

Eurasian
Research Bulletin

Modern Methods, Techniques of Understanding Reading in High School

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ABSTRACT

Reading in a foreign language in the educational activities of students of language universities traditionally occupies a significant place through reading, the student gets acquainted with various aspects of the life of society and culture of the language being studied, comprehends someone else's mentality, he forms an image of the country, which contributes to his cultural enlightenment.

Keywords:

speech activity, phrases in context, perception and understanding, mastering a foreign language.

The progressive movement of methodological thought characteristic of the modern stage contributes to the further development and refinement of the concept of methods of teaching foreign languages. The effectiveness of the educational process largely depends on the correct choice of a method that meets modern goals, objectives and learning conditions. Methods of teaching foreign languages are interpreted in a new way today, which are based on knowledge about the cognitive function of the language, knowledge about the subject-subject relationship of the learner with the material being studied.

A reflective aspect at the development of methods of teaching foreign languages in this way refers us to the 60s, when cognition was talked about in the framework of a conscious-practical method. B.V.Belyaev (1965) proposed a mindful way of language acquisition with the decisive importance of foreign language and speech practice in the learning process. At the same time, the linguistic concept was based on the ideas of L.V. Shcherba (1947), who even then proposed taking into account the intellectual abilities of students and contributing to their improvement in the learning process. The psychological justification of the conscious-

practical method was considered from the standpoint of the theory of activity, most fully developed in the works of A.N.Leontiev (1964) and for quite a long time, cognitiveness in teaching foreign languages was understood narrowly and was reduced to the conscious application of rules, where reliance on consciousness was the determining principle.

Such a method was justified when teaching grammar, when the perception of any grammatical phenomena by the subject was considered as a constructive activity, when the learner tried to find in memory, in previously accumulated experience, familiar, most similar to the "new" linguistic phenomena and by changing individual details in it, to apply the "new" in practice.

In relation to learning to read, this method was used somewhat later at the level of "sliding on the verbal surface of the text", at the level of "contemplative semantics" (identification, identification, recognition). At the same time, the subject of learning did not play a decisive role in the learning process and was not considered as an actively thinking person with inherent intellectual abilities. The cognitive method received a new development with the

emergence of such sciences as cognitive linguistics, cognitive psychology, and cognitology. Anthropology, which studies the process of physical and cultural development of a person, also had a certain influence on its formation. The attention of scientists was attracted by cultural anthropology, which explores "the unique human ability to develop culture through communication, through communication, including speech, to consider a huge variety of human cultures, their interaction and conflicts" The cognitive method of teaching foreign languages is based on cognitive psychology and is based on the principle of consciousness in teaching and on the theory of social constructivism, according to

which the student is an active participant in the process of cognition with his interests, with a system of cultural, spiritual values, and not a pure object of the teacher's teaching activity.

The success of reading is influenced not only by the individual characteristics of the reader's mental activity, his life and linguistic experience, but also by the specifics of the text being read, that is, its functional styles, form of presentation, logical-compositional and logical-semantic features, and so on. These text parameters should be taken into account when solving the task of reading control.

According to Kalmykova E.I., it is necessary to divide the objects of reading control into the following groups

Objects of control
Processing of information at the level of meaning
Semantic processing of information
Perceptual processing of information

Mastering a foreign language, the student delves into the ethno-cultural and social context, gets used to the linguistic picture of the world, which allows him to see himself through the prism of another linguistic culture, where he acts as an intercultural communicant as a secondary linguistic personality with such qualities that "allow her to go beyond her own culture and acquire the qualities of a mediator of cultures, without losing its own cultural identity," According to G.V.Elizarova, cultural identity includes roots, cultural environment, cultural values. The focus is on an individual with unique personal properties, "with emotional and social reactions to what is happening in objective reality and in his subjective inner world", The learner draws knowledge about the world from the surrounding reality through language, which functions as a cognitive system that promotes the processing and ordering of knowledge about the world. This concept is also being investigated by modern linguistics.

It should be based on the thesis that a word is primarily a designation, a sign of a particular life reality, and therefore in its semantics it is

possible to find and distinguish some "extra linguistic" content that directly and directly reflects the culture served by the language. Thus, it is through meaning that lexical units are connected with non-linguistic reality.

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