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READ TEXTS ON LOCAL LORE IN ENGLISH IN FOREIGN LANGUAGE TEACHING

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Annotation: It is necessary to develop the skills of practical use of language by teaching students to read in foreign language classes. This allows you to communicate directly with the representative of the country where the language is being studied, to understand his opinion and to express his opinion. Because a lot of information is in writing and acquired through reading. Therefore, the purpose of reading is to receive information and its motive is to communicate. Teaching to read in a foreign language, firstly, provides an opportunity to acquire information, knowledge and skills in newspapers, magazines and books, and secondly, helps to speak and write correctly and competently in the native language.

Keywords: Verbal communication, written or printed, text work, speech activity, cognition.

INTRODUCTION

Teaching students the types of speech activities, especially reading, in foreign language classes allows them to successfully and actively participate in the process of intercultural communication, creating the conditions for its effective passage. Teaching intercultural

communication to students is related to teaching oral communication. Introducing verbal communication is the introduction to text activities. While text is a communicative activity, it is important as a small part of communication. The word is of great importance as a unit of text comprehension. The result of reading comprehension is a means of knowing. The text is defined as the product of creativity, expressed in writing or in print, the product of speech expressed in writing. In a word, the text is a "speech product".

As the student learns from the text, he fills his "knowledge base" with new information. Reading helps to understand many things. Selection and compilation of texts is a very important methodological issue. Methodical instructions on text selection are developed.

Work with the text was carried out in the following stages: (1) pronunciation and spelling skills were introduced in the pre-text preparation exercises. In the first category of the lesson lexical skills were formed, in the second category grammatical skills were formed and reading techniques were mastered; (2) Exercises on working with the text, reading comprehension, information retrieval and comprehension were performed. In the process of reading the text, speaking skills were further improved. In one round of the lesson, exercises related to the text with linguistic difficulties were performed, in another round, it was preferred to read texts with certain difficulties; (3) The post-text stage was subordinated to the goal of developing speaking and reading skills. Additional listening comprehension exercises were performed. Much attention was paid to the development of text-based monologues and dialogues, speaking, writing, and reading skills. Sometimes the content of the text was determined by translating certain sentences; (4) aimed at developing unprepared speech at the creative stage. In the methodology of teaching a foreign language, the two levels of reading comprehension, that is, the levels of meaning and content, differed in essence. At the level of its meaning, it is possible to understand the meaning of linguistic units. The level of content means a complete and clear understanding of the processing and assimilation of perceived or understood information. Complete understanding of the text is determined by the amount of information learned from the text. This process depends on the student's mental ability, language experience and reading technique.

Perception and comprehension of the text in the process of reading is also associated

with motor changes in the eye. Recipients were divided into "qualified", "experienced" and "unskilled", "inexperienced" recipients, depending on eye movement and speed of letter recognition.

A student with experienced reading skills will be able to read quickly and learn new information with each eye movement. Articular apparatus also works during training. As a result, the quality of reading is determined. According to psychologists and educators who have conducted research on the problems of teaching reading, special exercises and special training are required to develop reading skills. When teaching students intercultural communication, it is important to teach them to control their thoughts, to direct them in the right direction. The ability of the student to imagine the grammatical structure of a sentence and to perform mental operations, such as understanding what the sentence, information, message in the text is about, depends on his reading comprehension skills.

Reading comprehension of texts covering the traditions and culture of the country where the language is studied, the student's mastery of reading techniques, the process depends on the level of knowledge of the language material. If the student is able to read aloud, he / she will review three times more language units than if he / she reads aloud. A student who has mastered the language material and is familiar with the types of reading, has the ability to read quickly, can quickly understand the content of the text. The reason for this is that a fast reader can quickly get back to the places he did not understand and will be able to read it several times.

similar activities when reading and listening to texts. In both of these processes, it is difficult to notice and perceive the emotions and inner feelings that are going on in the psyche of the student. The success of reading activities depends on the student's reading ability, knowledge, level of comprehension, improvement of reading skills and abilities, mastery of reading techniques, as well as the complexity and simplicity of the language material presented. depends on the mood of the bird at the moment. In the process of reading, the student encounters many new words and tries to translate and memorize them. Words learned and memorized are quickly recalled when necessary.

In foreign language teaching methods, reading is defined as the transfer of information, messages, information expressed in the form of letters to a sharply different sound code, speech

activities related to understanding, comprehending and noticing the content of written speech information encoded using literal symbols. recognized.

METHOD AND RECOMMENDATIONS

Reading is an independent type of speaking activity that provides a written form of communication. Reading is a type of receptive speech activity because it is related to understanding, comprehending and perceiving the content of speech information encoded using literal symbols .

Reading in methodical sources is divided into the following types: 1) according to the presence of voice - reading aloud with and without sound; 2) depending on the number of participants - reading alone, in pairs (frontal), in chorus; 3) according to the preparedness - prepared (pre-prepared) and unprepared (pre-prepared); 4) in terms of comprehension, comprehension and analysis of the text - synthetic and analytical reading; 5) depending on the place of work - study in the classroom, at home; 6) from the point of view of language experience - reading with or without translation in the presence of the native language; 7) according to the need to use aids - reading with and without a dictionary; 8) according to the intended educational purpose - acquaintance, study, observation, careful reading; 9) according to the level of comprehension - careful, average reading. In the early stages of learning a foreign language, reading serves as a tool for shaping other types of speaking activities . Reading aloud and in chorus begins in the lower grades. Reading aloud is intended for the whole class, as is reading aloud, and it serves to teach and control students' pronunciation through more information, special exercises. As a result of quick pronunciation and reading a certain number of words per hour, students develop quick and clear reading skills. When reading aloud, the units of language learned are stored in memory for a long time.

Whispering and silent reading, that is, silent reading , enters the field of individual reading and, as usual, is aimed at obtaining information, information, novelty. There is a peculiar sound in reading , and in the process of reading it manifests itself in the form of an inner ghost, an inner echo. The reader can read letters, words, phrases, and even an entire novel silently. A similar thing happens in the process of communication . The transmitter speaks, and the listener, in turn, repeats his words inwardly. He does this without realizing it.

Valuable ideas on the types of reading and the principles of their teaching are also expressed in scientific sources (M. West, IM Berman, VA Buxbinder, ZI Klichnikova, SK Folomkina, JJ Jalolov, NV Barishnikov, ML Weisburd, MA Nujdina and others.).

general education schools and secondary special education, foreign language lessons are taught in the form of acquaintance, study, observation. When students are presented with texts on local lore, it is methodologically expedient that they should begin with an introductory reading of the text. Students were given a text, and not to fully understand the content of the text, but to get acquainted with what is said on the topic and to find interesting and relevant information, to focus on understanding the ideas put forward by the author. was given as an excuse. In this type of reading, the student is expected to understand 70-75% of the information in the text. Great attention is paid to pronunciation and intonation when reading aloud. Thorough reading (in the classroom and at home) and introductory reading are practiced in the classroom. The choice of reading types and texts largely depends on the skill of the foreign language teacher. If the texts chosen by the teacher are popular, professional (scientific-technical and sectoral discoveries, etc.) texts that serve to increase the general knowledge of students, they read with interest. In addition, the student should get acquainted with the history, literature, culture, economy of the country where the student's language is studied through the original text (whether it is a piece of art written on a magnetic tape, or a text of a specialty). will be able to.

A student learning a foreign language tries to speak within his / her vocabulary. The scope of his thoughts is covered by the situation. The reader perceives the idea in the text by reading it, and thus assimilates it. Perception is the process of perception in the human mind, which takes place with the help of the sensory organs of things, events, external signs, and ends with the separation of the image of the perceived object and working with this image.

When checking the students' comprehension of the texts on local lore, it was found that:

1. Simple texts. When students read simple (original) texts on local lore, they were able to understand all the words in the text. There were no unfamiliar words. In this case, the information in the text reached the reader correctly, did not change and did not miss a word. There was no difference between cultures.

2. Partially complex texts. While reading these texts, I came across unfamiliar words, which caused a number of difficulties in translating them. The content of the text is partially lost. In the process of translation, there was an increase in the volume of words.

3. Complex texts. The absence of alternatives to some words in the text in the target language caused various difficulties. In the process of reading and understanding texts, the translation of words exceeds the norm. The main form and method of thinking, reasoning, cognitive activity in the process of reading the text is a psychological mechanism. Cognition is based on differentiation. The level of knowledge of students is determined by monitoring.

CONCLUSION

The conclusion is that a representative of one culture must also have the ability to translate correctly in order to understand the opinion of another "foreign" culture. There are a number of barriers and difficulties for communicators to understand each other, and they need to be able to overcome them. Translation is a complex process and requires thorough knowledge, high skill, broad outlook and ability. From a cognitive point of view, it can be observed that translation is an exchange with different types of understanding. Comprehension in general is the synthesis of mental activity, the acquisition of content in practice. The object of understanding is culture. Philosophers deal with understanding. Psychologists study aspects of understanding related to thinking.

Cognition is not the end result of understanding. Understanding the content of a text serves as a tool for understanding another culture. Concepts that are close to each other and associated with the content.

In language-mediated communication, there are three different comprehension situations: double speech, text analysis, and translation. Comprehension of the text can be studied in the following aspects;

- depending on the logical context ;
- according to the activity of content perception - epistemological aspect;
- in terms of knowledge related to culture and its perception - ontological aspect;
- Psychological aspects, taking into account the aspects of the student's mental factors, listening, comprehension in the process of reading.

Understanding is a process related to thinking. Man perceives the information he receives through thinking, complete perception of information determines the level of understanding. The mood of the reader and the level of knowledge of the language also play an important role in reading and understanding the texts. To overcome the above shortcomings, we used the following system of exercises: - to increase the interest of students in studying the culture of the country where the language of national studies is taught, to read the text and ask them to find the names of famous cities; - Assign students to complete sentences in order to master the language materials; (a) a task of translating using a dictionary by selecting small pieces of text; (b) do the exercises of composing more words than words.

Studied should not be to teach the story to be memorized, but to retell its meaning in one's own words . This will help you to achieve your goals faster . Such exercises increase students' vocabulary, allow them to use grammatical tools, use words according to their meaning.

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