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Psychological, Linguistic, Communicative Characteristics of Reading

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ABSTRACT

This article explores the role and importance of reading. As you know, practical knowledge of the language lies primarily in the ability of the student to apply the acquired skills and abilities in their work. Reading helps and contributes to improving other types of speaking (speaking, listening, writing) as well as maintaining knowledge of the language being learned, especially speaking skills. Practical language skills consist in the ability of students to apply the knowledge and skills they have acquired in the language in their professional activities [1]. The purpose of reading should be to get information and the motive should be to meet the need for information.

Keywords:

Reading, process of perception, a content plan, a procedural plan, technical reading.

Reading is a receptive type of speech activity. Recall that speech activity is active, purposeful, mediated by the language system and conditioned by the situation communication is the process of transmitting and receiving a message "Reading is the process of perception and semantic processing of information, graphically encoded according to the system of a particular language.[2]." Reading is composed of perceptual and sense free processing of information. Thus, in reading, a content plan (the meaning of the text) and a procedural plan (as read and read the text). In terms of content, the result of the activity will be the understanding of the text (read), in the procedural sense - the process of reading itself, that is, the correlation of graphemes with phonemes, the formation of

internal speech hearing, translation into external pronunciation, reduction of internal pronunciation, etc.[3].

In order to move on to a meaningful plan (i.e., understanding), it is necessary to work out the procedural reading plan well. The processes of visual perception have been studied in psychology in sufficient detail (as opposed to comprehension). The initial moment of reading, its sensory basis is the visual perception of the text (perception is carried out in complexes, that is, the unit of time is a word).

Any perception of the visual image of a word is accompanied by the actualization of its auditory-motor image, in other words, internal pronunciation, without this recognition is impossible. At a mature reader perception is

automated, which allows him to focus on understanding the text (mental operations), and not on linguistic form. Internal pronunciation is collapsed.[4].

Reading forms the qualities of the most developed and socially valuable person. The peculiarity of reading, in contrast to the perception of such types of culture as television, video, is that it is always work is interesting, pleasurable, joyful, but work. It is the labor that a person puts into himself that forms these qualities are in him. [5]. Reading, like listening, is receptive, reactive. and in the form of an unexpressed internal type of speech activity. And therefore, much of what has been said about listening (subject, product, result, structure) also applies to reading. Let's present the process of speech perception during reading and listening for comparison in the form of table 8.

Comparative characteristics of reading and listening

| No | Reading | | Listening |
|----|--|---|---|
| 1 | The rhythm and tempo depend on reading | 1 | Rhythm and pace asks talking |
| 2 | All information in hand of the reader | 2 | Information is applied gradually |
| 3 | Some parts of the text can be read again | 3 | Opportunities to re-listen the text |
| 4 | To "jump" and cut some places of text | 4 | Perception of translation |
| 5 | To linger on place | 5 | Need to carefully follow the incoming information |

From a psychological point of view, reading is a single process consisting of reading and understanding of reading techniques. [6]. Understanding relates to reading technique as a goal and means. In the framework of reading how the activity can be distinguished (communication with printed words), the goal (obtaining information that is interested in the reader), the conditions of activity (mastering

the graphics system of the language and receptions of information extraction), the result[7] (understanding of the text with different degrees). In structural terms, reading, like any speech activity, is characterized by a level of level, which determines the phased work when teaching reading. Most methodologists allocate the following steps: 1) motivational-intensive; 2) analytical synthetic; 3) Control and executive.

Therefore, learning to read will be built in the same way as the training of other types of speech activities, i.e., as a phased process, and will include a dotectal stage: motivation, preparation for reading, text (actually reading) and post-folded stages. The last stage is associated with the processing, understanding of the information received and the control of its understanding.[8].

Consider the value of reading in teaching a foreign language. Obviously, it plays an extremely important role in the life of a modern person, as it opens access to the leading sources of information - a book and newspaper. Reading plays a huge cognitive and educational role (raises the feelings, the will of a person, contributes to the formation of personality) in the life of people. [9].The need to read for a specialist is obvious, since most of the information comes through printed materials.

One of the main objectives of learning a foreign language is the development of skills in the process of reading to extract information from graphically recorded text, which makes it possible to practically use a foreign language after graduation course, since one of the specific features of the study.[10]. A foreign language in our country is its geographical distance from countries studied languages, which limits oral-speech communication, so the strategy of communication with the text takes

In modern methodical science, a priority place. In table 9 it is shown that reading is not a stable process that is always equally.

Reading in natural communication

**Table 9
Reading**

| For what purpose? | What? | How? |
|--|--|---|
| Pleasure, impact on emotions. Expansion of the outlook | Artistic text | General understanding |
| Informing for the purpose of exposure | Instructions. For the purpose of exposure to recipes. Programs. Orders | Detailed understanding. Information is intended for later usage |
| Education, expansion of professional horizons | Specialty texts, newspapers, magazines | Detailed understanding, search for information, interpretation of information, its memorization (not all, but necessary, important) |

In the first case, students must learn to extract information from the text being read, in the second - to use reading for better assimilation of linguistic and speech material. Proper use of reading as a source of information can increase motivation to learn a foreign language.[11] Consider the relationship between reading and other receptive speech activity. Reading is related to the following types of speech activity:

1. By writing, since both use the same graphics system. Hence it follows that it is necessary to develop these types of speech activity in conjunction.

2. Listening, since both are based on perceptual-thinking activity associated with perception, analysis, synthesis. When listening - the perception of what was heard, and when reading - what was seen. Anticipation is of great importance for both types of speech activity.

3. By speaking, since loud reading is "controlled speaking", reading to oneself is inner listening plus inner speaking.

The content of teaching reading includes linguistic, psychological and methodological components. Let's consider them in detail.

The linguistic component is letters, words, phrases, sentences. As they master the letter, students should be able to[12] name it and the sound it conveys. However, the minimum unit learning to read is a word that allows you to master the technique of reading: sounding a graphic image of a word according to the rules of reading or by memorizing the image of a word and correlate this image with the meaning, that is, to understand what is being read. Reading phrases teaches not only the pronunciation of a word, but also the placement of stress in accordance with the norms of the language. When reading sentences, the same thing happens, in addition, the intonation design of sentences is added. The psychological component includes the skills and reading skills [13]that are formed on the basis of mastering actions and operations. Since reading has a procedural and meaningful plans, the skills and abilities formed in teaching reading are divided into two large groups: 1) technical reading skills; 2) the skills and abilities of semantic processing of information. When teaching reading according to the communicative method, it is important that the unity of the content and procedural plans is manifested, that is, the texts simultaneously serve for the development of reading techniques and are a source of information [14]. Needed tasks designed to develop reading techniques, give a more motivated character (for example, read the text as if you tell it yourself). Skills and skills of semantic processing of information composition.

The essence of reading itself. The ability to read means the ability to extract meaningful information, which means not only understanding of what is expressed explicitly, that is, by the linguistic means themselves, but also implicitly, that is, the understanding of information, lying outside of linguistic constructions, subtext, in other

words, understanding the meaning [15]. This reading involves mastering the following skills:

- anticipate the content of the text;
- isolate the main thing; • shorten text

by eliminating redundant information

(convey the content of paragraph 1–2 in sentences);

- interpret, that is, understand the subtext, semantic content, express your own attitude to what you read [16].

Methodological component - teaching students techniques for mastering reading in a foreign language, which lead to the formation of an individual style of reading. Learning to read proper as a type of speech activity begins at an advanced stage of learning [17]. It is important for children to show that reading is also communication, but indirectly, through the text. It is important to teach them the reading process, to show that there is a lot in the text that helps to understand its content, the author's intention [18]. Introductory reading is not a careless, imprecise reading, as it is sometimes interpreted, but as if reading "for oneself", without any or pre-installation for subsequent use or reproduction of the information received [19]. The latter, if remembered, is remembered involuntarily. Consequently, some minor facts that are not essential for the main line of the plot of the text may be left out of the reader's field of view [20] (i.e. understood, but forgotten as insignificant; details, which the reader simply omitted, did not read, or misunderstood due to ignorance of a word, understood "approximately"). In reading practice, this is the most common form. reading. Total: 250-300 words per minute, 1600 characters - in 3 minutes.

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