



## READING IN A FOREIGN LANGUAGE AND ITS ROLE IN EDUCATIONAL PROCESS IN A NON - LINGUISTIC UNIVERSITIES

Madina Uktamovna Buranova

Senior teacher of Samarkand State Institute of Foreign Languages

madinaburanova82@gmail.com

### Annotation

The article examines the role of reading as a type of speech activity in teaching foreign languages in a non-linguistic university. Much attention is paid to the main types of reading, their classification and brief description are given. The article emphasizes the importance of developing flexible reading skills in students using modern computer technologies.

**Keywords:** reading, speech activity, information, text in a foreign language, professional communication.

**Аннотация.** В статье рассматривается роль чтения как вида речевой деятельности при обучении иностранным языкам в неязыковом вузе. Большое внимание уделяется основным видам чтения, приводится их классификация и краткое описание. В статье подчеркивается важность формирования у обучающихся умений гибкого чтения с помощью использования современных компьютерных технологий.

**Ключевые слова:** чтение, речевая деятельность, информация, текст на иностранном языке, профессиональная коммуникация.

### INTRODUCTION

The constantly increasing requirements for the level of training of modern specialists are forcing teachers of higher educational institutions to increasingly turn to solving the problem of increasing the effectiveness of education with the help of innovative methods developed in universities. Despite the increased interest of modern people in oral forms of communication in a foreign language, which is explained by social, political and economic situations, reading continues to be the most important source of information. At all stages of education: school - university - bachelor's, master's, postgraduate studies, as well as postgraduate education, reading plays a decisive role.



Future engineers and managers, often with non-standard thinking (the so-called mathematical mindset), sometimes try to fence themselves off from liberal arts education, including the study of foreign languages. The teacher's task is not just to convey a certain amount of knowledge, but to arouse the student's interest in the subject, the desire to learn something new himself in the process of reading, directly or indirectly related to his future specialty. And in this sense, the formation and further development of the skills of different types of reading in a foreign language should become one of the main tasks facing teachers of foreign languages in a non-linguistic university.

### **METHODOLOGY**

Reading is a receptive type of speech activity, involving the extraction of information contained in the text, including the reconstruction of the author's intention in the process of reading. Let us recall the main types of reading classified by the outstanding scientist-linguist K.S. Folomkina, as well as the majority of domestic linguists and methodologists: viewing, searching, introductory, studying [1], although in the foreign methodological literature the representation of various types of reading is much greater. Unfortunately, teachers do not always clearly explain the difference between the above types of reading, and sometimes they do not even touch on this issue, taking it for granted. Nevertheless, I would like to remind, especially young teachers, of the colossal significance that reading has as a form of speech activity in the process of teaching foreign languages.

Review reading involves getting a general idea of the material being read. Its purpose is to get the most general idea of the main topic of the text. Looking through a text in a foreign language, the reader determines for himself whether he is interested in this issue or not. As a result viewing reading can be the design of the results of the read in the form of a short message, abstract or resume in a foreign (or native) language.

Reading for the main idea is a type of reading in which the reader is familiarized with the information contained in the test. Assuming that this or that text belongs to the area of knowledge that interests us, the reading takes place in order to familiarize oneself with the specific content, and not only the general topic of the read is of interest, but also what is said on certain issues. As a rule, this type of reading is accompanied by an assessment of the information received: understandable / incomprehensible; interesting / uninteresting, useful / not



useful, etc. To make this kind of assessment, the reader is content with understanding the general line of content (convoys of the read).

Search reading - reading-viewing certain materials in order to search for specific data (numbers, dates, graphs, definitions, static data, etc.) The reader already has information that the positions of interest to him are contained in the text being viewed. The reader's efforts are aimed at finding the information he needs.

Learning reading implies the most complete and accurate extraction of information from a foreign text. In connection with the need for subsequent reproduction of the read text, it is necessary to give oneself an installation for careful reading, comprehension of the information received, its interpretation and subsequent memorization. Only a thorough study of the text being read will allow students to most fully and reliably comprehend the information received. The degree of completeness of understanding should reach 90-100%. Based on the contingent of students in non-linguistic universities (students enrolled in the specialty program, bachelor students, undergraduates, graduate students, as well as (within the framework of advanced training) the teaching staff of special departments for the formation and further development of professional foreign language competencies of intercultural communication, the leading place should take training in reading authentic literature on a particular profile or specialty of the university.

## DISCUSSION

Determining the content of teaching reading in a non-linguistic university, it seems appropriate:

- Formulate the purpose of the reading
- Choose a reading strategy
- Determine the type of text
- Determine lexical, grammatical and graphic support in the text
- Be prepared to conduct a Case Study
- Argue your position

In our opinion, a specialist in his work with original literature in a foreign language will definitely need all types of reading, which were discussed above, since all these types of reading are interrelated, but at the same time, each type of reading is aimed at solving certain communicative tasks, depending on the type of text and the goal that the reader sets for himself. Modern computer



technologies provide a great help in the process of teaching reading, allowing to move from traditional methods of teaching reading to innovative ones.

We are talking about a ramified way of reading, which consists in the fact that in the process of reading it is possible to move from one text to another and a third, that is, the learner seems to be immersed in a diverse context, the so-called hypertext. The most concise and precise definition of hypertext was formulated by T.A. Boldova "Hypertext is a nonlinearly organized text with all the recognizable functions of the text and general thematic content. Hypertext is controlled by a hypertextual system with associative connections of information parts through servers or links, which make it possible to access the point of connection with texts"[2, p. 10] It is necessary to form students' skills in mastering the hypertext space, that is, the ability to work on the web, enabling users to develop virtual projects, create animations and presentations using the Power-Point computer program based on reading and studying a sufficiently large text array in electronic form. At the same time, students may have significant problems with orientation in the structure of the hypertext space: foreign language Internet objects, as well as Internet resources. The task of a foreign language teacher is to form students' ability to read hypertext, turning information from sites into a living discourse. Note that by discourse we mean the actualization of the text considered in the event context. Without dwelling on various interpretations of discourse, we nevertheless denote that among researchers dealing with the problems of discourse, there is no single point of view: some interpret discourse as education at the sentence level, others as the use of language in speech, and still others as an object of pragmalinguistic research [ 3,4,5,6]. In our opinion, the most correct definition is the one that was presented by us above based on the study of various points of view and definitions of discourse that take place in modern linguistics. Discourse analysis involves identifying the inseparable components of the structure and content of discourse, taking into account the social, psychological, culturally significant and pragmatic aspects of the discourse.

So, when teaching reading in a hypertext space, the basic unit for all types of information can be considered a structured text in a certain way, in which information is presented in a multi-layer and divided into separate components (nodes) that differ in appearance.

The determining factor in the quality of hypertext is the ability to select nodes through all kinds of notes to the multimedia content of the node (the nodes



themselves are determined by the so-called label, name); as well as through the informative body, main text and links. Hypertext has multiple surfaces, but has no beginning or end. The hypertext network unites multiple hypertext, e-texts (where e-text is a linearly organized text embedded in a hypertext network) and paratext (network environment of the main text, consisting of texts of various genres and text elements in various designs) through links. In hypertexts, there are also protruding, emerging or automatically pop-up texts. They include linear, hierarchical, modular and multimedia texts [2, p. 112].

## RESULT

In a non-linguistic university, students master the ability to read different genres of scientific and reference literature, starting with abstract information messages in abstract collections of scientific papers and ending with reading authentic scientific articles, and sometimes monographs posted in electronic form and having numerous links in the hypertext space, including huge arrays of information.

Young people's interest in high technology greatly contributes to on-line reading. Let's start with the fact that already from school, students are familiar with such a subject as computer science, and accordingly, it is at school that skills and abilities of working in computer classes are formed, which are further developed in foreign language classes when reading, performing certain tasks, and independent work of students.

Having entered a higher educational institution, students very actively follow the development of information technologies, the emergence of new gadgets, computer programs, mobile devices, and in this sense, an amazing paradox arises: on the one hand, technological advances, progress in the development of information technologies lead to an increasing desire to test and apply all this as intensively as possible with good intentions, and on the other hand, the same super modern devices and technical innovations cause in young people, especially those with a fragile psyche, increased excitability, a desire to immerse themselves in virtual space, to get away from real communication.

And yet, despite the "side effect", the presence of various kinds of mobile devices, tablets, laptops in the daily life of young people plays a very positive role, giving young people the opportunity to read not only stationary (at the university, in the library or at home), but also in other places where there is on-line access (electric trains, public transport, metro, cafes). And most importantly, reading is not





carried out on paper, which sometimes is largely inconvenient due to the volume (magazine, newspaper) or the severity (book, collection, textbook) of one or another publication. It is mobile devices that stimulate the reading process (and not just fiction).

Most university students come to foreign language classes with their tablets, which greatly facilitates the teacher's task (especially if the group is not studying in a computer class) to teach reading on electronic media. As a rule, students are no longer bad at reading web pages, they are familiar with the style of presentation, structural design, etc., and, accordingly, the teacher needs less time for explanations of a methodological nature. Some of the most active students themselves select interesting and professionally relevant publications in a foreign language on the instructions of the teacher.

But sometimes, despite the presence of the necessary skills in computer technology, this often becomes insufficient for students to effectively search and read the necessary information in a foreign language: scrupulous preparatory work of both the teacher and the student is important with the implementation of various kinds of preparatory exercises and clarification of the search and registration rules. of this or that text (document): whether it be a business letter, request, offer, complaint, etc. (if we are talking about business texts); or instructions, bulletins, patents, etc. (when it comes to technical documentation); articles, reports, monographs (if we are talking about scientific literature). The teacher, having previously familiarized himself with the relevant sites, can offer them to students, or give students the opportunity to choose both search engines and sites that stimulate students to professional reading, develop their cognitive abilities, as well as professional skills related to finding the necessary information.

## CONCLUSION

In this sense, the role of educational and methodological support developed by the teacher (preferably in electronic form) increases, including not only diverse text material, but, first of all, exercises and tasks, the implementation of which will help students master various types of reading texts, their compositional and content structure. ... Of course, teaching to read in non-linguistic universities takes place in accordance with certain stages of training, and these are not only stages that correspond to the structural hierarchy of higher education: specialty,



bachelor's, master's, postgraduate studies, but, for example, in the bachelor's program itself, it is necessary to distinguish several stages of training.

So, if at the first stage of learning to read, it is required to perform a large number of exercises aimed at mastering the language material (the goal is to form the skills of an accurate understanding of the units of the text), then at the subsequent stages, it is necessary to perform tasks that reflect the real situations of the professional activities of future specialists [7] (writing abstracts of articles, selection of texts in order to solve problematic problems, comprehending foreign experience based on reading articles from the profiling area of knowledge), processing of scientific information obtained from the text (we are talking about the original scientific and technical literature in the specialty) interpretation of what has been read, expressing one's own position and attitude towards what has been read.

In conclusion, it should be emphasized that computer technologies should in many ways contribute to an increase in interest in reading original scientific, technical and special literature in a foreign language, as well as help to move to a qualitatively new level of training of future specialists in a non-linguistic university.

#### REFERENCES:

1. Folomkina S.K. Teaching reading in a foreign language in a non-linguistic university / S.K. Folomkina. // M.: Higher school, 2005.-- 255 p.
2. Boldova T.A. Teaching student's foreign languages on the web using Internet technologies // Competence-based approach as the basis for improving the methods of teaching a foreign language: problems and perspectives. - M.: Rema, 2008. - pp. 109-123 (Vestnik Moscow State Linguistic University; issue 546; ser. Linguistics).
3. Azimov E.G. , Shchukin A.N. Dictionary of methodological terms (teaching foreign languages). - SPb .: Zlatoust.-1999. - 472 p.
4. M.L. Makarov. Interpretive analysis of discourse in a small group.- Tver, 1998. - 200 p.
5. Polyakov O.G. English for Special Purposes: Theory and Practice: Uch. Pos. –M.: NVI-THESAURUS, 2003. - 188 p.
6. Prokhorov Yu.E. Reality. Text. Discourse: Textbook / Yu.E. Prokhorov. - M.: Flinta: Nauka, 2004 .-- 256 p.



7. Bagrova A.Ya. Learning to read and professional communication as the goal of training in a foreign language for specialists of a non-linguistic university // Professional communication as a goal of teaching a foreign language in a non-linguistic university - М., 2000.-P.32-37 (Tr. / MSLU; issue 454).
8. Buranova M.U. Linguistic analysis of reading and teaching reading by literary translation. Общество и инновации, 1(1/s), 501-505, 2020
9. Buranova M.U. Specificity of teaching students of non – language specialities to read in English «SCIENTIFIC PROGRESS» Scientific Journal ISSN: 2181-1601 Volume: 1, ISSUE: 6, 284-286, 2021
10. Buranova M. U. Extensive reading in a foreign language classroom. Гуманитарный трактат, (8), 52-54.,2017