

Developing Reading Techniques At A Technical University

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Abstract: A foreign language taught in technical universities presupposes knowledge of a foreign language at the required level for solving every day, cultural and professional problems, teaching reading as an important component of language training in a technical university. The article reveals the features of the development of reading skills in a foreign language as an important stage in teaching technical reading to students of non-linguistic universities.

Keywords: technical reading, strategy, exercises, a foreign language, translate, vocabulary

Introduction:

A huge flow of information requires a specialist to familiarize constantly himself with a large amount of scientific and technical literature. Teaching reading is an integral part of teaching a foreign language at a technical university [4, 1790].

What is the goal in modern conditions of teaching a foreign language in non-humanitarian universities? In the conditions of our, even changing, reality, it is unlikely that the main task for all students is the communicative function: only a small percentage of specialists immediately go abroad after graduation. Why do the rest of the much larger mass of students need a foreign language? Apparently, then, to read scientific articles, instructions for various equipment, business letters, contracts, etc.

Knowledge of a language should contribute not only to expanding a specialist's general educational horizons, but also to improving his qualifications. In this regard, the program aims to teach future specialists to read and translate literature in their specialty, and above all, this relates to the main component of reading - the process of understanding [15,218].

The effectiveness of specialist training is directly dependent on how fully the specifics of his professional activity and training conditions are taken into account in the process of this training [14, 117]. Taking into account the conditions of teaching a foreign language in a non-linguistic university, apparently, one should limit oneself to teaching students to read silently and read intensive forms of learning, which is one of the urgent and complex tasks of the methodology. The text is perceived by students much more difficult than a series of exercises designed for teaching reading. It is advisable to use the exercises very limitedly at the initial stage, and then immediately practice the skills and abilities of recognizing the linguistic means of a given text.

Main part:

Language is a complex logical system. If it were only a matter of vocabulary, we could use a dictionary to translate any text in any language. To translate a thought into another language, students need not other words, but a different logic for constructing a statement, knowledge of a different culture. This is the logic that should be taught [18, 37].

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Pre-text exercises teach students how to analyze a text and make the task of translation easier. The purpose of such exercises is to teach students to read isolated vocabulary and in context, to familiarize students with the terminological vocabulary of the text. They help focus the student's attention on the topic of the text.

Pre-text exercises include phonetic exercises; exercises where synonyms for new words are given; examples with them. The goal after text exercises is to activate and consolidate the lexical minimum, prepare students to read and understand text without a dictionary, teach monologue statements, foreign scientific and technical literature with the help of a dictionary.

The development of intensive forms of training is one of the urgent and complex tasks of the methodology. It is advisable to use exercises very limitedly at the initial stage, and then immediately practice the skills and abilities of recognizing the linguistic means of a given text.

Afterwards, text exercises can be as follows:

- divide the text into parts;
- title them;
- read and translate the sentence in the text that says so and so;
- select from the list of words that characterize the device, etc.;
- complete the sentences.

Both pre-text and post-text exercises have the main goal - to lead students to reading and understanding the original literature in their specialty, to instill in them the skills of annotating and summarizing.

Firstly, it is necessary to teach students not to mechanically translate words, constructions, phrases and sentences out of context; it is necessary to show that any word that has many meanings becomes unambiguous only in a certain context. It is necessary to explain to students that common bilingual dictionaries do not give one meaning of a word, but only its possible equivalents. One of the typical causes of errors in translation is the inability to distract from the specific forms of words and the inability to use context to understand their meaning.

If the beginning of the translation process is perception, i.e. reading (or listening) in one language, then the end of this process is reproduction, i.e. speaking (or writing) in another language. During the second stage, passive understanding turns into active knowledge. During this same stage, the replacement of some linguistic forms by others occurs. After all, what we perceived in English, we must express in Uzbek or Russian, i.e. using another system of conventional signs, which has its own laws that differ from the laws of the original language.

In addition, we must clearly define the order and translation algorithm. Without a verb in the personal form, there is no English sentence. Therefore, the first thing students need to start with is to study all the personal verb forms. After all, no matter how many subordinate clauses are contained in a complex one, they will all have a verb in the personal form. The second principle that must be observed is the order of words in an English sentence, since it performs an important syntactic function. It is the order of words that leads to a large number of errors. There is no English sentence without a subject and without a predicate. The subject never comes after the predicate, the direct object comes after the indirect object, and the adverbial of place comes after the adverbial of time.

Often students have difficulty translating the title. It is best to guide students to translate the title of an article after thoroughly familiarizing themselves with it.

It is necessary to teach students not to translate words, phrase by phrase, sentence-by-sentence in isolation, i.e. A language learner cannot make a literal translation, since a literal translation is not a translation; Individual words without context have no meaning [6,133]. In the dictionary learners can find words that have 40 equivalents in another language (for example: the word "table" in different contexts will mean table, guests, food, stove, board, schedule, flat surface, graph, drawing, table of



contents, start - your platform). The simplest and most unambiguous words as technical terms acquire completely different meanings (horse - frame; monkey - woman for driving piles; hat - roofing; tree - shaft; plum - concrete filler; chair - rail cushion; blanket - playback area). Even the terms mean different things in different contexts; the terminological word "gate" can mean a gate, gate, latch; drift, passage; selector; key; valve, valve

The term "vehicle" is a piece of equipment designed to transport people or cargo; binding composition; rocket; solvent; "valve" - in radio engineering - an electron tube; in heating engineering - tap; in medicine - heart valve; "frame" - in construction - frame; in machine tool building - bed; in cinematography - frame.

Conclusion:

Thus, teaching a foreign language at a non-linguistic university can be successful only if, during the entire training process, material is selected that takes into account the professional orientation of students, and a foreign language becomes not an end in itself, but one of the means of studying a specialty.

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