



The Role of Home Reading in Foreign Language Teaching and Its Organization At The English Lessons

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ABSTRACT

The issue that we consider in this paper - the role of home reading in foreign language teaching and the organization of foreign language lessons - is one of the most important up-to-date problems. I would like to make a reservation at once, the concept home reading - a reading of the work in a foreign language in the original. It seems to us only the language of art works by matching usually standards of modern literary language is not replaceable as a model for the study of a foreign language, and the role that the sample is especially great, as is taught as secondary linguistic community.

Keywords:

Extra-Linguistic Information, Linguistic Competence, Introductory Reading, Studying Reading, Reading for Viewing, Search Reading, Reading for Comprehension, Skimming, Scanning.

Reading a book written in such a language, the child has the opportunity to observe the existence of the language in the speech of the author and his characters, to follow the ways of expressing thoughts in a foreign language and directly perceive the meaning of what is being read. The book also creates a reliance on the visual perception of the message, which is especially important for those whose visual perception is better developed than the auditory one.

Being an irreplaceable and inexhaustible source of various extralinguistic information, literary works expand the general horizons of students and, by providing material for independent conclusions and generalizations, creates a natural basis for the development of their thinking. Touching upon the most interesting and topical issues of our time, highlighting historical events, being rich in plot associations, a literary work does not cause only mental operations, but requires an "exit" into communication, and therefore is also the basis for the development of skills and abilities of oral

speech, for it creates psychological prerequisites for speaking, communicative orientation of training.

Until recently, little importance was attached to reading in the system of teaching a foreign language. And if earlier it was believed that reading is only a source of new words entering the student's vocabulary and a starting point for a variety of statements of a dialogical and monological nature; but now reading has come to be perceived as one of the main goals of teaching - a source of obtaining new intellectual and aesthetic information, which will noticeably enrich the student's personality if the learning process develops in him the ability and habit to use this source.

Reading today is the most realistic form of using the language competence acquired at school. In order to apply the oral language skills acquired at school, the student needs at least one interlocutor with whom he will regularly meet, which is very problematic in our conditions. A student of any school (gymnasium, lyceum) can do this independently, one-on-one

with a book, magazine, newspaper, and this will open up new prospects for him in educational, professional and personal development. But presented to himself, he will read in a foreign language only if it is not a difficult activity for him (in other words, if he has a sufficiently developed reading technique) and if this activity is interesting to him, it gives him pleasure. And you can come to such a result only by achieving it thoughtfully and systematically from the very beginning of teaching a foreign language.

Today, methodologists, depending on the target setting, distinguish four types of reading: viewing, introductory, studying and searching. Teaching all four of these types is included in the foreign language training program.

Look-through reading involves getting a general idea of the topic and the range of issues discussed in the text. This is a cursory, selective reading, reading the text block by block for a more detailed acquaintance with its "focusing" details and parts.

If we refer to introductory reading, then it is cognitive reading, in which the entire speech work (book, article, story) becomes the subject of the reader's attention without the intention to receive certain information. This is reading "for oneself", without prior special setting for the subsequent use or reproduction of the information received.

Studying reading provides for the most complete and accurate understanding of all information contained in the text and its critical understanding. This is a thoughtful and unhurried reading, assuming a purposeful analysis of the content of the read based on the linguistic and logical connections of the text. Its task is to form the student's ability to independently overcome difficulties in understanding a foreign text. The object of "study" in this type of reading is the information contained in the text, but not linguistic material.

Speaking about search reading, I would like to note that it is focused on reading newspapers and literature in the specialty. Its purpose is to quickly find well-defined data (facts, characteristics, descriptions, numerical indicators, instructions) in the text and in the array of texts.

As for the sequence of types of reading, then in teaching practice, two options are used:

- Introductory - studying - viewing - search;

- Studying - introductory - viewing - search.

The latter option is considered more effective, since it prepares all other types of reading to a greater extent.

It is home reading that combines all the types of reading mentioned above. As for its goals and objectives, it should be noted that, on the one hand, it is the instilling by students of the skills and abilities of reading literature in a foreign language, and on the other hand, the development of skills and abilities of speech and writing.

Taking into account the interests of students and their level of proficiency in a foreign language, the availability of reading material, as well as some advice available in the methodological literature, the following basic home reading options can be offered for middle-level students:

- Individualized home reading, that is, when each student works on his own, chosen by him or suggested by the teacher in accordance with his interests, the text;

- General class home reading, that is, when the whole class reads a text that is common to all, but with different tasks and reading attitudes, depending on the language capabilities of the students.

In both versions of independent home reading, there is no need for their topics to correspond to the lexico-colloquial topics studied at this stage. At the same time, the topics of home reading should be limited, as a rule, to the exemplary topics for speaking and reading provided for in the secondary school curriculum.

From the side of the goal in the organization in the organization of home reading, two trends have now emerged:

- reading in order to understand the text, that is, actually reading;

- reading as preparation for a conversation on what was read.

This second direction is not the main and constant in the characterization of reading as a type of speech activity. It is brought into reading by the practical orientation of the educational process of teaching foreign languages to the development of oral speech.

Based on the goal of teaching foreign languages in a modern school, in organizing home reading, taking into account the above, it is necessary to distinguish two stages. The first stage is actually reading as a process of obtaining information from the text. This stage is required when working on any text. However, at this stage, work on most of the texts proposed by students for independent home reading should be completed. The second stage is a conversation based on home reading material. This stage of work should be selective and apply only to a part of the texts most suitable for speech practice or their fragments.

In home reading lessons, one should strive to use all types of speech activity: speaking, listening, writing, translation. Two basic elements of working with text are present in every lesson:

- checking reading comprehension;
- development of oral speech based on what has been read (monologue, dialogue, discussion).

The mentioned techniques (dialogue, discussion) serve to develop and improve students' speaking skills. Speaking is used when discussing reading, performing exercises and assignments based on the text, that is, when monitoring reading comprehension.

The teacher's work on a home reading lesson begins with the selection of literary material. His correct choice largely determines the further results of the work. When choosing, you need to take into account the following characteristics of students:

- their interests, determined by age, cultural level;
- the degree of language acquisition.

Literary material should be interesting for students, accessible to them for understanding, but at the same time not be primitive. As such material, it is more expedient to choose short stories, stories, or stories, divided into separate chapters. In this, at each lesson, you can consider all sides of the chosen literary work, carry out all types of work on it.

The fundamental requirement for reading texts is their passivity and accessibility for students. However, the strength of the text does not mean lightness. Excessive lightening of the text reduces its educational value. Psychologists note that such training in any activity that

requires a high tension of the individual's psyche, mobilization of his will and attention is the most effective. It is known that the tense psyche functions when the performance of the activity is associated with any difficulties. In addition, reading lends itself to self-regulation, that is, the reader himself can facilitate the conditions for performing the activity and thereby ensure the implementation of the task before him - the extraction of information. It should also be noted that the readability of texts for reading is determined not only by the language and life experience of the student, but also by the type of reading for which the text is intended. So texts for introductory reading as a whole, as Methodists point out, should be much easier than texts for a student of reading.

Home reading texts can be more difficult than texts for, for example, a student of reading in class. The student in the work on the home text is not limited in time, has the opportunity to use a dictionary or additional literature at his own discretion.

The selection of texts will vary depending on the stage of training. So, at the initial stage, it is recommended to offer students only entertaining texts; at the middle and senior stage - both, but at the middle stage, the requirements of entertaining texts are desirable, at the senior stage (in the author's opinion, informative). The author is strongly recommended to use informative, cognitive texts, keeping in mind that the main thing that defines the text in terms of communicative value is the information it contains.

The use of literary texts in the home reading course has become firmly established in the practice of teaching foreign languages in high school. At the same time, the search continues for the most rational ways of organizing the selection of artistic material.

There are many special manuals, textbook supplements, collections of stories, fairy tales for home reading. The texts in them are adapted to the high school level. But not always readers, collections, stories are enough to create a holistic picture of the richness and diversity of the literary fund of the country of the target language for students. There is a need to expand the choice of literature for home reading lessons.

Selivanova N.A. advises to apply a systematic approach to the selection of literary texts for home reading, which will allow students to create a clearer and deeper understanding of the fiction of the country of the target language due to acquaintance with the works included in the golden fund of national literature: children's, youth and so-called "adult" literature loved by teenagers.

As mentioned above, for home reading it is more expedient to choose short stories and stories for a more complete and comprehensive acquaintance with them. However, more voluminous works, novels, and stories should also not be overlooked, and acquaintance with the entire work is optional.

A holistic approach can be achieved through a complex reading of individual parts of the work, in which the feeling of the whole is not lost. These parts can be called text chunks. When selecting text fragments, it is necessary to take into account the students' interest in the storyline of the development of the behavior of literary characters. It is desirable that each text correspond to a moment that is significant for the disclosure of the plot conflict. As you know, there are five such key moments: exposure, setting, twists and turns (development of the action), climax, denouement.

The main criteria for selecting episodes include the following:

- the significance of the episode in the development of the general concept of the work;
- problematic, that is, the presence of a problem situation in the episode, which serves as an effective stimulus for penetrating the essence of the conflict, increases the motivation for reading, creates a certain psychological mood that contributes to the speech activity of students;
- extralinguistic information content (we are talking about the subject of a work of art). In this case, the theme is understood not as a circle of events that form the life basis of works, but those phenomena of reality that constitute the essence of what is happening with the heroes: moral and ethical themes of good and evil, friendship, love, justice;
- regional value - in some fragments it is necessary to include, if possible, episodes that reveal to the students certain phenomena of

reality that are characteristic of the country of the language being studied.

It is important to emphasize that home reading texts can be of different styles and each style is characterized by its own special scheme.

So, the suitability of texts or their parts for work in a home reading lesson and speech practice with them can be determined by the following criteria:

- a bright and entertaining plot of a text or excerpt;
- emotionality and imagery of presentation;
- the relevance of the material;
- thematic proximity of the subject of presentation to the life experience and interests of students;
- the possibility of various situational transformations of the content of the text or excerpt.

Depending on the purpose and nature of the speech practice, in some cases, in order to determine the suitability of a text, it may be sufficient to comply with only two or three of the above criteria.

So let's conclude that the study of a foreign language contributes to the development of cognitive functions of the human psyche. In the process of mastering a foreign language, various memorization techniques are trained, philological thinking is formed, knowledge about the surrounding reality is expanded. It is reading that helps to develop all these skills.

At the initial stage of learning to read, it is about mastering the technique of reading aloud, and only to some extent, reading for oneself. Learning to read is learning first to correlate letters with certain sounds, and then learning the ability to correlate a sound image of a word with a visual one (i.e., with a named object). Thus, it allows you to voice a certain content (context) in the form of a phrase, a sentence, a more common utterance. Reading is closely related to a person's pronunciation skills, which help shape fluency.

Reading plays one of the most important roles in the process of learning a foreign language. It is always aimed at the perception of a ready-made speech message (and not at its creation), at obtaining information, therefore it is referred to as receptive types of speech activity. A feature of reading is that the

assessment of the success of its implementation is subjective and is expressed in the reader's satisfaction with the result - the achieved degree of completeness and accuracy of understanding.

Reading is both the goal and the means of teaching a foreign language. The goal of teaching home reading is to master students the ability to read in a foreign language, which is one of the practical goals of studying this discipline.

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