

## READING AS A KEY CONCEPT OF COMMUNICATIVE TEACHING

(Nishonbekova Saida O'rinboy qizi)

**Abstract.** In this article there is considered about reading as an important form of communicative cognitive activity. Reading is analyzed as a separate type of speech activity that provides a written form of communication as well as.

**Key words:** teaching reading, receptive type, speech activity, evaluation of the information, comprehension, internal speech hearing.

Reading is a receptive type of speech activity, since it is associated with perception, that is, the reception and understanding of information. In the process of reading, there is a comprehension and evaluation of the information contained in the text. Reading is one of the most important types of communicative and cognitive activity. In reading, a content plan is distinguished, that is, what the text is about, and a procedural plan how to read and voice the text. In terms of content, the result of reading activity will be understanding of what is read, in procedural terms, the process of reading itself, that is, the correlation of graphemes with phonemes; the formation of internal speech hearing, which finds expression in reading aloud and to oneself, slow and fast, with full understanding or with a general coverage of the content. [1] In the domestic methodology, the types of reading are distinguished taking into account its psychological side, pedagogical and methodological facts. Depending on the mental processes that accompany reading, analytical and synthetic reading, reading aloud and to oneself stand out. [2] Pedagogical classification draws attention to the organizational side of the educational process, classroom reading and home reading are distinguished at the place of work; according to the form of organization: individual reading and group reading or choral.

Methodical classification takes into account methodological factors, focusing on the whole setting and conditions that determine educational and speech activity: educational and communicative reading. The reading process, as you know, is based on the technical side, that is, on skills that are automated visual-speech-motor-auditory connections of linguistic phenomena with their meaning, on the basis of which the recognition and understanding of written characters and written text as a whole takes place. When reading, a person not only sees the text, but also pronounces it to himself and at the same time, as it were, hears himself from the outside. It is thanks to the mechanism of internal pronunciation that a comparison of graphic and auditory-motor images takes place. The action of this mechanism is most clearly observed in novice readers. [5]

The most important psychological component of the reading process is the mechanism of probable forecasting, which manifests itself at the semantic and verbal levels. The ability to predict the future development of events by the title, the first sentence and other signals of the text. (meaningful forecasting). The ability to guess the word by the initial letters, by the first words to guess the syntactic construction of the sentence, the construction of the paragraph (verbal forecasting). The development of prognostic skills is facilitated by the development of hypotheses and the system of expectations of the reader, which brings into action the continuous construction of the structure of knowledge in the reader's head, activating his background knowledge, language experience. The process of preparing a creature for the perception of information encourages the reader to remember, guess, assume, that is, turn on the abilities of his long-term memory and his personal

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<sup>1</sup> teacher of Department of English Applied Subjects, English Faculty №1. Uzbekistan state world languages university, Tashkent, Uzbekistan

and social experience. According to F. Smith, when reading, two types of information are needed: visual (from the printed text) and non-visual (understanding the language, knowledge) [3]

Reading is an active constructive process. In the process of reading, our brain perceives and stores not a mechanical reflection of reality that we perceive, for example, a certain sequence of letters, but a semantic unity that we construct. From this we can conclude that reading is an active, constructive and interactive mental activity, in the process of formation of which it is necessary to overcome a lot of difficulties. Let us dwell on the methodical classification of reading. [6]

Educational reading acts as a learning tool, and is implemented in the process of forming the mechanisms of reading, operations and actions that make up the processes of perception and understanding. such as visual perception and recognition. Correlation of visual images with speech and auditory. Anticipation or probable forecasting, semantic conjecture. Rapid and unmistakable perception and recognition of graphic images of lexical and grammatical units, written text implies the formation of receptive, technical and lexical and grammatical skills. Within the framework of educational reading, the following paired types of reading are distinguished:

1. according to the degree of independence, prepared and not prepared, reading with a dictionary and without a dictionary, reading with partially and completely removed difficulties. 2. depending on the participation of the native language: without translation and translation reading. 3. According to the method and nature of educational work with the text, they are divided into: [7]

a) intensive - a type of educational reading, involves the ability to fully and accurately understand the text, independently overcome difficulties in capturing the necessary information with the help of analytical actions and operations using bilingual and explanatory dictionaries. The focus is not only on the content and meaning, but also its linguistic form. For intensive reading, short texts are offered, text exercises that form lexical and grammatical skills. Reading and skills related to reading comprehension and comprehension of the content of the text.

b) extensive, course or systematic reading involves the development of the ability to read large texts, with greater speed, with a general coverage of content and mostly independently. Guessing plays an important role, which helps to overcome various types of difficulties. We use the information received in oral communication (discussions, role-playing games) or in the creation of written speech works (annotations, presentations, essays). The most common type in a reading lesson, that is, when most of the lesson is working with texts (the presentation by the teacher of the text is a home reading lesson. Texts should be interesting to students, informative, uncomplicated. Considering the psychology of the student, it is necessary to achieve active conscious participation of everyone in the lesson so that children are participants When preparing for a lesson, teachers try to think over all types of work with the text so that the child actively, creatively thinks throughout the lesson. There are several psychological abilities:

**1. Motivation** it is realized in a complex interaction of needs, motives, interests and goals - the result. The primary and not always conscious need that encourages reading can be considered a communicative need for obtaining this or that information. The specific content of the need for reading is revealed in the reader's motives. The motives of reading are the reader's inner motives, which act as a representation of certain qualities of a printed work.

Reading is polymotivated, it responds not to one, but to several active motives that form a complex structure. The fact that prompts a person to read includes external stimuli of reading or the so-called "stimulants", which are often confused with motives.

**2. Reading activity is characterized by activity.** Activity must be developed at any age stage, as it is one of the conditions for the success of reading, in particular, reading comprehension. To do this, it is necessary to find teaching methods aimed at activating students. Problems are the main ones.

**3. Purposefulness.** As you know, goals are understood as the results of activities. A person takes up reading, having a specific goal. Taking up reading, a person pursues some goals:

- make inquiries, check the data, ascertain the opinion;
- to study something thoroughly;
- get additional information about something;

**4. Connection with thinking.** Thinking is an emerging ability to solve various problems. Thinking during reading is present and involves an active internal work of the articulatory apparatus, hidden from consciousness. In the course of reading, a person's thinking manifests itself in the fact that it allows one to penetrate into the essence of what is being read, to analyze it, to understand the meaning of what is being read, the goal pursued by the author, that is, the thinking to provide what is read at all levels and determines the attitude to what is read.

**5. Relationship with other human activities.** Reading is one of the types of speech activity, it is associated with speaking, listening, writing. But as a type of speech activity, reading is also connected with all other human activities. There is not a single sphere of human activity where reading is not used. According to the classification of M.S. Kagan, human activity is divided into: cognitive, transformative, value-oriented and communication. Reading as an activity undoubtedly has connections with each of the types of human activity. From this we can conclude that human cognitive activity is carried out mainly through reading. The connection between reading and transformative activity is very peculiar. What is known by a person in the process of reading is used as a "tool" in labor and professional activities. Many people think that teaching reading is much easier than teaching speech activities. O.A. Rozanov notes that "reading" is an extremely complex process, characterized by a huge amount of cognitive work of the brain. [4]

Teaching reading - from a professional point of view, this is mass education and self-education of people of any age of individual creative activity, specifically aimed at developing their aspirations and abilities. And since reading is a speech activity, only two individuals always participate in it: the speaker who conveys his experience and the one who listens to him. This simple truth must be constantly understood and accepted, since its neglect is fraught for the teacher, and for the students with indifference or a clear unwillingness to learn "to read to think - to read - to feel, to read to live."

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