

Reading as a Factor to Improve the Quality of Students' Language Training

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Annotation: As it's known that, the training of a specialist is increasingly considered in the context of the globalization of many world processes. These new economic rules dictate a new type of behavior in the business world. In this regard, there is an urgent need to train a new type of specialist capable of working in a new business area, often in a foreign language, requiring good skills in both oral and written forms of a foreign language. Thus, the requirements for the practical knowledge of a foreign language by the university program are increasing. Due to the need to comply with international standards, new trends in global development, the basic principle of teaching a foreign language is the formation of standards of educational services comparable to the level of leading European universities, as well as the study and active use of progressive educational technologies in the learning process.

Keywords: knowledge, foreign language, higher education, professional activity, reading, skill.

The trend towards the development of international cooperation in various spheres of life of modern society and production, the expansion of cultural contacts, the globalization of information processes is changing the socio-cultural context of education and are important prerequisites for increasing the role of the discipline "Foreign Language" in the content of higher education. The implementation of the ideas of the Bologna Declaration and the associated process of entry into the European educational space orientate methodological science to find the most effective ways to improve the quality of teaching foreign languages to university students in order to master foreign language communicative competence both for professional purposes and for the purposes of cultural development.

A foreign language, as an obligatory component of the national standard, is designed to prepare students for competition in the labor market, create conditions for a larger-scale implementation of international educational, scientific and professional exchange programs, broaden their horizons and improve the general humanitarian culture of students. At the same time, humanitarian culture acts as an internal, mediating form of any act of a person's professional activity. This actualizes the socio-cultural aspect of teaching a foreign language and, accordingly, the formation of the socio-cultural competence of students.

The change in the socio-cultural context of education has significantly influenced the goals and content of teaching a foreign language. The cultural and linguistic personality (V.V. Safonova, 1992; V.P. Furmanova, 1994), capable of carrying out a dialogue of cultures at various levels, becomes the dominant of the new paradigm of teaching a foreign language.

In connection with the need to comply with international standards, new trends in global development, the basic principle of teaching a foreign language is to provide standards of educational services comparable to the level of leading European universities, to study and actively use progressive educational technologies in the learning process. Thus, the modern concept is based on the European system of levels of foreign language proficiency, presented in the document of the

Council of Europe called "Common European Framework of Reference: Learning, Teaching, Assessment".

The potential of reading to improve the initial language level of students is expressed in its multi functionality. Thus, reading texts of a socio cultural orientation contributes to the improvement of language skills, increasing motivation to study the subject, improving strategies for understanding what is being read, obtaining information about the culture of the country of the language being studied, and, in general, the formation of socio cultural competence.

Consideration of the issue of improving the language level of students on the basis of scientific publications, analysis of the data obtained in the course of our own preliminary study of the initial language level of university freshmen, made it possible to identify a number of contradictions:

- between the social order for a specialist capable of carrying out foreign language cultural communication, and the practice of teaching a foreign language in the university, which does not take into account the initial language level of students;
- between the modern requirement of compliance with international quality standards in the field of teaching a foreign language in higher education and the insufficient development of the methodology for teaching university students, focused on improving their initial language level;
- between high modern requirements for the quality of training in the field of foreign language proficiency and the initial language level of university students;
- between the existing methodology for teaching reading as a type of speech activity and the insufficient development of the adaptive-propaedeutic component in this methodology, aimed at improving the language level of students;
- between the significant educational and developmental potential of texts of a socio cultural orientation and the traditional practice of using them in teaching a foreign language, which does not take into account the peculiarities of the formation of reading strategies from the standpoint of sociocultural and competence-based approaches.

The need to resolve these contradictions actualizes the research problem: what is the methodology for teaching university students to read texts of a socio cultural orientation, focused on improving their initial language level?

The basis of the methodical foreign classification of reading types practically corresponds to the domestic one. The existing differences between the types of reading in the domestic and foreign methods are only terminological in nature. At the same time, the student's ability to use various methods of working on texts is characterized by his individual level of reading proficiency as a complex integrated speech skill.

According to S.K. Folomkina, the tasks that the reader solves in the process of reading can be conditionally divided into three groups, corresponding to the nature of information processing. "The tasks of the first group are related to the processes of perception of graphic complexes and their recoding into meaningful units; the second - with the extraction of factual information contained in the text; the third - with the comprehension of the extracted information" [Folomkina, 1974: 14] . Accordingly, there are skills associated with understanding: a) language material (technical skills or reading mechanism) and b) text. However, it should be noted that the selection

of these skills pursues purely research and methodological goals: they cannot be isolated from the reading process and, as a rule, the reader is not aware.

Considering the psychological skills of reading, which were analyzed in detail in the previous paragraph, as well as the typology of skills developed by S.K. Folomkina, we single out the following skills related to understanding the text, as well as those necessary to improve the initial language level of first-year students, the formation and development of socio cultural competence:

- 1) skills associated with the perception of the text. This stage involves the awakening and stimulation of motivation to work with the text; actualization of personal experience of students; predicting the content of the text based on the title and pictures, life experience;
- 2) skills related to the understanding of language material. They provide information processing at the language level. These skills ensure the accuracy of understanding;
- 3) skills related to understanding the content of the text. They provide the extraction of meaningful information, understanding at the level of meaning. The text is a detailed speech work, and as information is received, the reader processes it. We can say that the understanding of the text is made up of the understanding of individual facts, the establishment of a connection between them and their hierarchy, and on this basis they are combined into a semantic whole. This requires the reader to have the following skills: - highlight individual elements in the text.

They can be different: the main idea; semantic milestones / reference, keywords; the most significant facts or some particular fact; fact-detail, illustrating, confirming, explaining, etc., the main idea; facts/details related to a particular topic; - generalize, synthesize individual facts, establish their hierarchy (main - secondary), combine them into semantic pieces as a result of establishing a connection between them - according to formal linguistic features and on the basis of the logic of presentation - and determine their "theme" (main, unifying fact). In solving these problems, forecasting at the semantic level plays a special role, since the reader must foresee the continuation and possible completion of each part; - correlate separate parts of the text (facts related to the same topic, etc.) with each other: build facts / events in a logical, chronological or any other sequence that differs from the one in which they follow in the text; group facts according to some attribute; establish a connection between facts/events/phenomena; find the beginning and end of the topic, etc.

The skills of this group provide completeness of understanding; 4) skills related to the interpretation of the content of the text. They provide processing of the extracted factual information, understanding at the level of meaning.

The reader does not simply register the facts as they are extracted, but subject them to further processing, which, in fact, leads to the understanding of the text as an integral speech work. These skills provide depth of understanding. These include: - the ability to draw a judgment / draw a conclusion based on the facts of the text; establish the idea / intention of the text, which are not verbally expressed in it; suggest the development of the foregoing; - the ability to evaluate the stated facts / content in general, the nature of the implementation of the author's intention; - the ability to interpret - to understand the subtext / implicit meaning of the text; 5) skills of a special kind (socio culturally oriented interpretation), which are aimed at identifying and analyzing values, stereotypes, samples and features of a foreign language culture, presented in the text from the position of personality-forming and personality-forming potential of socio cultural information, namely: a) identify and interpret culturally significant facts and events; b) identify cultural

similarities and differences; c) identify situations of intercultural conflicts and avoid them; d) be aware of belonging to their own ethno-socio-cultural community.

Given the conditions for teaching a foreign language, skills in viewing and searching should be formed, as well as skills in introductory and learning types of reading should be improved. However, teaching the types of reading that specialists need will not be effective if in each of them the students do not achieve the degree of perfection that would allow them to use these types of reading in practice. The first indicator is the achievement by students of the result necessary for a particular type of reading - a certain degree of completeness and accuracy of understanding what is being read; the second is considered to be the time spent on obtaining this result [4].

The tasks that the reader solves in the process of reading can conditionally be combined into three groups, corresponding to the nature of information processing. "The tasks of the first group are related to the processes of perception of graphic complexes and their recoding into meaningful units; the second - with the extraction of factual information contained in the text; the third - with the understanding of the extracted information" [5]. Accordingly, there are skills associated with understanding a) language material (technical skills or reading mechanism) and b) text. Therefore, we can distinguish the following groups of skills necessary for understanding what is being read, as well as for improving the general level of language training in a foreign language of first-year students, the formation and development of socio cultural competence:

- skills related to the perception of text information;
- skills related to the understanding of language material;
- skills related to understanding the content of the text;
- skills related to understanding the content of the text;
- the ability to interpret the socio-cultural information contained in the text.

It is advisable to consider some skills in more detail. An important aspect in this case is the textual material and skills associated with understanding the content of the text. They provide the extraction of meaningful information, understanding at the level of meaning. This requires the reader to have the following skills:

- the ability to highlight its individual elements in the text. These elements can be different: the main idea; semantic milestones, keywords; the most significant facts or some particular fact; facts or details relating to a particular topic;
- the ability to generalize, synthesize individual facts, establish their hierarchy (main - secondary), combine them into semantic pieces as a result of establishing a connection between them.

Thus, considering reading as a skill, whose completion as an act of communication is the achievement of understanding, it is necessary to note the merits of methodological science in this matter in terms of identifying levels of understanding [5]; factors influencing understanding [5]; levels of development of a linguistic personality [3]; reader skills necessary for communication between the author and the recipient, mediated by the text [4].

Thus, the process of dynamic reading is characterized by communicativeness, which has its main characteristics, namely "cultural conformity", which implies the formation of a cultured, thinking

person, ready for creativity; focus on the personality of the student; speech-cogitative activity, carried out mainly by solving speech-cogitative tasks of different levels of problematicity; novelty and heuristics, provided by a variety of educational materials on various topics from many fields of knowledge; content as a set of various knowledge that is actualized in the minds of students through reading; problem-ness, which involves the solution of problematic tasks by students that mobilize cognitive activity and the development of creative abilities; communication based on the provisions of cultural conformity; accentuation on the personality of the student; its personal meaning; motivation of speech actions; speech-thinking activity; links with all other activities of the student; functionality; novelty and heuristics; content; problematic.

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