

## Reading as a Speech Skill

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### ABSTRACT

The article deals with the improvement of reading as speech skill. Reading aloud helps you learn to read silently. The ratio of reading aloud and reading to yourself at the initial stage should be in favor of the first. From this, we can draw the following conclusions, those methodologists who believe that at the beginning of teaching the German language it is advisable to develop only loud reading are wrong. Even in the first year of study on individual texts, if they are provided with appropriate tasks, one should develop reading to oneself.

**KEYWORDS:** *skills of recognition, grammatical forms of speech, semantic categories, syntactic structures, grammatical reading skills, subconscious perception, communicative orientation*

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. In the ability to read, there are three main groups of skills:

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 even a paragraph when speed reading, 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:

- 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. Lexical reading skills should be understood as the ability to perform a synthesized action in habitual parameters 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.

When working on a text, it is necessary to achieve normative and expressive reading. It seems to us that the developed methodology for teaching such reading by L.M. Urubkova. She suggested a certain sequence in teaching normative-expressive reading of the text aloud:

- intonation markup of the text, a small text of 3-4 sentences is presented to students either on the screen through a coledoscope or epidiascope, or simply written on the board. The teacher invites students to view the text and listen to it together with them, mark up the text, that is, put stress; divide into syntagmas, indicate the melody. The purpose of this work is to prepare students for conscious empathy.
- collective reading aloud (in chorus) of the marked text. It is considered as a technique of acoustic visualization, as it makes it possible to draw attention to all the necessary intonation phenomena: stress, pause, melody, as it is carried out on the basis of marking and conducting,

which contributes to the development of conscious imitation;

- Pair reversed reading It is aimed at developing the ability to better understand the content and transfer it to another person.
- individual whisper reading It allows you to strengthen articulation skills. It can be carried out in a language laboratory.
- individual control reading aloud. It completes the work on reading aloud and shows the results of this work. These five modes of work make it possible to form students' reading skills by repeatedly reading the same text, but with different tasks. Such a detailed development, of course, is not carried out when working with all the texts of the textbook, but only with those that allow you to draw students' attention to what is the essence of normative-expressive reading. Thus, students are taught to read aloud. In other words, the primary task at the initial stage is being solved - learning to use the graphic system of the German language with independent voicing of the text. Reading aloud helps you learn to read silently. The ratio of reading aloud and reading to yourself at the initial stage should be in favor of the first. From this, we can draw the following conclusions, those methodologists who believe that at the beginning of teaching the German language it is advisable to develop only loud reading are wrong. Even in the first year of study on individual texts, provided that they are provided with appropriate tasks, one should develop reading to oneself. Moreover, it is necessary to pay sufficient attention to the second year of teaching the German language.

In the process of language acquisition, reading can act as a means and as a goal of learning. Consider reading as a means of providing children with the opportunity to assimilate educational material through its visual perception, and also as a means of contributing to the development of other types of speech activity. Reading aloud serves as a means of improving the pronunciation skills of students and, above all, teaching intonation, which is of great importance for mastering the target language as a means of communication. According to experts, errors in intonation lead to a distortion of the meaning of the statement. In other words, on printed material, the teacher has the opportunity to develop pronunciation skills, work out the intonation of the main communicative types of statements. Reading as a means of learning is widely used to better master vocabulary. Performing exercises allows the student to repeatedly meet the word in various combinations, and thus, it is better to assimilate its sound form by reading aloud, the graphic form by visual perception of the grapheme composition, and the grammatical form by observing the use of this reading in various types of sentences. This allows you to better understand the meaning of the word, as it occurs in a variety of contexts, as well as its use in various life situations reflected in the printed material. Reading is an important means of mastering the grammatical aspect of the German language, both in terms of morphology and syntax. Performing reading-related exercises will contribute to a stronger mastery of the grammar that children previously learned in oral speech. When reading, it is important to ensure that understanding of what is being read is also achieved through recognition of grammatical forms,

grammatical signals, and the grammatical structure of a sentence, and not only through knowledge of words. Exercises that form such skills are called structural-informational, since the student comes from the consciousness of the structure, knowledge of formal indicators. The more children read, the more firmly they learn grammar, the easier it is to understand what is being read. Summarizing the above, we can conclude that reading creates favorable conditions for memorization and, consequently, for a stronger assimilation of educational material of language and speech. However, the role of reading as a means of learning is not limited to this. Reading texts is an important tool that contributes to the formation of skills in speaking, in its monologue and dialogic forms. Reading a variety of texts, students master the compositional features of constructing a description, narration, reasoning, see how the text begins and how it ends. In other words, students master the logic of constructing statements that is how to say it and can transfer it to the construction of their own oral statements.

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