

## Features of Reading as a Process of Communication, Reading as a Goal and Means of Learning

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### ABSTRACT

The article says that literally, any periodical or textural reference to reading either asserts or implies that the main function of reading is to convey to the listeners by voice the thoughts and feelings of the writer. The author usually goes on to explain how reading should be taught in order to fulfill this mission.

**KEYWORDS:** *perception, thinking, understanding, interpretation*

Reading is one of the main ways to learn languages. Therefore, we must fully imagine what we are reading. In foreign methods, the following definition of reading is given. Following them, we agree that reading is more than recognizing words and collecting the concepts, information, and ideas put forward by the author, as they relate to the reader's previous experience and knowledge. Only the author of the passage includes some of the information; the interpretation of the rest of the information rests with the reader. No written text is a topic that is completely self-evident. When the reader interprets the text, he should refer to his stock of knowledge related to the text (see *The Language Art of Pamela J. Smith*). Farris, p 362).

Reading is one of the main abilities that a student must obtain within the process of mastering a foreign language in school. Reading is the understanding of written texts. This is a complex activity that involves both perception and thinking. Reading consists of two interrelated processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written characters correspond to spoken language. Understanding is the process of making sense of words, sentences, and coherent text. Readers typically use background knowledge, vocabulary, grammar knowledge, text experience, and other strategies to help them understand the written text. Through reading in a foreign language, the student enriches their knowledge of the world around them. He gets acquainted with the countries where the language is spoken.

Teaching foreign language reading in line with the communicative approach has its own characteristics, primarily related to the organization of the learning process itself. Our observations during the students' practical training in schools show that, as a rule, working with texts for reading in the classroom is quite monotonous, it is mainly reduced to the control of understanding, most often through translation into their native language.

Monotony, low work rate do not contribute much to the development of full-fledged communication skills, which, as is known, are characterized by three parameters – completeness, depth and accuracy of understanding. Completeness reflects a quantitative measure and is manifested in the degree of understanding of the content of

the text; depth is manifested in the interpretation of the extracted information and in the understanding of the subtext; accuracy includes the adequacy of understanding the language form and content.

In this regard, it is necessary to pay more attention to the formation of students actions that form the basis of basic reading skills, such as anticipating the content, highlighting semantic milestones, compressing the text and interpreting it.

The organization of communicative-oriented teaching of foreign language reading is connected, firstly, with the need to create an atmosphere of communication, a communicative environment in the classroom, and secondly, taking into account the specifics of the processes of perception and understanding.

Various organizational forms of work (individual, pair, group, collective) contribute to the intensification of foreign language communication in the classroom, which requires knowledge of the technique of forming training groups and pairs, methods and techniques for managing educational activities during the training session. It should be noted that the variability of the content of modern domestic textbooks on a foreign language (the presence of several texts on the same problem, alternative tasks) provides students with a choice of educational material based on personal preferences, and the teacher gives ample opportunities for alternating modes of work: individual (reading one of the texts), group (performing tasks for a separate text), collective (performing general tasks for all texts).

The main factors that affect the success of the processes of perception and understanding of a foreign language text can be divided into three groups:

1. knowledge of the surrounding world, the subject (topic);
2. knowledge of grammar and vocabulary of the language being studied;
3. understanding the context of presentation or functioning of language and speech material

Reading develops students' intelligence. This helps to develop their memory, will, and imagination. Students get used to working with books which in turn, facilitates independent practice in further reading. Learning to read is very important because it helps to develop other skills: speaking and writing.

The fact that a significant number of teachers either do not accept the above goal as a reason for learning to read, or, if they do, do not see its consequences, was recently noted in an analysis of the responses of more than 800 teachers to statements regarding oral reading found in the Inventory of Teachers' Knowledge about Reading, which was introduced as part of an extensive training program in the service sector. On this tool, 37 percent indicated that the main justification

for learning to read was to emphasize the accuracy of word perception. When asked to choose one of the possible reasons why a teacher would make children take turns reading parts of a story sequentially, 47 percent, or almost half, said that this gives all children the opportunity to practice word recognition skills.

Reading is one of the main skills that a student must acquire in the process of mastering a foreign language in school. In the foreign language curriculum, reading is considered as one of the leading language classes to be developed. It reads: "Read without a dictionary texts containing familiar grammatical material and no more than 4-6 unfamiliar words per 100 words of the text, the meaning of which, as a rule, should be clear from the context or familiar word-forming elements (in an eight-year school). Students should use the dictionary to read light texts containing familiar grammatical material and 6-8 unfamiliar words per 100 words of text (in a ten-year school)." Therefore, reading is one of the practical goals of teaching a foreign language in schools.

Reading is of great educational importance, since reading is a means of "communication, people get the information they need from books, magazines, newspapers, etc. Through reading in a foreign language, the student enriches his knowledge about the world around him. He gets acquainted with the countries where the language is spoken.

The content of the texts, their ideological and political spirit influence the students. We must develop in our students such qualities as honesty, loyalty and love for our people and the workers of other countries, and the texts that our students will read must meet these requirements. Thus, the ability to read is not only of great practical, but also educational and social importance.

Reading is not only an end in itself, but also a means of learning a foreign language. When reading a text, the student considers sounds and letters, vocabulary and grammar, remembers the spelling of words, the meaning of words and phrases, he also considers grammar and, thus, improves his command of the language being studied. The more the student reads, the better he remembers the language material. If a teacher teaches his students to read well, and they can read fluently enough and fully understand, he also helps them to acquire speaking and writing skills.

Note that according to the US methodologists, " reading comprehension consists of three important parts:

1. active, constructive process;
2. the thought process before, during, and after reading;
3. the reader's interaction with the text and the reading context.

In the process of learning to read, we often encounter various types of them:

- transactional reading theory (Louise Rosenblatt called these aesthetic and efferent reading positions);
- basal reading programs (for novice readers, which remain the most popular);
- focus on the literacy classes that your child enjoys, so that reading is a pleasure, not a chore;
- acoustic training (Phonics training involves learning the relationship between letters and the sounds they represent);
- writing;
- book club (reading, writing, student discussion groups, and class-wide discussions are included in the program).
- Book club, a reading program based on literature );
- directed reading activity;
- fluency of speech;
- scan;

Scanning is a reading method that is used when you want to quickly find certain information. When you scan, a question is born in your head, and you read the passage only to find the answer, ignoring unrelated information [2: 19].

It is known that learning to read can be arranged in various ways. The first is reading whole words, and the second is reading whole sentences. Students first read individual words organized according to the reading rules.

Reading and writing are related to listening and speaking, which are considered the two main language skills. The development of these two language skills is called emerging literacy. For example, recognition of a printed word. Thus, reading and writing are important ways of using language to communicate.

**Literature:**

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