creative discussion of the content of the reading.

Analytical conversation is built on the level of meaning. As teachers we should use speech exercises only as a means to test reading comprehension. For that we have to pay attention to the stages of reading lessons.

The reading lesson includes following three stages:

1. control of understanding of the general content;
2. verification of understanding of certain essential details;
3. evaluation of the reading.

In a more traditional technique, 3 stages of work on any text are usually distinguished: pre-text stage, text stage, post-text stage. Methodists and teachers offer many types of tasks for working on texts. Naturally, the types of work depend on what goal we set. If this is reading for the sake of reading, then the tasks will be focused only on content control. If we want to have a conversation on what we have read, the student must master vocabulary and grammar in the form of exercises.

Some authors believe that such exercises are mandatory, and they should precede the discussion of the text itself, since in this way the students' vocabulary is enriched and the basis is prepared for further speaking on the problem. Other authors believe that reading is an independent type of speech activity, and not a means for teaching oral speech, so preliminary work on words will be superfluous here.

In modern foreign textbooks, the development of vocabulary, its accumulation occurs due to post-text exercises on authentic material.

Thus, no matter what approach we take, the sequence of work on the text will be approximately as follows:

pre-reading exercises; which control of the concept of content

while-reading exercises which control of the concept of important details of the text;

post-reading exercises, analysis and evaluation.

Pre-reading tasks are aimed at modeling background knowledge. They stimulate motivation to work with the text. According to the title, according to the structure of the text, according to the figures accompanying the text, one can determine who or what the text can be about.

In order for students to be able to see primarily familiar phenomena in the text, it is necessary to offer tasks in searching for and underlining known words in an unfamiliar text. It is necessary to carry out vocabulary analysis, determine the original form of words, the type of subordinate clauses, find the equivalents, antonyms.

While-reading exercises. We read the text in order to solve a specific communicative task, which is formulated in the assignment to the text. If we are working with authentic text, then all kinds of reading can be used. The first reading may be associated with understanding the basic information, melbop, cipot, aedi niam sti gninimreted : etc.; search (underlining / writing out) the main information; establishing logical and semantic relationships (drawing up a plan, tables, diagrams). An important role in managing the process of understanding the content of

the text is played by tasks for the purposeful search for information. While –reading exercises s to the text should be built on the basis of actively learned vocabulary and grammatical structures that are not used in the text in this form. The question to the preliminary question should reflect the main content of the relevant part of the text and should not be reduced to any one sentence from the text.

At the post-reading stage, it is necessary to develop in students the ability to express their thoughts in oral and written speech based on the text. Students construct sentences from individual expressions, number sentences according to the text, answer questions. The students learn to evaluate the information contained in the text in terms of its significance for them; to report what new they have learned from the text.

In conclusion, reading is the most developed type of speech activity, a means of teaching a foreign language. Reading provides and replenishes the stock of knowledge. It is a means of developing skills.

Being able to read means instantly recognizing visual patterns of speech units. The larger the operational unit of perception, the better the level of understanding of the text. Improves grammatical knowledge, enriches vocabulary, introduces the culture and literature of the country of the language being studied, develops analytical thinking.

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