

OPPORTUNITIES OF MEANINGFUL READING IN FOREIGN LANGUAGE LESSONS

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ABSTRACT:

The article discusses the development of thinking, which is carried out mainly due to the solution of constantly becoming more complicated speech-and-thinking tasks of different levels of problemat�icity, reflected in the content of foreign language texts. Thus, the cognitive and communicative functions of thinking are actively developing, mental operations, abilities, mental functions and much more are developing.

KEYWORDS: reading, speech activity, understanding the text, the process of understanding, perception, rational use, mental labor.

INTRODUCTION:

Reading is the most difficult type of speech activity. Understanding the content of the text as the ultimate goal of the reading process occurs as a result of complex verbal and mental operations with the text. At the same time, reading does not end with a literal understanding of the text, but requires an assessment and application of the material read in life, continues with some kind of speech act.

A person reads some text in his native or foreign language. This position is confirmed by the studies carried out by G. Westhoffem [10]. The scientist notes that differences, of course, exist, but they are primarily related to the fact that when understanding a foreign language text, students, as a rule, have less knowledge of various phenomena and concepts than when

reading and understanding a text in their native language. Therefore, the teacher, before giving a certain text to students, needs to think about whether his students have such a broad outlook, or whether they first need to be given information that would facilitate and accelerate the process of understanding a foreign language text.

When starting to read in a foreign language, the student already has the skills to read in his native language. The acquired reading experience of students, their attitude to reading in their native language should become the basis for transferring this experience to reading in a foreign language. The use of reading experience is regarded in modern methods as one of the most important principles of teaching reading in a foreign language. The point is to use the acquired skills associated with perception and understanding while reading in connection with a different, new, foreign language matter, organized into texts. Thus, there are two main components of the content of teaching reading in a foreign language:

- Foreign language material, clothed in a graphic form, that is, the corresponding sound-letter symbols, vocabulary and grammatical material;
- reading skills.

As for the latter, one can hardly expect that their transfer from their native language to a foreign one will come true by itself: it should become the subject of purposeful learning. It should be borne in mind that this transfer means their further development and improvement.

However, the problem is that in Russia there are big problems in the formation of reading literacy, understood in the broad sense of the word as the ability of students to comprehend texts of different content, format and reflection on them, as well as to use the read in different life situations. For all three main indicators of semantic reading ("information search and recovery", "text interpretation and substantiation of conclusions" and "reflection and assessment"), the results of Russian students are significantly lower than the results of students from many European countries [1]. This means that in foreign language lessons, the teacher must work on the development of universal educational actions for working with the text, so that students can apply new skills in other subjects when working with texts.

In addition, the importance of teaching semantic reading also lies in the fact that reading has a positive effect on the development of other types of speech activity.

According to the degree of influence of the types of speech activity on each other, the following dependence was revealed:

- 1) reading-listening-writing-speaking,
- 2) listening-reading-speaking-writing,
- 3) speaking-writing-listening-reading,
- 4) Writing-speaking-reading-listening.

Thus, we see that reading primarily affects listening. This influence is manifested in two of the indicated chains of interconnection - the first and the fourth. In the second chain, the effect of reading on speaking is observed. The link "reading - writing" is the least strong and goes through speaking. For the school, these connections are very important, as they allow the rational use of reading to form other types of speech activity in schoolchildren. By developing forecasting, working and long-term memory, comprehension and attention when reading, we have a positive effect on their formation in general.

As noted by Z.I. Klychnikov, abundant reading influences the formation and preservation of not only this type of speech activity, but also speaking [4]. This interaction is explained, first of all, by the generality of the mechanisms of the types of speech activity: the probability of forecasting, operative and long-term memory, comprehension and attention. The author emphasizes that the development of these mechanisms during reading leads to their formation during speaking, listening and writing. After all, those are subject to positive transference. Thus, their development in one type of speech activity ensures their functioning in another.

Interaction also occurs along the line of mastering linguistic material. What the students have mastered in speaking and listening is anchored in reading. The material that students encounter in reading is consolidated in speaking and listening. Mastering vocabulary and grammar in reading ensures the accuracy of listening and the precise generation of speech utterance.

By developing reading, we also develop the oral language of students. Common in secondary school conditions is the language material on which both complex skills are developed. A number of more elementary skills and abilities that underlie them are also common.

Mastering the ability to read in a foreign language makes it real and possible to achieve practical, educational, educational and developmental components of the goal of learning a foreign language.

The practical component of the Learning to Read Objective enables pupils to reach a basic reading competence (B1 in Council of Europe terms) by the end of grade 10. This level of reading competence makes it possible in high school to read materials from authentic texts of various styles in order to understand the main content of messages (reviews, reports), in order

to fully understand the information (recipes, instructions, statistics, etc.) and for the purpose of selective understanding necessary, interesting information (newspaper articles, programs, radio and television programs, etc.).

According to V.V. Sankina, in the texts the activity structure of speaking finds its expression [6]. The text, on the one hand, acts as a product of speaking and is a way of speech impact on the reader. On the other hand, it acts as an “object of semantic processing” and creates the necessary content and communication base for the development of speaking: it possesses communicative integrity, due to which it meets the cognitive and emotional needs of students, activates their mental activity. Thus, reading lessons should be considered as one of the stages of preparing students for independent reproduction of thoughts, because on the basis of reading and analyzing texts, students master the skills of expressing their own thoughts. Developed reading skill, allows you to move on to other ways of using the text in the development of students' speech: written presentation of what you heard or read, expression (orally and in writing) of your own thoughts. In fact, the text on the basis of which the teaching of reading is carried out acts as a sample text for schoolchildren, because by analyzing it, students learn the norms and possibilities of various statements. In other words, in the process of learning to read, students get acquainted with various types of utterances, learn to analyze their structural features, learn their specific specifics, which creates the basis for the development of other types of speech activity, and, above all, speaking. The educational component of the goal of teaching foreign language reading presupposes the formation of a socially active personality, the formation of socially valuable motives of behavior, the formation of an active position, commitment and initiative in solving problems

and the willingness to solve them independently [7].

E.I. Passov argues that reading foreign-language literature develops a person, as it allows him to learn many new things. It includes conscientiousness, morality, and a conscious attitude to mental work, the development of social activity and the upbringing of aesthetic taste [5].

Each proposed question should not touch upon individual particulars, but relate to the key information of the block, thereby denoting its topic. 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 correctly predict the content of the text based on certain well-known words and expressions. [2]

Teachers help schoolchildren to understand the author's attitude to the world, which is expressed not only directly, but also indirectly - through the latent motivation of the actions of the characters, landscape, artistic detail, and subtext. Teachers lead young readers to emotionally and personally comprehend an idea in its specific artistic expression. The formation of aesthetic perception is an indispensable condition for the harmonious ideological and moral development of adolescent readers.

It should be noted that cognitive activity is associated with the intellectual activity of students, with the need to know as much as possible. Based on the statement of E.I. Passov, after reading a foreign language text, the student must express his opinion, his attitude to what he read. The fact is that a simple reading of a foreign language text with educational potential will not give the desired effect. We also need an

appropriate interpretation of the content of a foreign language text, which students do on the basis of intellectual abilities.

I.A. Zimnyaya notes that the success of reading and interpreting a foreign language text depends, first of all, on the motivation of the student's needs, his motivation, it is motivation that causes purposeful activity, which determines the choice of means and techniques, their ordering to achieve the goal. According to I.A. In winter, motivation is a "triggering mechanism" for teaching a foreign language reading [5].

The educational component is also important in teaching foreign language reading to students. Thanks to reading, they get acquainted with the culture, customs of another people, thereby expanding their horizons, and students also develop a tolerant attitude towards another people.

According to L.D. Shcherbina, recently there has been an increased interest in the general educational component of foreign language reading [9]. A scientist understands this component as the possibility of obtaining new information. The educational component of foreign language reading involves broadening the horizons of students, raising their cultural level. They are acquainted with the history and modern reality of the country of the target language. Students increase the level of culture of interpersonal and interethnic relations, thanks to foreign language reading, students are included in the dialogue of cultures, L.D. Shcherbina [9].

Y.V. Chicherina also notes that foreign language reading occupies one of the most important places in terms of frequency and importance of its use in intercultural communication. A large number of texts surrounds a person. Foreign language texts present, on the one hand, the features of the functioning of a foreign language. On the other

hand, the texts carry information about the national and cultural specifics of the people, about its cultural traditions and everyday behavior [3].

In the process of forming reading competence, the developing component of the goal of teaching reading is implemented. This component is aimed at the development of a culture of mental work, the ability to work with printed sources, the development of interest in learning activities, as well as the development of the ability to creative activity, mental activity, and the development of perceptual, mnemonic and intellectual processes [8].

Students should understand that by completing various assignments, they make a significant contribution to the culture of knowledge work. Students develop specific skills, such as the ability to work with a dictionary, reference books and other literature. All this forms independence and creates the preconditions for the development of self-education.

So, in foreign language lessons, it is possible to form universal educational actions necessary for meaningful reading, regardless of which texts students read: in their native or foreign languages. In addition, foreign language semantic reading has a positive effect on the development of other types of speech activity, and has significant educational, developmental and educational potential. Reading in foreign language lessons has a positive effect on the development of other types of speech activity, and has significant educational, developmental and educational potential.

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