

COMPREHENSION OF TEXT IN A FOREIGN LANGUAGE WHILE READING

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ABSTRACT:

The article is devoted to the problem of perception and understanding of a text in a foreign language in the learning process. The basic concepts of the process of comprehension and text perception are analyzed. Reading is treated as psycholinguistic process. Questions of visual perception of the text, psychological linguistic features of text perception.

KEYWORDS: psycholinguistic process, text perception, visual perception, understanding, understanding of the text, written text, comprehension of the text.

INTRODUCTION:

Reading is a type of speech activity that is part of the sphere of communicative and social activities of people, implemented in the form of verbal mediated communication. S.K. Folomkina argues that reading is always purposeful: it is aimed at extracting information contained in a recorded speech work - a text. Information in this case means the content of the text [4]. In the textbook by N.D. Galskova and N.I. Gez, reading is defined as "the process of perception and active processing of information graphically encoded according to the system of a particular language." Reading is a complex analytic-synthetic activity that consists of the perception and understanding of the text, and the most perfect reading is characterized by the fusion of these two processes and the concentration of attention on the semantic side of the content [5]. Reading is a complex psycholinguistic process of perceiving a text, the result of which is its understanding. In terms of its essential initial link, this process can be described as reception (receptive speech activity). As an integral element of this process, the reading technique is

included, which is understood as the sum of techniques that ensure the perception and processing of formal linguistic information [2]. In a collective monograph edited by Academician A.A. Mirolyubov, it is said that the initial moment of reading, its sensory basis is the visual perception of the text. The processes of visual perception during reading have been studied in psychology in the most detail. The visual reception of information includes the actual orthoepic operations corresponding to the system of alphanumeric relationships adopted in a given language. As well as grammatical operations and actions associated with the perception and processing of the formal basis of the sentence, which in the process of reading it must be transformed into an internally reproducible statement (or externally reproducible when read aloud). With mature reading, these operations and actions are performed without the actual participation of consciousness [7].

S.K. Folomkina writes that the initial moment of reading is the visual perception of the text. In this case, the reader's gaze moves along the line in abrupt movements, which alternate with stops. The reader cannot arbitrarily change either the size of the jump or the duration of the stop of the eyes, therefore, the study of the distribution of stops and their duration makes it possible to judge not only the nature of perception, but partly also about the thought processes taking place in this case. The perception of a word is holistic, global, and only in case of difficulties for the reader can it become, but not necessarily, element-by-element. At the same time, it is important to note that for a mature reader, it is never letter by letter, morphemes act as elements, less often syllables. The visual perception of a word ends with its recognition, i.e. correlation with a certain value. For this, however, it is necessary

to recreate the auditory-motor image of a graphic word, since words are stored in long-term memory, first of all, as auditory-motor complexes endowed with a certain meaning. Visual perception is always accompanied by the articulation of the perceived, when reading fluently to oneself, it is carried out in inner speech and is of a reduced nature [4].

The other side of the reading process - comprehension - defies direct observation; therefore, it is judged indirectly, most often by the results of reading, as well as on the basis of data obtained in the analysis of perception. Semantic processing of incoming information begins from the moment it is perceived. Before reading, the reader unconsciously analyzes the situational context. His general thematic competence forces the reader to put forward hypotheses, forms the expectation of what will be discussed. In the future, when hypothetical construction of a semantic image of a sentence from words, when deriving the meaning of a phrase, paragraph, text from the meanings of individual words, the reader actively resorts to anticipation - anticipation or probabilistic forecasting. It is based on the property of the brain to make up for what was missed and to anticipate facts or events that have not yet occurred. The essence of this phenomenon lies in the fact that, relying on the previous experience and the processing of what has already been read, the reader guesses what is sensually (sensory) not yet perceived by him. The phenomenon of anticipation operates at the level of verbal and semantic hypotheses. Verbal hypotheses cover both individual words and their parts, as well as word combinations and the general structure of a sentence [7].

In the process of semantic processing, the reader not only establishes the facts set forth in the text: singles out the most important (significant) of them, generalizes them, correlates with each other (organizes), gives them an assessment, and also interprets them, in connection with them comes to certain conclusions. S.K. Folomkina distinguishes between two levels of understanding - the level of meaning and the level of meaning, which reflects two main directions in which semantic processing is carried out. One is related to the

establishment of the meaning of perceived linguistic units and their direct relationship, the second is aimed at understanding the meaning of the text as an integral speech work [4].

Comprehension of a text in a foreign language cannot be described without such a concept as "the level of understanding". According to Z.I. Klychnikova, the level of understanding characterizes the depth of understanding of the text, that is, the degree of penetration into its meaning [6]. The author proposes to identify seven basic levels of understanding, the most typical in teaching reading in a foreign language. Moreover, the first, second and third levels of understanding are characterized by the emergence of false associations, which leads to a distortion of the content of individual sections or the entire text as a whole.

The first level of understanding is possible with a very weak command of a foreign language or with a very complex message saturated with a lot of unfamiliar vocabulary, since at this stage the student identifies only individual objects that are discussed in the text.

At the next two levels, the student determines the connections of objects, phenomena, he is already required to know the grammar of the language. These levels, characterized by a lack of understanding of the general meaning of the text, in addition, are often accompanied by the generation of a new text based on the reader's speculations. Understanding of the general meaning of a message is very rarely observed, and even then only when those words and phrases are understood that are so-called "semantic milestones", that is, carriers of important information. However, as a rule, understood elements do not fit into a single whole and do not give an idea of even the most general content of the text.

The fourth level is a qualitatively new level of understanding. Here, a fairly complete, accurate understanding of the general content of the text is achieved, while some insignificant details of the text remain incomprehensible. According to Z.I. Klychnikova, this level of understanding takes place when no more than 20% of new vocabulary is found in the text [6].

The fifth level, as the author emphasizes, differs from the previous one in that it is always characterized by a fairly complete and accurate understanding of the content of the text. This level is possible when the vocabulary and grammar of the text do not present difficulties for the reader due to either a good knowledge of the language or the simple content of this text.

A good knowledge of the language is required to reach the sixth and seventh levels of understanding. They usually occur in the perception of literary texts. Seventh level Z.I. Klychnikova considers the pinnacle of understanding as a result of reading [6]. The student recognizes not only the logical, emotional, but also the volitional content of the text. The text is understood so deeply that the reader is transformed from a perceiver into an empathic person. Even certain actions of the student can become the result of reading the text.

S. Ehlers notes that the delimitation of the levels of understanding is very important for the lesson, since with each level the reader must know more and be more able to understand the text [3]. Understanding the words of individual statements is much easier and makes fewer demands on the reader than determining the entire meaning of the text, the author's intentions. On the other hand, the reader must "verbally" understand the text before determining the meaning. Thus, the individual grades of understanding reflect the different competencies of the reader. For native speakers, understanding various aspects of the text is quite fast. Pupils must learn to understand a foreign language text.

It should be especially noted that the levels of understanding cannot be considered as successive stages of understanding. For any level of language proficiency, excluding the most basic, any of the above levels can take place. It all depends on the relationship between the systems "text" and "reader". In the practice of teaching a foreign language, one should strive to ensure that students receive texts, when reading which there would be the highest level of understanding. That is why due attention must be paid to the selection of texts, that is, the text edema of the textbook.

Otherwise, reading will not bring pleasure to the reader, but will turn into a heavy academic duty. In most cases it remains possible, firstly, to focus on the linguistic aspects of the material to be studied (for example, by offering students terms as answers, having a similar structure). Secondly, to adapt the task to the level of special training of students (for example, to facilitate it by offering, among others, categorically inappropriate answers, thereby narrowing the range of options). [1]

Summing up, it must be said that when teaching reading in a foreign language, special attention should be paid to the psycholinguistic characteristics of the perception of the text, since the initial moment of reading is its visual perception.

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