

THE IMPORTANCE OF IMPROVING READING SKILLS IN FOREIGN LANGUAGE CLASSES

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Annotation: This article discusses the importance of reading techniques and their usage during foreign language classes. One of the goals of teaching a foreign language in higher education is teaching to read texts in a specialty for obtaining information and its further processing.

Keywords: purpose of reading, specialty texts, specific reading situation, skills and abilities, reading strategy, subsequent translation, speech tasks. The main purpose of reading is to extract and comprehend the information contained in the written text.

One of the goals of teaching a foreign language in higher education is teaching to read texts in a specialty for obtaining information and its further processing. In the process of reading, the reader not only perceives information, but also carries out its semantic processing. There is a tangible need for teachers-practitioners working at universities to get acquainted with both modern theoretical approaches to teaching reading and practical experience - in different educational contexts, in different foreign languages, for different purposes and learning objectives.

A student at the end of a foreign language course must have professionally oriented skills and abilities, all types of scientific text processing for independent work. Depending on the task to be solved in a specific reading situation, in the learning process, introductory, in-depth and translated abstract reading are considered, taking into account the strengthening of the vocational guidance of the content of the texts.

There are some reading strategies that help learners to understand the content when reading foreign language texts.

The choice of reading strategy depends on the purpose of the reading. English study guides provide the following reading strategy guidelines:

- What visible and graphic markers call the subject of the text? For example: title, subheadings, pictures, graphics, and captions under pictures.
- What type of text are we talking about (poem, newspaper article ...). For whom and by whom this text was written, what can be discussed in this text.
- What keywords are found in the text? Key words - words that are often repeated in the text, as well as in the form of synonymous expressions. Keywords carry basic information.
- The presence in the text of numbers which often contain important information on the content of the text.
- Try to understand unfamiliar words using context or known parts of a word.
- What conjunctions or union words, prepositions connect parts of a sentence, a sentence and part of a text (indicating the time, justify, express reasons, indicate a goal, express a condition ...).

- What other elements the sentence can connect, for example, personal pronouns, demonstrative pronouns, synonymous expressions.

There are also other sources name the following text understanding strategies:

- at the word level (recognition of words - internationalisms, single-root words, recognition of the meaning of complex words);
- at the sentence level (bold, numbers, negation, punctuation, point, question, point and familiar grammar activation);
- the text as a whole (which defines the text as a whole, the type of text, the separation of the text, the highlighting of the main questions in the text, the finding and recognition of the bundles in the text, which indicate the argumentation, recognition and identification of text links, marking of speech registers);

The study of texts should contribute to the formation of students' skills and abilities of the so called "flexible" reading, in which the reading strategy changes in accordance with changes in reading tasks. One text can serve as an object of obtaining information, the other is necessary for study and subsequent translation.

The main task of teaching reading is described below in the stages:

At the 1st stage is to show the way, following which the student can understand the content of any studied text, the main elements of introductory, in-depth and translated-abstract reading are studied. The student should be aware that reading tasks change.

At the 2nd stage, the types of tasks that are directly correlated with the studied information become more important. The study of texts in the specialty should teach how to master certain types of reading, develop the ability to independently change the way of reading, using certain types of reading or their combinations. During introductory reading, special attention is paid to the rapid coverage of the main content of the text, the development of the reading speed skill.

Here, attention is paid to the methods of determining the meaning of words and phrases by context. The leading role is played by tasks aimed at analyzing the grammatical structure of the text: groups of words, sentences, paragraphs

At the second stage, one of the main directions in teaching introductory reading is the development of the ability to quickly "grasp" the main meaning of the text. It consists of a certain speed of reading, reliance on known elements, understanding the connection between parts of the text, which allows you to see the text as a whole. To improve the mastery of linguistic material, it is necessary to summarize the information, offering to draw up a general plan, to present the content in the form of a retelling.

At the last stage, it is advisable to devote time to discussing prepared annotations, abstracts, and translations. One of the forms of conversation about the information received is the description of diagrams and drawings. It is advisable to give each student individual texts for translation and abstracting. You can consider some reading strategies that help you comprehend the content of the text with a minimum of time. The student must himself determine what prevents him from understanding the content of the text, be able to cope with these difficulties, and ask for help only in certain cases. In in-depth reading, tasks are first carried out regarding familiarization with the general content, and then the analysis of places that make it difficult to understand the content of the entire text. The resulting textual information should serve as material for subsequent discussion. The transmission of information received during reading requires mastering special techniques.

The types of reading depends on the purpose for which it is being read. There are the following types of reading: look-through reading, search reading, detailed reading.

Both domestic and foreign methods of teaching foreign languages at the higher educational institutions pays great attention to teaching reading in a foreign language. Reading is one of the leading activities of students at the stage of study at the university, since teaching reading allows you to form reading skills and abilities, related language and speech skills, transform the student's knowledge within all studied disciplines. It is interesting that the reasons for the high status of reading as one of the main goals of education at a university are different in the domestic and foreign educational context. The goals of learning to read are in part a reflection of the social order in a given period of time.

So, in the domestic methodology for a long time there was an opinion that teaching reading is equated with teaching a foreign language. A specialist should be able to read texts of different functional styles (personal writing, professional texts) with a dictionary and understand the basic meaning of a written speech work. Thus, this specialist will be in demand in our society, in which processes of internationalization and establishment of international relations take place. Also, a large role is assigned to the role of the Russian language in teaching reading in a foreign language and teaching reading in the context of the formation of functional and reading literacy.

An important role in learning to read is also played by probabilistic forecasting, or "mental overtaking in the process of reading." It helps the successful perception of the text and its understanding in any kind of reading. Prediction creates an emotional state of mind and readiness to read. The condition for updating or launching the forecasting mechanism is the presence and systematization of the reader's past experience, that is, anticipation of the content occurs. Forecasting also depends on the degree of familiarity of the reader with the topic, the ratio between the known and the unknown in the text. In other words, the presence of associative links helps in the process of searching and selecting information in the text. Reading is a complex analytic synthetic activity, which consists of the process of perception and understanding of the text. Mature reading is characterized by the fusion of these processes. Therefore, it is important to form strategic reading skills - for example, the student should be able to predict the meaning of words by initial letters, predict the content based on headings, ignore unfamiliar words that do not affect comprehension, return to what he read in order to clarify for better memorization, use for understanding content support text, bilingual and monolingual dictionaries.

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