

## READING SKILLS AS UNIVERSAL LEARNING ACTIVITIES

ABDULAMINOVA FOTIMA ABDURASULOVNA

Trainee Teacher

Tashkent State University of Mother Tongue and Literature Named After Alisher Navoi

Faculty of Translation Theory and Practice, Department of Foreign Languages

Fotima0910@Gmail.Com Tel: +998 90 9011317

### ABSTRACT:

**In this article, we will consider reading in the context of modern educational standards. Some difficulties that freshmen experience in language learning and ways to overcome them are analyzed.**

**KEYWORDS: reading skills, methodological literature, competence-based approach, system-activity approach, cultural identity, social competence, tolerance, and self-assimilation.**

### INTRODUCTION:

Changes in the world community, in our country, emerging new requirements for the younger generation demanded a revision of the goals of education and the definition of new priorities. To solve these problems, state educational standards of primary and basic general education were developed, in which the learning process is understood not only as the assimilation of a system of knowledge, skills and abilities that constitute the instrumental basis of the student's competence, but also as a process of personal development, gaining spiritual and moral experience and social competence.

It should be noted that all modern educational standards of our country are developed on the basis of a competence-based approach. The main difference between the state educational standards of the new generation and the state educational standards of the previous generation of general education is the focus on the result of education. The standards of the previous generation were

focused on the "knowledge" model, the main purpose of which was to transfer to students the sum of knowledge-skills-skills. Modern standards are created on the basis of competence-based and system-activity approaches. Within the framework of these approaches, the goal and result of education is the acquisition of new levels of development of the personality of students, their acquisition of spiritual, moral and social experience (key competencies) based on the development of universal methods of activity (competencies).

The competence-based approach in education ensures that the gap between theoretical knowledge and the practical ability of a teacher to manage the educational process is bridged, and for a student - to apply knowledge in practice to solve specific life problems.

The main results of education in the standards of the new generation are personal, metasubject and subject results [1]. It is on these results that teachers and leaders of educational institutions should be targeted:

1. Personal, which imply that students are ready and capable of self-development, as well as personally self-determined;
2. Metasubject, which involve the development of students in intersubject concepts and universal educational actions (regulatory, cognitive, communicative); the formation of their ability to use them in educational, cognitive and social practice; teaching the independence of planning and implementation of educational activities and the organization of educational cooperation with teachers and

peers, building an individual educational trajectory;

3. Subject, which imply the inclusion of skills mastered by students, specific to a particular subject, as well as types of activities that provide:

- obtaining new knowledge during the study of the subject, their transformation and application in various situations;
- formation of a scientific type of thinking.

It should be especially noted that the standards of the new generation were developed in order to solve many urgent problems of the Uzbek education system. As practice and the results of a number of studies show, many school graduates have a fairly high level of subject knowledge in a particular area, but at the same time they experience difficulties in the process of studying at universities. Many freshmen have difficulties:- with lecture notes: they cannot highlight key ideas, systematize data, generalize, draw conclusions;- in the process of working with various printed sources of information - to find literature for writing a scientific work on a specific given topic, experience difficulties in comparing different author's opinions, cannot substantiate their point of view;- with an understanding of scientific texts;

- with a retelling, with a presentation of what has been read, with the formulation of one's own point of view based on the information read;- with the solution of non-standard problem situations, while they easily solve stereotyped problems [1].

Thus, students begin to read the block, already having an approximate idea of what it is about, i.e. having an adequate semantic hypothesis. This is extremely important because in most cases, students who traditionally have a low level of language training and insufficient experience in reading in a foreign language are unable to predict correctly the content of the

text based on certain well-known words and expressions. [2]

It follows from this that modern school graduates do not have developed semantic reading skills. If we turn to the requirements in the state educational standard of primary and basic general education, we can see that mastering the skills of semantic reading of texts of various styles and genres is a mandatory component of the expected results of mastering the basic educational program.

The analysis of the methodological literature has shown that semantic reading presupposes the reader's understanding of the semantic content of the text. It follows from this that the goal of semantic reading is the most accurate and complete understanding of the content of the text. This interpretation of reading as a type of speech activity was adhered to by many Russian scientists earlier, as we already wrote about in the first paragraph. If we rely, for example, on the positions of A.A. Leontiev, Z.I. Klychnikova - reading in itself is semantic, as it is aimed at understanding the text [4, 5].

Semantic reading refers to meta-subject results, therefore its components will be in the structure of all universal educational activities. Universal educational actions, in turn, are defined as the subject's ability to self-development and self-improvement through the conscious and active appropriation of new social experience; a set of student actions that ensure his cultural identity, social competence, tolerance, the ability to independently acquire new knowledge and skills, including the organization of this process [1].

So:- personal universal learning actions include reading motivation;- in regulatory universal educational actions - the student's acceptance of an educational task, arbitrary regulation of activity; goal setting; planning the implementation of the task; forecasting; control;

correction; assessment;- in cognitive universal educational actions - logical and abstract thinking, working memory, creative imagination, concentration of attention, vocabulary volume; search and selection of the necessary information; application of information retrieval methods; reflection of methods and conditions of action, control and assessment of the process and results of activity; definition of primary and secondary information; free orientation and perception of texts of artistic, scientific, journalistic and official business styles; establishment of causal relationships, representation of chains of objects and phenomena.

During training, students must master different types of reading. In the methodological literature, various classifications of reading are distinguished. The main point of view is S.K. Folomkina, who distinguishes four types of reading: introductory, viewing, search and study [3].

During introductory reading, the text is read once, in its entirety and most of it. In this type of reading, only the understanding of the main content of the text is checked. If, according to the teacher, understanding some of the basic facts is difficult for the students, the teacher writes the difficult words on the blackboard to facilitate the content of the text, which is analyzed with the teacher. Tasks for verification can take various forms, for example: answer the teacher's questions, draw up a text plan, perform an exercise - test, highlight the main points in the text that confirm or refute a thesis, find facts on a certain basis, etc. the method of checking comprehension in an introductory reading can be used when the text is long enough. In this case, only the basic facts should be required. An undesirable method of control is translation into the native language, even selective: assuming that he will have to translate individual sentences, the student will translate

the entire text when reading, which goes against the very nature of introductory reading.

Sometimes introductory reading is seen as the first step in an exploratory reading work. Learning reading is initially conducted only in class, under the guidance of a teacher. As a homework assignment, it should be offered only after students understand the specifics of this type of reading.

The main task of the student reading is a complete and accurate understanding of the text, which means reading the text more than twice. Work with a specific text is usually divided between two sessions, which are structured differently. If a whole text is used for the student reading, then in the first lesson the students skim through it and determine its topic and the meaning of this text. After that, they receive their homework: to read the text carefully in order to accurately understand its content. In the second lesson, the teacher tests reading comprehension; this may be accompanied by re-reading of selected passages.

If an excerpt from a long text is intended for a student reading, then the homework for the first lesson is an independent introductory reading of the entire text. In class, the teacher exercises control over his comprehension for this type of reading, and then specifies the passage for the student reading as the next homework. In the second lesson, the understanding of only this segment is tested, within the limits of the student reading.

In both cases, the test of understanding necessarily ends with a discussion of issues related to the assessment of the author's position, the degree of persuasiveness of his conclusions. Then you can once again give the opportunity to read the text, and make sure that the students understand everything. Translation of the text into the native language is most often used as a means of controlling

comprehension in the student reading. In this case, it can be viewed as a way of self-control for the student - a way to determine how much he knows the text.

So, as a conclusion we can say, there are different classifications of types of reading according to various criteria. All of them are very important at various stages of learning. However, it should be especially noted that the goal of teaching reading at school is the formation and development of semantic reading skills as a meta-subject result, and not teaching the types of reading, which are only a means to achieve a common goal.

#### **REFERENCES:**

- 1) Arslanyan V.P., Styukhina G.A. Materials of the course "Federal State Educational Standard: Achieving Personal and Metasubject Results (Psychological and Pedagogical Aspect)": lectures 1-4. M.: Pedagogical University "September First", 2013. 92 p.
- 2) 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>
- 3) Folomkina S.K. Teaching reading in a foreign language in a non-linguistic university: Textbook. -2<sup>nd</sup> ed., M.: Higher school, 2005.255 p.
- 4) Klychnikova Z.I. Psychological features of teaching reading in a foreign language: A guide for teachers. Moscow: Education, 1983. 207 p.
- 5) Leontiev A.A. Needs, motives, emotions. Lecture notes. Moscow: Moscow State University Publishing House, 1971. 40 p.