



The Role of Home Reading in the Context of a New Communicative Paradigm of Language Education

G.S. Mustayeva

Associate professor,
Tashkent State Transport University

M.V. Isambayeva

Tashkent Railway Technical School

ABSTRACT

Our article deals with the question of revising methodological approaches for foreign language teaching. In our opinion, the transition to a competence-oriented model was determined by a shift in emphasis from knowledge of rules and norms to the effectiveness of language behavior. Homeschooling as part of the basic foreign language speaking practice allows us to implement the principles of a communicative-active approach and to solve several other problems associated with preparation for a bachelor's degree in the field of pedagogical education

Keywords:

competence, foreign language, communicative-active approach, educational activities, skills, reading, speaking, writing, grammar, speaking practice

Introduction: Over the past decade, Uzbek education has been characterized by the development and implementation of new standards aimed at a competency approach. The competency model of education is the main condition for its modernization and compliance of its results with international standards. The desire to adapt to new conditions forces the educational system to change the methodological approaches of teaching in general and foreign language teaching in particular, which leads to a strong result orientation of educational activities. The purpose of education today is not only in the formation of a solid layer of knowledge, skills, and competencies but primarily in the development of the ability to use the acquired knowledge, skills, and abilities to solve various situational problems, that is, in education takes place within the competency.

The pragmatic goal of communication teaching is increasingly reflected in the theory and practice of foreign language teaching, as well as in the legal framework, with the main method being communicative [1]. When talking about an aspect of learning like reading at home, the

important role of the latter in the formation of communicative competence must be stressed. Reading at home in the higher education system today is not just reading as a type of language activity, but a separate discipline that includes: reading, speaking, writing, and the development of information technology and listening. Interest in reading and discussing fiction in foreign language classes is explained by the ability to implement the requirements of competency-based learning. Firstly, home reading implies the intersection of different subject areas: grammar, speaking practice, lexicology, regional studies, and literature, is interdisciplinary, and secondly, it goes beyond the scope of the subject and creates a natural communication situation in foreign language teaching. When introducing homeschooling courses into work programs, it is necessary to resort to the analysis of the educational standards of the federal states and documents that regulate the educational process in the higher education system of its European counterpart (CEFR). This approach seems logical because the GER stylistically and historically anticipates the development of a

federal education standard and also serves as an example for binding language policy in this phase to a uniform set of rules that do not exist in the education system [1].

The beginning of the introduction of competence-oriented foreign language teaching was the entry into the process of our education system so that federal standards are based on their European predecessors in many respects. The CEFR is a Pan-European competence in foreign language proficiency and reflects the outcome of work begun in 1971 by specialists from the Council of European Countries to systematize approaches to foreign language teaching and to standardize the assessment of language proficiency. Competences determine what knowledge and skills a foreign language learner must have to use for communication purposes and describe the parameters based on which communication succeeds. At each level, there is a certain list of skills and abilities, that is, the language level is not a set of language rules, we know how to use this language, and grammar and vocabulary become necessary tools for mastering a foreign language.

The competency-based approach to foreign language teaching, which has its origins in the Western pedagogical tradition, is now widespread in Uzbekistan and relevant for measuring the quality of educational outcomes. And if the GER has been regulating the processes of foreign language teaching for more than 20 years, the introduction of the state educational standard began relatively recently. Therefore, despite the similarity in the teaching goals, the methodological approaches differ slightly in the Uzbek and European traditions. The European Union actively supported political and economic integration, which led to the full opening of borders, including languages, making the CEFR an inter-ethnic document governing the language policies of EU member states. It differs from its Uzbek counterpart, which is compulsory and not only covers the scope of language education but also describes the methodology of higher education in general.

The state educational standard builds on the previous one in many ways. In the higher

education system, competence-oriented foreign language teaching based on the CEFR was introduced, criteria for assessing competence development were defined and a three-tier system for assessing study achievements was introduced: Basic, Secondary, and Advanced. The content of the two documents differs significantly. The CEFR focuses on the development of communicative competence, while the state educational standard does not see communicative competence as an independent unit. We give a corresponding example from the state educational standards Pedagogical education with two educational profiles.

- Ability to communicate orally and in writing in Uzbek and foreign languages, to solve problems of interpersonal and intercultural interaction;
- Mastering the basics of professional ethics and language culture of a journalist
- Willingness to interact with participants in the educational process.

Literature review: The communicative component can only be demonstrated as part of general cultural, general professional, and professional competencies, while in the system of European standards, communicative competence is a central component that had to be reflected in the organization of the educational process, the selection and content of teaching materials, too to read at home. The choice of materials to read at home is, in our opinion, a key issue as it determines the content and ultimately the outcome of mastering the subject. The main goal of homeschooling was and is to expand students' vocabulary, so a properly selected book, recommended for further reading in a foreign language, is the key to effective learning. The quality of pedagogical literature issued by Uzbek publishing houses in foreign languages differs significantly from the quality of book products abroad. On the shelves of bookstores E.M.Remarque, T.Mann, S.Zweig, G.Grass, G.Belle. You can find both edited and original books by English-language writers. Hesse and other 20th-century masterpieces demonstrate

a deeply diachronic approach to the selection of fiction for home reading.

According to English colleagues, the use of classical literature does not meet modern requirements for foreign language teaching, as it does not reflect the current situation in English-speaking countries in terms of language and reality. Another difference in the approach and organization of homeschooling is the selection of literature for each level of preparation. In the Uzbek tradition, the genre approach has been strengthened: it is recommended to read poems and fairy tales for the main level; at the middle-level stories, and novels; developed in the major literary genres. English-language publishers base their selection of reading literature on European standards and use the European language proficiency scale for reading books.

A1, A2 As for numbers in the European foreign language teaching system, these letters are used to designate all educational materials: grammar, phonetics, video courses, as well as books for reading. In addition, the age characteristics of the students remain an important criterion. English-language publishers publish books for all ages: children's books, young adult literature, and adult literature. This approach allows you to make the process of reading and understanding pleasant and interesting. Fairy tales, especially the Brothers Grimm works by V.Gauf. E.Hoffmann said they were incomprehensible to elementary school students and, in the spirit of a competency-based approach, would not meet the requirements for proficiency in a foreign language because they were a monument of the English language and had nothing to do with the modern development of English-speaking culture, so they did not can serve as a tool for mastering communicative competence. In contemporary applications, the focus was not on the knowledge of rules and norms, but on the effectiveness of language behavior. The tendency to include a communicative aspect in the educational model is characteristic of the Western educational paradigm. The analysis of the communicative component in English-language programs abroad leads to the conclusion that the task of

such education is pragmatic and teaches people communicatively. And communicative education is generally aimed at the formation of public speaking, interpersonal, and group communication skills [2].

Research Methodology: From the point of view of the development of modern science, communicative education is considered appropriate for the needs of modern society. Communicative education cannot only focus on the introduction of courses with a communicative character. And the concept of communication is subject to major changes today. Communicative competence is first of all successful communication under the conditions of real communication. However, modern manuals for reading at home reduce the whole nature of communication to the formation of skills and the ability to discuss public speaking. Thus, exercises of a linguistic nature: object, finding confirmation in the text, and reformulating can be considered pseudo-communicative from the point of view of the competency approach, since they are carried out according to strict algorithms with speech samples and have nothing to do with the ability to create one's author actions to collaborate with others to cope with situational problems or to communicate successfully in a foreign language environment. Communicative didactics not only focuses on the formation of knowledge but rather on the formation of competencies.

In real pedagogical practice, the course is very popular with students. The main thing that students note is the availability and rapid assimilation of material, the relevance of information, and the absence of language difficulties that reduce interest in reading. Of course, reading such books is not enough to prepare for university, since the student will have to solve several complex problems associated with mastering the linguistic side of the language and study the historical features of the development of the English language and literature. the development of abstract skills as well as the formation of research skills. A home study course can fully meet all of these needs. Thus, students of a small course at the Faculty

of Foreign Languages can master home study within the framework of pedagogical practice to acquire skills and abilities for research activity.

Conclusion/Recommendations: During the exercise, students get acquainted with the writer's work, try to uncover the contradictory sides of the biography, describe autobiographical moments in the book, the epoch in which the narrative takes place, get acquainted with the realities described in the book: geographical names, national Cuisine, customs and traditions of the inhabitants of a particular country, the opportunity to discuss in small groups, and also stagecraft staging the most dramatic moments of the book. For the credit lesson, the students prepare projects in which they present the results of their mini-study.

Finally, I would like to note that the role of home reading is not yet fully explored. Today, however, one can note the high potential of the latter in the teaching of undergraduate courses in the direction of pedagogical education, since the home reading course solves some tasks related to the main activities of the program: pedagogy, project, research, and cultural and educational.

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