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TEACHING READING IN A FOREIGN LANGUAGE AS A TYPE OF INTERCULTURAL SPEECH COMMUNICATION

Egamberdiyeva D.U.[1]
Egamberdiyeva Dildora Usubjonovna.[1] *Teacher of department of languages, faculty of agrology and business*
Andijan Branch of Tashkent State Agrarian University
Andijan. Uzbekistan

Abstract: The article considers the teaching second language reading. An important factor in reading a foreign language is the motive for success. Readers' awareness of the success of reading a text in a foreign language is largely due to its availability both in linguistic and informational-content terms.

Key words: motivation, learning to read, understanding, texts, speech communication.

Teaching reading in a foreign language as a type of intercultural speech communication. The implementation of this provision presupposes:

- refusal to focus on the so-called educational reading of artificially composed texts, which are considered primarily as a source of linguistic material (lexical and grammatical means) and practically do not contain signs of an authentic, "real" text;

- taking into account the real needs, interests and motives of reading in the field of the target language, creating reading situations in educational activities that are close to the authentic ones in the nature of the materials being read and informational tasks;

- reliance on the authenticity and value of foreign language materials used in foreign language lessons to form students' ideas about the modern multicultural and multilingual world, about universal and national values, cultural heritage of native and foreign countries.

The general requirements for reading materials in terms of motivating the reader are: authenticity; taking into account the interests and needs of a particular age group of students; cognitive value (relevance, meaningfulness, problematicity); reflection of general humanistic and cultural values, culture of the country of the target language; the opportunity to form a reading circle of students, to ensure the significance of reading for the student and his personal development.

An important factor in reading a foreign language is the motive for success. Readers' awareness of the success of reading a text in a foreign language is largely due to its availability both in linguistic and informational-content terms. Modeling authentic reading situations in the process of intercultural communication. This provision is directly related to the previous one and involves teaching on the basis of authentic texts (didactically processed or simulated while maintaining the signs of authenticity) and authentic information and cognitive tasks (motivating the student's activities, differing in novelty and information content), taking into account the age and individual needs of students, their motivational expectations ...

Using the experience of students in communicative activities "reading" in their native language. It has been proven that the basic cognitive (intellectual, metacognitive) skills that ensure the semantic processing of what is being read are identical in the process of reading in different languages. Therefore, teaching reading in a foreign language must be structured in such a way as to maximize the transfer of mature reading skills from the native language to the target language. This is possible in the conditions of modeling the authentic context of reading and the formation of students' attitude to this type of activity as informational and cognitive, similar to reading in their native language.

Management of the process (type) of reading through the content side of the activity. The content side of reading consists of the goal (result) of the reading activity and the nature of the text as an object of semantic processing.

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Accordingly, the management of the reading process (the strategies and skills used) is possible through the semantic task assigned to the student before reading the text and the corresponding character of checking the understanding of the content. This task should reflect the goal and the predicted result and create in the reader the necessary setting for the character of reading and the subsequent verification of the result. In other words, the semantic problem and test assignments to the text act as a means of reading control. However, for this, any task that students must solve in the process and as a result of reading must clearly inform them about the object and the method of subsequent control.

Along with this, the character of the text also acts as a means of controlling the reading process. Thus, studies show that the most significant influence on the reading process, even against the will of the reader, is exerted by such characteristics of the text as the logical-semantic structure, the degree of information saturation, linguistic complexity. Therefore, when teaching various types (strategies) of reading, especially familiarization and learning, a targeted selection of texts is required, taking into account these parameters. For introductory reading, it is recommended to use texts that are relatively linguistically lighter, with a lower degree of information richness, a transparent compositional structure, containing redundant information, which creates conditions for quick reading and coverage of the main content. Texts for student reading should motivate the reader to deeply read, comprehend and interpret content-semantic and emotive-evaluative information. Therefore, these texts should, first of all, be distinguished by a high degree of information saturation, the presence of implicit information, a complex plot, information that requires evaluative actions from the reader.

Obviously, it is also necessary to take into account such general content characteristics of the text as topical topics, a range of issues, problematicity, storyline, etc. They, as noted above, provide motivation for the reader.

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A systematic approach to teaching reading, including mastering the means - methods - strategies (types) of this communicative activity. This provision is realized in the construction of a general system of exercises aimed at the development of a certain type of reading. The system for working on the type of reading assumes:

- preparatory work on the reading components, i.e. linguistic means and techniques (skills) of reading;
- practice in the appropriate form of reading.

The system of reading exercises is implemented in the organization of three stages of work on the text:

- pre-text tasks aimed at mastering the means and methods of "reading" activity;
- actually reading the text;
- post-text stage of verification and evaluation of the result obtained.

Along with this, for abundant practice in reading, an important role is played by the organization of the student's independent work, additional home reading, project and educational research activities.

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