



Modes Of Learning to Read as The Basic Processes in Language Learning

**Toshpulatova Fotima
Ungarovna**

Teacher
Uzbekistan state world languages university
Tashkent, republic of Uzbekistan.

ABSTRACT

This article discusses the modes of learning to read both the basic processes in language learning. It says that at the initial stage of training is necessary to teach the slow reading of a literary text, that is, the child must consider during the reading of the meaning of each word, and be able to ask questions and find the same to them here the answers in the text; be able to reflect and empathize, and to do an analysis of reading. In - the second you need to understand that we teach a child to read is not for us adults, and for themselves. So, it is necessary to learn to understand other people's thoughts.

Keywords:

Reading, Modes of Learning to Read, Initial Stage of Training, Literary Text, Analysis of Reading, Reading Aloud, Reading Silently.

We know how to suggest working with new text in the lesson.

1. First, the teacher prepares the child for the perception of the text, the story about the writer, the theme of his works;

2. Then he explains the meaning of incomprehensible words that he wrote out on the blackboard in advance, then he himself reads the text aloud and only after that the children start to work: they read aloud, answer the teacher's questions. It turns out that the text should be read by children already read by the teacher. As a result, the activities of children are unmotivated and not interesting to them. In fact, children do not receive an answer to the main question: What does it mean to be able to read? Professor N.E. Svetlovskaya developed a methodology for the formation of a type of correct reading activity in children. The type of correct reading activity represents a three-stage process of purposeful individual comprehension and mastering of books by children (before reading, during reading and after reading). When teaching to read aloud, there are three stages:

1. Up to the text stage. The goal before the text stage is as follows:

a. Correlation of the graphic or visual image of a speech unit, from its hearing - in a speech-motor way.

b. Correlation of hearing - speech-motor image of speech units with their meaning.

Graphemes are introduced from the first lessons. Already in the first lesson, the teacher introduces such graphemes as Aa, Uu, Ee, Gg, Tt, Nn, and children in the first lesson learn to read the word Good Morning! They master the rules for reading letters and letter combinations, master the simplest symbols (vertical bars to indicate pauses, a sign of verbal and phrasal stress, a sign of increased and low intonation).

There are several safety rules for communicating with adults with letters that are first shown to the child:

1. Leading a child's finger along the contour of the letter, it is necessary to produce its not the "official" alphabetical name, but the sound that this letter means. Try to drown this sound longer when pronouncing words with this letter, for example: Martin your name begins with the letter "m"

2. When to start showing letters and in what order should they be entered? During the same period when you teach your child to highlight sounds in words, start showing him letters. Start with consonants that your child can pronounce easily. The first to enter the letters are the most common, the simplest in outline and sharply differing graphically R, N, M, R. Children should learn the following forbidden rules:

1. Do not pause between articles and the following word.

2. Do not put stress on official words: articles, prepositions, verb bunch.

2. Text stage. The purpose of the text phase is to lead students to simultaneously perceive and understand the text. To this end, it is important to continue working on the following components of the content of learning to read aloud in parallel with the stimulation and control of understanding by grapheme - phonemic associations; verbal and phrasal stress, melody, fluency. To master these components of reading aloud, one should use a single type of reading - uniformly attentive reading, in which perception and understanding are carried out synchronously throughout a small text or a fragment thereof. Uniform attention reading aloud, there is an elementary phase of learning reading, during its implementation, the following modes are used:

1. Reading aloud based on a reference;

2. Reading aloud without a standard, but with preparation in time;

3. Reading without standards, and preliminary preparation;

There are several sub-stages:

1. Children independently read the text to themselves with the installation to check their sentences, which were made before the beginning of the text.

2. Reading aloud from sentences or short paragraphs with comments. In the course of reading, the teacher asks clarifying questions for understanding, regularly returns the children to their sentences.

3. Dictionary work is also carried out in the course of reading. In this, she becomes motivated and interesting, because it is in the course of reading that these are questions to the

author, the answers to them must be sought or in the one that still needs to be read. Teacher's comments should be short, but succinct and not take far from what is being read. Thus, children see the essence of the process of "reading" into the text and themselves participate in it, follow the author through the text, along the way think about the meaning of words, observe how the characters of the heroes working on the language unfold in front of them, represent the pictures painted by the author.

4. Ask clarifying questions about understanding the content of paragraphs in the text.

5. The same work is carried out with the next complete fragment of the text, and so on until the text is read to the end.

6. Conversation on the content of the text as a whole, selective reading.

3. After the text stage. The goal after the text stage is to achieve understanding at the level of meaning (understanding the main idea of the subtext - "reading between the lines".

1. The teacher raises a problematic question to the text as a whole. This is followed by the answers to this question and the conversation. Its result should be an understanding of the author's "intention" hidden between the lines.

2. The teacher's story about the writer. A conversation with children about his personality after reading the work, and not before, because it is after reading that this information will fall on the prepared ground: the child will be able to correlate it with the idea of the author's personality that he has developed in the process of reading. In addition, a well-structured story about a writer will deepen your understanding of the work you read.

3. Repeated reference to the title of the work and illustration. Conversation about the meaning of the title, its connection with the theme, the author's thought. Questions about illustration. Which fragment of the text the artist illustrated.

4. Performing creative tasks. For methodologically competent teaching of children to read, a teacher who is trained in reading and communication, who knows the

technology of teaching and educational work in reading lessons, is necessary, because it is impossible to effectively teach what you cannot do yourself. For the methodologically competent organization of the process of teaching reading in a mass school, will is absolutely necessary, that is, a conscious and real desire to streamline this process at the level of the achievements of perfect modern science about the formation of the reader. Taking into account the mutual teaching of all types of foreign language speech activity in primary and secondary schools, teaching reading in a foreign language should be considered in the context of familiarizing children with modern reading culture. After all, reading is a "life-saving function of culture" (words by S.R. Plotnikov) A person who reads differs from a person who does not read by his intellectual development. Over the past decades, studies have been carried out in a number of countries, which have shown that readers, unlike non-readers, are able to think problematically, assess the situation more adequately and quickly find new correct solutions. Reading forms the qualities of the most developed and socially valuable person. A successful pedagogical interpretation of the introduction of children to modern reading culture is the theory of the formation of reading independence by N.N. Svetlovsky, according to which, learning is "reading - communication with an interlocutor - a book, consciously chosen by a child as a reader for himself from the circle of other possible interlocutors - books". The reader may have different goals. The most common are the following:

1. To get acquainted with the content of a work of art, for example, a story or a novel, in order to be a well-read cultured person, to be aware of new products.

2. To fully and accurately understand the information contained in the text in order to further use it in your life.

3. Browse books, magazines, newspapers to find information on a topic of interest. The organization of work on home reading and its materials is of particular importance. Home reading should, within certain limits, be reading for the enjoyment of students. Sometimes a book is too difficult to read, and students soon

lose interest in it. Very often home reading is complicated by additional analytical tasks. All this turns reading into a difficult task, deprives it of the immediacy and liveliness of the impact.

When organizing reading, one should strive to ensure that the reader from the face of a simply perceiving, contemplative person would turn into an empathic person. The process of teaching by means of reading did not end with the teaching of the text, but continued with the adoption by the reader of some kind of decision leading to the competition of his personality. Reading serves as an impetus for the formation of a person's thoughts, feelings and character traits. It is important for a teacher to teach students to actively, creatively master the information contained in the text.

Teaching to read in a foreign language must fulfill educational, educational, developmental and practical tasks. Without mastering this type of speech activity, a graduate of school cannot count, except in rare cases, on the further widespread use of a foreign language. In the methodology and practice of teaching a foreign language, more and more attention is paid to reading, as a type of speech activity that determines perfect language proficiency.

In order to master the technology of teaching reading in English, it is necessary to consolidate the theoretical material in practice; for consolidation, several developments of lessons are proposed, which were tested in pre-diploma practice. Reading texts is an important means of contributing to the formation of speaking skills in monologic and dialogical forms.

Students master the logic of constructing statements, pronunciation, lexical and grammatical skills.

The way students learn a foreign language largely depends on their academic discipline, attitude to learning, homework, classroom and extracurricular work, and the formation of interest in the subject.

In order for the implementation of the process of teaching reading in English at the initial stage to become effective, it is necessary to follow the proposed recommendations:

- study the literature on this issue;

- to identify specific goals and objectives of teaching reading in English at the initial stage;
- actively involve students in the learning process in the classroom;
- to apply hidden control, which manifests itself in the game activity;
- to conduct the lesson in groups, the number of which does not exceed 8-10 people (the less in the group, the more opportunities the child has to show his abilities);
- the main emphasis when working with children should be on vocabulary acquisition.

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