



IMPROVEMENT OF READING COMPETENCE IN FUTURE TEACHERS

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Article history:

Received: 10th November 2021

Accepted: 13th December 2021

Published: 30th January 2022

Abstract:

The article examines the professional abilities of a teacher, developing in activities, having general and special qualities, having a set of abilities, helping to achieve a high level of mastery and effectively acquiring the ability to form a student's personality, his abilities, enabling self-realization.

Keywords: Methods and goals, pedagogical activity, creative solution.

Research on the problem of reading both in domestic and foreign science makes it possible to better comprehend the essence of the reading process itself, the mechanisms that underlie it, and the difficulties that students face in mastering reading. In the process of reading, the student has to combine various operations and actions that are associated with the semantic and receptive processing of the perceived material, correlating them with the tasks of reading.

Reading is a type of speech activity. The purpose of reading is to extract the information contained in the written text. In psychological and psycholinguistic literature, there are two processes that accompany reading: the perception of a printed text and its comprehension. This suggests that the reader performs the actions of perceptual and semantic processing of incoming information.

Text processing consists in the perception of graphic signs and their correlation with certain meanings or the recoding of visual signals into semantic units.

The semantic processing of the perceived consists in establishing semantic links between units of different levels and, thus, the content of the text, the author's intention. These two processes lead to the understanding of the text as a complete speech statement. The semantic processing of incoming information occurs from the moment of visual perception by the reader of printed characters.

During semantic processing, the reader all the time, runs ahead, anticipates what has not yet been perceived, builds assumptions about what will follow next. Students not only establish the facts stated in the text, but also highlight the most significant of them. The student summarizes, evaluates, announces the facts and comes to certain conclusions based on them.

The main goal of teaching students to read is to read to search for information in the specialty and it should have the character of "mature" reading. This term refers to such reading, in which the reader's attention is focused on the content of the text. According to S.K. Folomkina, a mature reader is one who can freely carry out this activity, which involves the use of techniques that are adequate to a specific reading task and that allow solving this problem not only correctly, but also economically.

If a student has mastered this minimum level of "mature" reading, that is, objective prerequisites for independent reading have been created, then he will read. This will entail further improvement of this activity.

In modern methodology, there are a large number of names of types of reading due to the fact that various principles are taken as the basis for classifications. For example, the terms "analytical" and "synthetic" reading indicate a certain way of working with the text by analyzing obscure places or on the basis of a synthesizing guess. In the same meaning (analytical), the terms "explanatory", "reading with a dictionary", "discursive", "intensive" are used. Instead of the term "synthetic", the terms "fluent", "reading with immediate understanding", "extensive" are used.

Classification, which involves the use of extracted information when reading in further activities, is based on a qualitatively different criterion. From this follows an involuntary attitude to the degree of completeness and accuracy of understanding. This is a viewing, fact-finding, studying reading.

The problem of teaching reading has attracted and continues to attract the attention of researchers both in our country and abroad.

The entire life experience of the student influences the process of understanding the text. New information influences the process of understanding. The information received in the process of reading is built according to a specific plan.

A number of researchers, such as A.A. Leontiev, I.A. Zimnyaya, G.V. Rogova and others, point out that there is a certain analogy in the mechanisms of speech utterance and its understanding. Reading the text, the author seeks to

convey to the reader's consciousness all the intended information and for this he builds his message (text) according to the laws of logical argumentation that the hypothetical reader is familiar with.

"Reading as a type of speech activity can be characterized as a perceptual and mental activity, the procedural side of which is of an analytical and synthetic nature."

One of the main problems of the method of teaching reading is the selection of material, in particular, texts for reading. This problem becomes most relevant when it comes to choosing text for home reading.

The choice of foreign texts as the main subject of home reading is not accidental. The use of popular science and other non-fiction literature for "in-depth" home reading does not seem to be effective, since the perception of this kind of literature requires a certain level of background knowledge, a special mood, and the formation of interest in the topic of presentation, while the information contained in a work of art, does not depend to the same extent on the readiness of the reader to perceive the text.

The expediency of using artistic material is also confirmed by the fact that it is methodologically more justified to read works in sequels, rather than separate texts. When reading a series of excerpts from one work, misunderstanding of individual moments of a text fragment can be compensated in class during a discussion of what has been read, which, in turn, makes it easier to read the next passage.

Another argument in favor of works of art as the main material for home reading is the originality of their compositional construction, which, on the one hand, has the power of emotional impact on the reader, and on the other hand, contributes to a better understanding of what is read.

One of the main features of a foreign work is eventfulness. The reader is waiting for the resolution of the conflict associated with intrigue, forcing him to focus on motivating the actions of the characters. All components of the plot of a work of art contribute to the correct direction of understanding the further presentation, and therefore, stimulate linguistic conjecture.

Fiction and non-fiction texts differ from each other in terms of intralinguistic features, namely, the features of the selection and use of linguistic means. Artistic texts are distinguished by great lexical and grammatical originality. In addition, in terms of receptivity, reading fiction provides frequent repetition of lexical units in new contexts and combinations and familiar grammatical structures with new lexical material. The repetition of vocabulary in literary texts creates the conditions for its active use in post-text exercises.

The main condition for achieving this goal is a careful selection of works for home reading. At the same time, it is impossible not to take into account the limitations of the language material that students have, as well as the sequence of its "income" in the classroom for the practice of oral and written speech. This requires constant coordination of additional sources with the main textbook in terms of topics, situations, vocabulary, grammatical phenomena.

In this case, home reading turns into a kind of "second concentrator, including texts in which there are variants of speech situations that have already been in the experience of students and require both understanding when reading and using the material read previously learned from the main textbook in modified combinations when discussing » .

One of the principles for selecting texts for home reading is the principle of obligatoriness (the term of E.M. Vereshchagin and G.M. Kostomarov), which implies the popularity of a given literary work among native speakers and its artistic and cultural value. Such texts include both works of classical literature and works of contemporary authors, which have become a notable event in the cultural life of the country.

The factor that influenced the choice of text can also be its subject matter, the historical events underlying the plot of the work, the environment in which the action is immersed - i.e. those background knowledge that invariably constitute the cultural and regional potential of any work of high artistic level.

Artistic works, which constitute the main fund of the national culture of a native speaker, touch upon important universal and moral and ethical problems of good and evil, justice, duty, passed through the prism of the behavior of heroes in various life conflicts, which contributes to the formation of critical thinking and life position in the reader.

Among the "obligatory" works are works of high artistic merit, acquaintance with which is obligatory for a person studying the language of a particular country. If possible, it is necessary that among the works of art selected for home reading, different literary epochs and various literary genres should be represented.

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