Teaching reading at the University

Shadmanbekova Kamola Abdulazizovna

*senior teacher of
Tashkent Institute of Finance,
Tashkent, Uzbekistan*

ABSTRACT: The main purpose of reading is to extract and comprehend the information contained in the written text. In the process of reading, the reader not only perceives information, but also carries out its semantic processing. The relevance of this article should be overestimated, since today there is a tangible need for teachers-practitioners working at universities to get acquainted with both modern theoretical approaches to teaching reading and practical experience - in different educational contexts, in different foreign languages, for different purposes and learning objectives.

KEYWORDS: purpose of reading, specialty texts, specific reading situation, skills and abilities, reading strategy, subsequent translation, speech tasks.

One of the goals of teaching a foreign language in higher education is teaching to read texts in a specialty for obtaining information and its further processing (annotation, abstracting, synopsis). A student at the end of a foreign language course must have professionally oriented skills and abilities, all types of scientific text processing for independent work. Depending on the task to be solved in a specific reading situation, in the learning process, introductory, in-depth and translated-abstract reading are considered, taking into account the strengthening of the vocational guidance of the content of the texts.

The study of texts should contribute to the formation of students' skills and abilities of the so-called "flexible" reading, in which the reading strategy changes in accordance with changes in reading tasks. One text can serve as an object of obtaining information, the other is necessary for study and subsequent translation.

The main task of teaching reading at the 1st stage is to show the way, following which the student can understand the content of any studied text, the main elements of introductory, in-depth and translated-abstract reading are studied. The student should be aware that reading tasks change.

At the 2nd stage, the types of tasks that are directly correlated with the studied information become more important. The study of texts in the specialty should teach how to master certain types of reading, develop the ability to independently change the way of reading, using certain types of reading or their combinations. During introductory reading, special attention is paid to the rapid coverage of the main content of the text, the development of the reading speed skill. Speech

tasks are used in full when working with the first texts; when studying further texts, the student must independently extract text information (at least 70%). The success of the initial acquaintance with the text largely depends on the vocabulary, as well as on its ability to thoughtfully and quickly analyze the vocabulary, to guess the meaning of words in context.

Here, attention is paid to the methods of determining the meaning of words and phrases by context. The leading role is played by tasks aimed at analyzing the grammatical structure of the text: groups of words, sentences, paragraphs. The article deals with the most important grammatical indicators necessary for understanding the relationship between various structural units of the text The volume of grammatical phenomena can increase or decrease, but it should be remembered that this is only one of the means of understanding the content of the text. When studying grammatical phenomena used in technical literature, it is necessary to focus on the practical use of these models, their synonymy, working out the necessary models using terms, and not on the theoretical part of this grammatical phenomenon. The student must acquire the ability to quickly understand the general content of the read, as well as to analyze linguistic phenomena in order to fully extract text information.

At the second stage, one of the main directions in teaching introductory reading is the development of the ability to quickly "grasp" the main meaning of the text. It consists of a certain speed of reading, reliance on known elements, understanding the connection between parts of the text, which allows you to see the text as a whole. To improve the mastery of linguistic material, it is necessary to summarize the information, offering to draw up a general plan, to present the content in the form of a retelling. The student must himself determine what prevents him from understanding the content of the text, be able to cope with these difficulties, and ask for help only in certain cases. In in-depth reading, tasks are first carried out regarding familiarization with the general content, and then the analysis of places that make it difficult to understand the content of the entire text. The resulting textual information should serve as material for subsequent discussion. The transmission of information received during reading requires mastering special techniques. When teaching annotation, abstracting in a foreign language, an additional task arises: to teach to convey the meaning of what has been read directly in the language, bypassing training in the native language. To do this, they study the content of the text, perform tasks on annotation and abstracting: make up a plan, highlight the necessary speech material in the text.

At the last stage, it is advisable to devote time to discussing prepared annotations, abstracts, and translations. One of the forms of conversation about the information received is the description of diagrams and drawings. It is advisable to give each student individual texts for translation and abstracting. You can consider some reading strategies that help you comprehend the content of the text with a minimum of time. The type of reading depends on the purpose for which it is being read. There are the following types of reading: look-through reading, search reading, detailed reading. There are some reading strategies that help you understand the content when reading foreign language texts.

The choice of reading strategy depends on the purpose of the reading. English study guides provide the following reading strategy guidelines:

a) What visible and graphic markers call the subject of the text? For example: title, subheadings, pictures, graphics, captions under pictures.

b) What type of text are we talking about (poem, newspaper article ...). For whom and by whom this text was written, what can be discussed in this text.

c) What keywords are found in the text? Key words - words that are often repeated in the text, as well as in the form of synonymous expressions. Keywords carry basic information.

d) The presence in the text of numbers and numbers, which often contain important information on the content of the text. e) The presence in the text of internationalisms or proper names.

f) Try to understand unfamiliar words using context or known parts of a word.

g) What conjunctions or union words, prepositions connect parts of a sentence, a sentence and part of a text (indicating the time, justify, express reasons, indicate a goal, express a condition ...).

h) What other elements the sentence can connect, for example, personal pronouns, demonstrative pronouns, synonymous expressions.

Other sources name the following text understanding strategies:

a) at the word level (recognition of words - internationalisms, single-root words, recognition of the meaning of complex words);

b) at the sentence level (bold, numbers, negation, punctuation, point, question, point and familiar grammar activation);

c) the text as a whole (which defines the text as a whole, the type of text, the separation of the text, the highlighting of the main questions in the text, the finding and recognition of the bundles in the text, which indicate the argumentation, recognition and identification of text links, marking of speech registers);

d) the level of the cultural context (recognition of "false" friends of the translator, associagrams for key concepts of the text that have different concepts in a foreign language and in a native language, comparison of information in texts in the native and foreign languages on similar topics).

The more common text processing is translation. To translate means to convey the content and stylistic features of the source by means of another language. Accuracy of translation is a basic requirement for the translation of a scientific and technical text. Accuracy should be understood as brevity, expressiveness, logical consistency, completeness of the presentation of the original content and compliance with the norms of the Russian language. Do not confuse the concepts of "exact" and "literal" translation. Literal translation comes down to a mechanical substitution of an Uzbek word instead of an English one, as well as preserving the structure of an English sentence, which leads to nonsense. The original translation can be "literal" to make the main text easier to understand.

Then, words and phrases are selected that convey the content of the source most clearly, and grammatical connections are established in sentences. If the meaning of the translated sentence is understood, they edit it, read it together with the previous phrase and, after making sure of the semantic connection, move on to the next sentence. In cases where the concepts of two languages do not coincide, the translation ceases to be literal. The translator is forced to resort to various transformations, transformations. The translation becomes either simplified, or accurate, or adequate.

Adequate translation is a translation that ensures the equivalence of the meanings of the original and the translation, the identity of the semantic and stylistic functions of the translated texts and the original, when the choice of translation is carried out taking into account the specifics of the system and structure of languages, the rules for combining words, grammatical forms and sentences. The criterion for the formation of translation skills can be the approximation to the following parameters: the rate of written translation - 2550 printed characters in 45 minutes, the rate of interpretation - 5000 printed characters in 45 minutes (masters). Reading texts in a specialty in a foreign language serves as a source of information, and the acquired skills and

abilities of scientific processing of texts (translation, synopsis, annotation, abstracting) make it possible to use foreign sources in mastering a specialty or contribute to professional development.

Both domestic and foreign methods of teaching foreign languages at the university pays great attention to teaching reading in a foreign language. Reading is one of the leading activities of students at the stage of study at the university, since teaching reading allows you to form reading skills and abilities, related language and speech skills, transform the student's knowledge within all studied disciplines. It is interesting that the reasons for the high status of reading as one of the main goals of education at a university are different in the domestic and foreign educational context. The goals of learning to read are in part a reflection of the social order in a given period of time.

So, in the domestic methodology for a long time there was an opinion that teaching reading is equated with teaching a foreign language. A specialist should be able to read texts of different functional styles (personal writing, professional texts) with a dictionary and understand the basic meaning of a written speech work. Thus, this specialist will be in demand in our society, in which processes of internationalization and establishment of international relations take place. Also, a large role is assigned to the role of the Russian language in teaching reading in a foreign language and teaching reading in the context of the formation of functional and reading literacy.

The theory and practice of foreign teaching methods of teaching foreign language reading were formed in a different social context. Universities The USA and Great Britain traditionally work with students who come to study from different countries. The purpose of teaching reading in the framework of Teaching English as Second or other language (TESOL) is closely related to the problem of adaptation of foreign students to university studies and the formation of academic literacy. Being academically literate means being able to function effectively in an international academic environment. Reading is one of the key components of academic literacy, along with writing. The theory and practice of teaching reading in English takes into account the role and influence of reading in the native language. However, due to the fact that students come from different countries and speak different native languages, the specificity of a particular language is often not taken into account.

Most scientists in the field of psychology and psycholinguistics agree that reading is a type of speech activity, and any activity has three sides (phases): motivational, goal-oriented and executive. The phases reflect the peculiarities of speech activity, its hierarchical structure, purposefulness and motivation. IA Zimnyaya considers speech activity as a process of receiving and transmitting a message and a way of forming thought through language in the processes of speaking (writing) and listening (reading). The subject content of speech activity is thought as a form of reflection of objects and phenomena. Units of speech activity are a semantic decision (when reading, listening to speech) and a speech act (when speaking and writing).

Reading is a type of speech activity, that is, a way of forming and formulating thoughts. Meaning is a reflection created in the subject's activity. The reading mechanism as a type of speech activity involves the following stages:

a) inclusion of needs;

b) meeting a need with an object (thought);

c) emotional experience of this need (interest);

d) volitional regulation (maintaining interest). In reading, verbal hearing plays an important role. The speech mechanism of reading is as follows: the reader must own sound-letter associations, be able to isolate sounds from the speech stream and differentiate them. In this case, phonemic hearing is important.

An important role in learning to read is also played by probabilistic forecasting, or "mental overtaking in the process of reading." It helps the successful perception of the text and its understanding in any kind of reading. Prediction creates an emotional state of mind and readiness to read. The condition for updating or launching the forecasting mechanism is the presence and systematization of the reader's past experience, that is, anticipation of the content occurs. Forecasting also depends on the degree of familiarity of the reader with the topic, the ratio between the known and the unknown in the text. In other words, the presence of associative links helps in the process of searching and selecting information in the text. Reading is a complex analytic-synthetic activity, which consists of the process of perception and understanding of the text. Mature reading is characterized by the fusion of these processes.

Therefore, it is important to form strategic reading skills - for example, the student should be able to predict the meaning of words by initial letters, predict the content based on headings, ignore unfamiliar words that do not affect comprehension, return to what he read in order to clarify for better memorization, use for understanding content support text, bilingual and monolingual dictionaries.

REFERENCES

1. Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020 http://summusjournals.uz/index.php/ijdiie

2. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.

3. Trabasso T.Teaching readers how to comprehend texts strategically / T. Trabasso, E. Bouchard // Comprehension instruction: Research-based best practices. — NY: Guilford Press, 2002. — P. 176–200.

4. Vollmer H. J. Language across the curriculum. Expertise for the Council of Europe, Language Policy Division. — Strasbourg: Council of Europe, 2006: http://www.coe.int/t/dg4/linguistic/vollmer.