

PROBLEMS OF MODERN APPROACHES IN TEACHING READING OF ENGLISH AT UNIVERSITIES

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ABSTRACT

The article is devoted to the problems of modern approaches in teaching reading of English, which is a means of indirect communication, as well as a process aimed at obtaining information contained in written text. According to the author, during the teaching process, it is important to take into account two components: reading technique and reading comprehension. As the author considers, the main importance in the reading process is the comprehension of what is written and the attitude towards what is read. The author emphasizes the key problems in the process of teaching reading.

Keywords: activity, academic, advantage, character, communicative, communication, competence, conversation, development, disadvantage, English, feature, method, reading, speech, verbal

INTRODUCTION

At the present stage of development of lingual didactic science, quite extensive theoretical material has already been accumulated on teaching reading in a foreign language and is reflected in the works of many researchers. “Reading is defined as a type of communication that is part of the field of people’s speech activity, which is realized in the form of indirect verbal communication”[2]. Reading also determines the written form of communication. Statement of the purpose of the article. In order to identify in the future the most effective technologies for teaching reading, it seems necessary to analyze existing theories, comprehend the goals, content and objectives of this type of speech activity, and critically examine existing classifications of types of reading. Presentation of the main material of the article. There is a variety of definitions of reading, which is due, in our opinion, to what the author tends to pay special attention to. Foreign authors consider it as: “recognition of a variety of linguistic signals - letters, morphemes, syllables, words, phrases, grammatical elements and speech markers - and isolation of units that represent meaning for the reader” [3], “psycholinguistic game of probabilistic hypotheses regarding meaning text by selecting graphical hint elements in accordance with existing knowledge” [4], “extracting the



necessary information from printed text as much as possible” [5], “this is the process of attributing meaning to the written symbols contained in it” [6]. In the works of domestic researchers, reading is described as “a verbal interaction between the author of a written text and its reader, while awareness of the text implies the unity of the conclusions made by the reader with the intention of the sender of this information, i.e. author, visual understanding of the printed text and its awareness with varying degrees of expansion, clarity and depth the receptive nature of communication, aimed at understanding and comprehending the written text, during which the information contained in the text is assimilated and evaluated” [7].

METHODS AND LITERATURE’S ANALYSES

In order to find out the main character of reading I have applied to many works written by scientists in this sphere. Theoretical analysis of literary sources on the research topic, analysis of legal and organizational and administrative documents regulating the professional activities of teaching staff, diagnostic methods (observation, conversation, questioning, testing). In general, reading features, despite their diversity, is characterized by the following features: Learning objectives are aimed at the components of communicative competence (linguistic, sociocultural, compensatory), and are not limited to grammatical or even linguistic. During the research process, the following hypothesis was put forward: it is assumed that if the systematic use of a set of exercises and tasks for teaching reading and writing in foreign language lessons is organized, this will increase the effectiveness of teaching and will contribute to the formation of foreign language communicative competence of students. According to the opinion of many researchers (Z.I. Klychnikova, E.N. Solovova), reading in a foreign language as one of the types of speech activity, along with speaking, listening and writing, is an important part of foreign language communicative competence as a type of speech activity, as well as indirect model of communication. In most cases, relatively few people can achieve natural interaction with native speakers, while almost everyone can read a foreign language. That is why teaching reading is the target dominant [11].

RESULTS

Reading, which involves deep thought processes (analysis, synthesis, inference, etc.), and its consequence - obtaining information - play a large role in the communicative activities of society. This type of written interaction guarantees the transfer of the experience accumulated by humanity, improves the intellect, enhances feelings, that is, it



teaches, develops, and educates. Z.I. Klychnikova believes that “reading is a process of perceiving and processing received information, graphically encrypted according to the system of a particular language in the form of written and printed texts. Reading sets the following goals: a) interaction with their author; b) deciphering the information available in the text; c) teaching native and foreign languages; d) development of the reader’s personality; e) acquiring aesthetic satisfaction and informative impact; f) improvement of imaginative thinking and expressive speech; g) stimulating the reader’s mental activity” [8]. The visual reception of information is transformed into an externally or internally reproduced statement and ends with the recognition of a linguistic unit, namely the correlation with its meaning. As for the semantic processing of the text, it is possible to judge this only indirectly, since direct observation of the process of comprehension of written speech is impossible. Only data obtained from reading results is available for analysis. This process is clearly described by A.A. Mirolyubov, who conditionally “divides it into several stages: analysis of the situational context preceding the start of reading; putting forward a hypothesis about the content of the text; further anticipation, or probabilistic forecasting; and, finally, the process of semantic processing” [10].

Here it is impossible not to share the opinion of S.K. Folomkina about the existence of two levels of understanding - the level of meaning related to the perception of linguistic units, and the level of meaning aimed at understanding the meaning of the text as an integral speech work [12]. A similar position is close to N.I. Ghez, who believed that “although in the real act of reading the processes of perception and comprehension occur simultaneously and are closely interconnected, the skills and abilities that ensure this process are usually divided into two groups: a) associated with the “technical” side of reading, they provide the perceptual processing of text, for example, perception of graphic signs and correlating them with certain meanings or recoding visual signals into semantic units; and b) providing semantic processing of what is perceived - the establishment of semantic connections between linguistic units of different levels and thereby the content of the text, the author’s intention, etc.; these skills lead to understanding the text as a complete speech utterance” [4].

T.G. Egorov, formulating the definition of reading, proceeded from two points of view: some researchers saw in this process, first of all, the order of mechanized actions, while others, in turn, looked at reading from the point of view of mental operations that are part of this process. Both points of view cannot be completely true, since they are one-sided: both the first and second emphasize only one side of the reading process, without

revealing it completely. If we consider reading exclusively as a system of patterns that have developed between visual patterns (text) and pronunciation, then we will not understand this type of speech activity in all its diversity. The process of connecting the visible and spoken word determines only the reading technique. The main importance in the reading process is the comprehension of what is written and the attitude towards what is read [7].

DISCUSSION

Another point of view, which considers reading only as a process of comprehension, is also one-sided. To understand the text, it is important to master the reading technique. The difficult process of reading can only be understood by taking into account both of these aspects - reading technique and assimilation of the text. These two aspects of the reading process are indivisibly interconnected. Many of the graduates who take the Unified State Exam in English in grade 11 refuse to take the oral part of this exam. This happens because they are afraid of not being able to handle it. To prepare for the first task (reading a text), the graduate must learn the rules of reading, pronunciation and know the exceptions. When teaching reading techniques, you need to use as many exercises as possible that explain the rules of reading and the rules of English phonetics. Particular attention must be paid to the rules when some consonants in combination with other letters are not readable:

- ng[ŋ]bring, long
- gn[n]reign, design
- wh[w]where, why
- wh +o[h]who, whose
- kn[n]know, knee
- wr[r]write, wrong
- st[s]castle, listen
- ph[f]phone, elephant

After a thorough explanation and analysis of these rules using tables and cards, reinforcing exercises are recommended, for example, aimed at phonetically practicing the following words in choral and individual modes: hasten, strong, fasten, listen, Christmas, castle, whistle, jostle, nestle, wrestle; cupboard, pneumonia, psychology, philosophy, raspberry; neighbor, nightingale, straight, naughty, high, height, through, sigh, etc. This exercise and others using information and communication technologies contribute to the development of the principles of reading, make this type of speech activity exciting, and increase motivation to learn English [6].



In turn, the second side - understanding what is written and establishing one's relationship to the author's thoughts and feelings - must be considered as the main goal of reading. It is absolutely clear that these two aspects of the reading process are interconnected and determine each other. Consequently, we can assume that the perception of a text and its pronunciation is certainly influenced by the meaning of what is read and, conversely, the process of understanding a written text is determined by perception. The interaction of the processes of perception and comprehension during reading explains the following: the presence of conditions for understanding the text depends on the quality of its perception. When there are errors in perception, such as incorrect reading of words or assimilation of words of similar shape, a distortion of meaning occurs. At the same time, a false understanding of the meaning encourages a false guessing of the form of the word. A.N. Leontiev identifies an important psychological component of the reading process, defining it as "a mechanism of probabilistic forecasting, manifested at the semantic and verbal levels. Semantic forecasting is the ability to predetermine the content of a text, as well as correctly guess about the subsequent development of events based on the title, first sentence and other parts of the text. Verbal forecasting includes the ability to predict a word from the initial letters, to predict the construction of a sentence from the first words, and the subsequent construction of a paragraph from the first sentence. Forecasting helps create emotional attitudes in students and prepare them for reading" [9]. Proposing hypotheses and a system of expectations contribute to the development of the reader's predictive skills; they activate the continuous construction of the reader's knowledge structure, bringing into play his background knowledge and language experience. According to O.N. Kuzhel, "when preparing the consciousness for the perception of information, the reader remembers, guesses, assumes, that is, includes the abilities of his long-term memory and his personal and social experience" [9]. Despite the fact that in the real act of reading the processes of perception and comprehension are closely interconnected and take place simultaneously, the skills and abilities that ensure its process are conditionally divided into two groups: a) associated with the "technical" aspect of reading - they provide the perception of graphic symbols and comparing them with specific meanings or recoding visual signals into semantic units; b) creating conditions for semantic processing of the perceived material - the formation of semantic connections between linguistic units of different levels and the content of a given text. These skills determine the understanding of the text as an integral speech utterance. Understanding of the content is realized through a series of complex logical operations, as a result of



which connections are established in the text and a transition from words to meaning occurs. The stepwise nature of understanding text in a foreign language is shown in 3.I. Klychnikova, who identified four types of information obtained from the text and seven stages of different understanding - this is the understanding of words, phrases, sentences, text, the sixth stage involves the understanding of meaningful and emotional-volitional information, and the seventh - the understanding of all types of information, including motivating-volitional. "As a result of all these processes, the reader evaluates the text in a broad social and cultural context, and reading itself is determined by maturity" [8]. The essence of the main reading strategy is as follows: the reader alternately "runs ahead" along the line, to the next word (words), which underlies "guessing", creating semantic "hypotheses" ("probabilistic forecasting" of what is being read), then again turns to what was previously read, during which it checks the initially created hypothesis with what was written, and only after that decodes the concept of the word. A reading strategy of this type, which consists in the reader running ahead ("anticipation") and going back (comparison, control), occurs due to complex acts of eye movements. However, eye movements are only a condition that is necessary to complete the reading function; and if we talk about the reading process itself, then it is characterized by the interaction of at least two levels - sensorimotor and semantic, which are in a complex synthesis. The sensorimotor level consists of several tightly interconnected "links": the retention link; sound-letter analysis link; comparison and control (comparing emerging hypotheses with given material), storing the information received in memory; semantic guesses that arise from this information. The "technique" of reading is ensured thanks to the sensorimotor level - this is the speed of perception of what is read, its accuracy. The semantic level, based on its data, determines the understanding of the meaning and meaning of both individual words and a complete speech utterance. "The reading process is realized thanks to the complex interaction of these levels on two sides: firstly, on the part of the speed and accuracy of perception and identification (recognition) of language signs; secondly, from an adequate understanding of the meaning contained in these signs. Accurate, correct perception of the text is the main condition for the correct understanding of the text by the reader. This requires possession of a specific set of phonetic, lexical and grammatical informative features, making the recognition process instant" [2].

CONCLUSION

Thus, reading, being a process of communication, is associated with the need for students to possess: 1) the graphic



structure of the language 2) ways of extracting information. In this regard, the following main interconnected distinctive features are identified in the reading process: first, it is the process of perceiving a printed or written text, and then the process of comprehending what is being read. This makes it necessary to teach two sides of reading: technical, that is, mastery of a graphical system, and semantic, that is, mastering the ability to understand the text being read. Thus, the normative reading process is specific. This is a receptive, indirect type of speech activity, which includes at least four interacting elements: information retention, sound-letter analysis and synthesis, conceptual guesses and the process of comparing “hypotheses” that appear during reading with written words. Moreover, reading, along with other types of speech activity, is motivated by psychological attitudes, the needs and tasks of the reader for which information is obtained and its further transformation, which determines certain methods and techniques of work and technologies for teaching this type of speech activity.

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