



# Development of Reading and Comprehension Skills on Specialty

**Musulmonov Shabon Bahodir o'g'li**

Termiz State University University, Faculty of Foreign Philology,  
3st year student

## ABSTRACT

This article talks about the improvement of reading, comprehension, communicative skills and oral speech on specialty in a foreign language with the help of various educational materials and different teaching methods. It also discusses an ineffective way to test listening comprehension, which is closely related to the development of pronunciation skills.

## Keywords:

skill, foreign language environment, perception, hypothesis, innovation, blocks, etalon.

The rapid development of science and technology at the present stage provides for the training of future specialists of technical universities in the skills of reading, writing and speaking in a foreign language. The development of reading, comprehension skills and oral communication in the specialty is possible only with the help of different educational materials and different teaching methods.

The level of knowledge and skills of students in ESP groups usually comes down to the ability to read literature in their specialty to one degree or another with the help of translation into their native language. The ability to speak and comprehend English is either completely truant or developed to a very small extent. Therefore, the methods of teaching reading literature on specialty can be divided into several stages.

1. Within the nonattendance of a foreign language environment, the book, and modern innovation, becomes the main teaching tool. There are also audiences where the habit of referring to the printed word as a source of information is particularly strong. [1]

At the initial stage, the main task is the

formation of reading mechanisms. The development of visual-graphic connections for reading should be allocated a sufficient amount of time giving students the opportunity to read the text, understand the content for themselves, understand important details and check their understanding. Students should master the skill of working a dictionary, establishing sentence structures and semantic connections within the text. Also, it is at this stage that you need to achieve a reliable assimilation of the vocabulary minimum. At the same time, "it is necessary to develop students' reading skills and abilities with different depth of understanding depending on the goals of reading" [5, p. 570]. It should be noted that reading special texts with full understanding is a problem for students whose native language is not English, but students must read English texts and magazines on their specialty. Most scientific and technical knowledge exists in this language.

The problem can be alleviated to some extent if teachers provide students with tools. These tools are such types of knowledge and skills that include interpreting the meanings of words, understanding sentences,

comprehending paragraphs, interpreting illustrations. Therefore, the teacher gets acquainted with the text in advance, determines linguistic and semantic difficulties, outlines the material whose understanding needs to be checked, and develops special pre-text and post-text exercises that will later help to better comprehend the selected text for reading.

Translation is seen as an effective way to test comprehension and reading ability refers to the ability to extract information from a read text in a specialty.

Vocabulary training is based on the desire to spread students' understanding of a word based on its contextual environment, as well as to accustom students to a holistic perception of the same meaning of an English word that is realized in different contexts, and to avoid a typical mistake associated with identifying the meaning of English words with their contextual translation into native language. In this regard, it is of great importance to learn the correct use of the dictionary, which should first of all serve as a means of testing the hypothesis about the meaning of an unfamiliar word that arose in the process of reading a sentence based on the context. Consider other difficulties in learning to read:

- Dictionary explanation;

When reading any material in English, students face a serious problem, they do not know the meaning of words. This leads to misunderstanding of the read special text. To help overcome this problem, we should teach our students three methods to help them read;

- View the meaning of words in the dictionary;

In a sense, this is an easy method, as it gives students the exact meaning of the words. Therefore, we teach our students how to use different vocabularies effectively so that they can choose the correct meaning of an unfamiliar word.

- Find out the meaning by analyzing the word.

Determining the meaning of unknown words by dividing them into roots, prefixes, and suffixes, and then interpreting each element to get the possible meaning of the

entire word

Achieving reading comprehension is a complex process. Comprehension is directly dependent on the ability to reduce complex speech units to simple ones through transformations. In this case, it is necessary to establish the correct logical connections within the segments of the readable text.

2. In acquiring the skills of listening and understanding texts in the specialty, the use of innovative technologies, primarily electronic devices, plays an important role. The purpose of listening is to "sound out" the text, that is, to close the gap that exists for many students between the word written and the word spoken. Closing this gap is one of the main difficulties in the transition from reading to speaking. [2] The development of listening comprehension is closely related to the development of pronunciation skills. Listening to recordings in order to learn to understand English speech to some extent improves not only pronunciation, but also intonation and develops a sense of understanding English speech.

3. The development of oral skills must precede learning to read and write. In parallel with the work on developing the skills of listening and reading texts related to the specialty, it is not difficult to provide for such types of work that would contribute to the development of elements of written speech - the ability to write a summary of a revered text, an annotation, theses, etc.

4. The last stage of learning to read literature on specialty is the development of oral communication skills based on what has been read. To do this, first the teacher, and later the student himself, selects an excerpt (from half a page to one page) for retelling in the audience as close as possible to the text and answering questions compiled by the teacher.

In conclusion, it should be noted that on the basis of the development of reading skills, comprehension skills and oral communication on specialty, there is a single principle. First, teach to "see" the text, the features of its structure, characteristic of the

English language. In this regard, to teach how to extract ready-made "blocks" necessary for

expressing one's own thoughts from the text. And also to develop the ability to learn from the text in the process of reading, just as we learn in the process of oral communication with native speakers. [3] This approach to the process of reading is intended to prevent the appeal to the native language as the standard of expression in oral and written speech. In addition, this opens up unlimited opportunities for further self-learning based on the learned text processing methodology and, therefore, prevents the loss of acquired skills.

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