

Some Methods of Expressive and Meaningful Reading in a Foreign Language Teaching

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ABSTRACT

In this article there are discussed some methods of expressive and meaningful reading in a foreign language teaching. In addition, there is analyzed the reading on two levels - the operational level, and motivation - thinking level.

KEYWORDS: *speech skill, visual image, textual information, lexical meanings, reading skills, perception and understanding of the text, lexical meanings*

Reading as a speech skill can be represented by two levels: the operational level and the motivational-thinking level. The basis of the operational level is skills. There are three main groups of skills in the ability to read: [4]

1. Skills of recognition and direct understanding of words and phrases, that is, lexical reading skills.
2. The skills of conscious recognition of grammatical forms of speech and the simplification of syntactic structures and their correlation with indefinite semantic categories, that is, grammatical reading skills.
3. Skills of subconscious perception and discrimination of graphic forms of speech.

These three groups of skills can be combined into two groups:

1. The skills of correlating the visual image of a speech unit with its auditory-speech-motor image, that is, a speech unit can be a word, a syntagma, a phrase, and when reading quickly, even a paragraph, the sum of these skills is the reading technique, briefly these skills can be called perceptual.
2. Skills of correlating auditory-speech-motor images of speech units with their meaning. This group is divided into two subgroups:
 - a) Skills of correlating sound images of words and phrases with their meanings, that is, lexical reading skills;
 - b) Skills of correlating grammatical forms with their meanings, that is, grammatical skills. The skills of the second group are closely related to the skills of the first group. Moreover, lexical and grammatical skills are based on and dependent on reading technique. This cannot be said about the reading technique: you can read any text correctly, but not expressively, and completely not understand what you are reading. Therefore, three main components interact in the ability to read: [1]
 - visual image of a speech unit;
 - motor speech image of a speech unit;
 - the value of the speech unit;

As you know, reading is a skill based on the perception and understanding of the text. This means that this skill is distinguished by a communicative orientation, that is, it is focused on "semantic perception" and processing of textual information, on the other hand, reading also includes programs that are lower in their level: the perception of graphic elements, lexical meanings, grammatical forms. The processing of these components of written speech in order to perform semantic moves occurs at the level of functioning of lexical and grammatical skills, as well as reading techniques. Lexical reading skills provide the functioning of its two sides - the technique of reading and understanding. The correlation of lexical reading skills, on the one hand, with the reading technique, and, on the other hand, with reading comprehension, can be explained by the psychological structure of reading, which characterizes two levels: sensorimotor and semantic. The specificity of reading skills is a receptive type of speech activity. It should be noted that all operations of lexical reading skills at the sensorimotor and semantic levels are associated with visual perception and are performed in skill parameters. [5] Lexical reading skills should be understood as the ability to perform in habitual parameters a synthesized action to perceive, recognize and understand logical units. Perceptual reading skills are characterized by a high degree of automation. The external manifestation of their automatisms is the speed and flexibility of reading. The concept of flexibility includes the ability of a reader to read at different speeds, so reading speed is used as one of the indicators of a reader's maturity. Hence the requirement to develop the speed of reading when teaching a foreign language. The development of reading speed is not an end in itself, and the whole problem of improving reading skills cannot be reduced to its increase. This work involves two plans, and one should distinguish between exercises that concertize the attention of students: [2]

On technical problems, the solution of which leads to the solution of semantic problems. On semantic tasks that train this and certain perceptual skills, provide non-arbitrary mastery of reading technique. The combination of these areas of work will lead to the flexibility of perceptual skills necessary for a mature person. Internal pronunciation presupposes that the reader has solid pronunciation skills, and highly automated ones, otherwise its folded form, characteristic of mature reading to oneself, is generally impossible. An important role in understanding what is read is played by the syntagmatic articulation of the text, the correct intonational design of each syntagma and the placement of phrasal stresses. Therefore, correct pronunciation skills not only improve the technical side of reading, but also participate in the processes of understanding. In order for lexical, grammatical and

perceptual reading skills to be complete and able to ensure the functioning of reading skills, they must have a certain set of qualities. According to I.A. Zimnyaya, qualitative characteristics, on the one hand, serve as "criteria for the development of skills, and on the other hand, they determine the system of work for their formation." The qualities of reading skills include: automation, stability, flexibility, "consciousness", relative complexity, that is, the same qualities are inherent in reading skills as in speaking, listening and writing skills. [3]

When organizing reading, one should strive to ensure that the reader from the person of simply perceiving, contemplating would turn into a person who empathizes. The process of learning by means of reading did not end with the learning of the text, but continued with the adoption on the part of the reader of some kind of decision leading to a competition of his personality. Reading serves as an impetus for the formation of a person's thoughts, feelings and character traits. It is important for the teacher to teach students to actively, creatively master the information that is contained in the text.

Learning to read in a foreign language should fulfill educational, educational, developmental and practical tasks. Without mastering this type of speech activity, a graduate of school cannot count, except in rare cases, on the further widespread use of a foreign language. In the methodology and practice of teaching a foreign language, more and more attention is paid to reading, as a type of speech activity that determines perfect language proficiency.

In order to master the technology of teaching reading in English, it is necessary to consolidate the theoretical material in practice; for consolidation, several developments of lessons are offered that have been tested in undergraduate practice. Reading texts is an important tool that contributes to the formation of the ability to speak in monologue and dialogic forms.

Students master the logic of constructing statements, pronunciation, lexical and grammatical skills.

How students are taught a foreign language largely depends on their academic discipline, attitude to learning, homework, classroom and extracurricular work, and the formation of interest in the subject.

In order for the implementation of the process of teaching reading in English at the initial stage to become effective, it is necessary to follow the proposed recommendations: study the literature on this issue; identify specific goals and objectives of teaching reading in English at the initial stage; actively involve students in the learning process in the

classroom; apply hidden control, manifested in gaming activities; carry out the lesson in groups, the number of which does not exceed 8-10 people (the smaller the group, the more opportunities the child has to show his abilities); the main emphasis when working with children should be on learning vocabulary.

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