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TEACHING READING AS AN INDEPENDENT TYPE OF SPEECH ACTIVITY

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ABSTRACT

In the foreign language courses of most universities, the aspect of “home, or extracurricular reading” is still highlighted, but it also has a “bias” in speaking. Reading as a type of speech activity within the framework of this aspect in non-linguistic universities was taught rather superficially, and in some cases was not taught at all.

Today, it would seem, it is not so relevant to talk about teaching certain types of speech skills. But it was the competence-based approach that made us largely revise the methods, techniques and technologies of teaching writing, speaking, listening. We read, to discuss, to analyze, to translate, and even more often to work with the vocabulary of the text.

Huge flows of information in the Internet era, the emergence, in addition to traditional types of reading, new ones, for example, on the Internet and on electronic media, the need to develop speed reading, and, most importantly, the huge demand for this type of speech activity in the professional activities of bachelors and masters in all areas puts the task of revising and updating approaches.

Another important condition due to its restrictive nature is the need to intensify training due to the lack of time for gradual, step-by-step training.

The proposed concept, developed within the framework of a new undergraduate

program at higher education, which somewhat changes the usual approaches to the aspect of “home reading”, increases its practical significance.

The concept has three parts.

1. Criteria for the selection of language material for extracurricular reading.

2. New organizational and methodological approaches to teaching the aspect, involving the formal integration of the aspect, starting from the second semester of study, into other aspects (common language, economic translation and professional communication).

3: A unified approach to training and reading as a form of speech activity at lessons of extracurricular reading and other aspects: the formation of the communicative, analytical, information and other competencies.

The content has the potential to awaken positive motivation in students, to arouse the need to read in a foreign language. It should be emphasized that with any approach to the organization of



extracurricular reading, the latter should be not only constant and abundant, easy, but also predominantly uninterrupted, containing interesting information and having an educational effect.

Although home reading as texts can use not only fiction, but also journalism, socio-political and professional literature, there is a tradition of attracting works of fiction of different forms and genres. Separately, it should be stipulated that fiction plays an important role in education, which is an integral part of the educational process. But in the context of the professionalization of teaching foreign languages, the program should include works of different genres, including those with a professionally oriented focus. These are, first of all, journalistic and popular science publications, fiction of relatively new genres (for example, a financial detective story), as well as memoirs and similar publications. In addition to solving professionally oriented problems, students will thus have access to works of those genres that, as a rule, were not covered by programs in non-linguistic universities and universities.

Naturally, no one disputes the importance of extracurricular reading. But what moments, from the point of view of modern pedagogical tasks, today cause the need to revise the aspect?

In home reading classes, students are confronted with real, not conditionally educational language. This language should be predominantly a modern and relevant, since the limitations of hours does not give us the right due to the study, although important for the younger generation of cultural phenomena, reduce the quality of training. You need to read the classics.

According to our concept, when selecting texts for home reading, one should be guided by the following criteria:

Selection criteria for literature for home reading:

- 1) Modern language samples.
- 2) If possible, regional and professional orientation of home reading.
- 3) Attracting works of high quality. From popular literature - the most famous and popular of its samples, which have nothing to do with mass culture.
- 4) Attracting works of various genres.
- 5) Using as small literary forms as possible or logically selected parts of large works.
- 6) The modular nature of the materials, allowing you to adapt the program to the needs of any group of students.
- 7) Attracting professional literature.

Organizational and methodical approach:

Home reading (the program fixes the name "extracurricular reading"), as an aspect for which a separate lesson is allocated, is taught only during one (first) semester, during which undergraduate students get an idea of the types of reading, learn basic reading strategies.

Further, due to the beginning of professionalization from the second semester of the first year, the aspect is taught in general language classes for 2 terms.

A unified approach to teaching reading as a type of speech activity in home reading classes and other aspects: the formation of communicative, analytical, informational and other competencies.

Obviously, reading acts as an independent type of speech activity if we read in order to obtain the necessary information from the text. At the same time, it is necessary to clarify that, depending on the situation, the completeness and accuracy of information extraction will be different.

Thus, the tasks of teaching reading as an independent type of speech activity are as



follows: to teach students to extract information from the text in the volume that is necessary for solving a specific communicative task using certain reading technologies.

At higher education, within the framework of this concept, an electronic library is being formed and new developments for extracurricular reading are

being created, having a structure that is somewhat different from the previously adopted one. It is planned to create multimedia programs for extracurricular reading, allowing for effective control over the reading and implementation of the program by students.

Foydalanilgan adabiyotlar:

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