

Teaching Home-Reading In Higher Education

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ABSTRACT: This article considers reading as the main type of speech activity in language learning. Reading in a foreign language is a type of speech activity that allows not to imitate, but to reproduce one of the forms of real communication in a foreign language. Based on this function, teaching reading should be built, in my opinion, in such a way that students perceive it as a real activity of practical significance. In addition, here is analyzed the effectiveness of home reading in language teaching in non-philological universities.

Keywords: reading, type of speech activity, sources of information, non-linguistic universities, foreign literature, types of reading, out-of-class reading.

INTRODUCTION

At present, reading a foreign text is one of the main sources of information, therefore, teaching students of non-linguistic universities the ability to read literature in a specialty in a foreign language is of great importance. In addition, almost all students recognize the need to use foreign literature in the preparation of term projects, diploma theses, when working on the Internet, not to mention work after graduation, since this not only allows them to replenish their education, but also receive new information in a timely manner, which especially important for a specialist.

It is known that the needs of a specialist are met by teaching three types of reading: viewing, introductory and studying. Such proficiency allows students to use literature in a foreign language relatively freely. Therefore, teaching each of the types of reading must be given a certain place in the curriculum. At the same time, "home" (out-of-class) reading is of great importance. The foreign language program at the University provides for the widespread use of home reading. Therefore, it is so important to consider in more detail the

main points regarding home reading, namely: is it an independent type of work; what kind of reading should prevail among students.

At the same time, the foreign language program for the university provides for teaching two types of reading, which are called reading with a dictionary and reading without a dictionary. Obviously, the second kind of reading should be more fluent. But the time norms are different: more time is allocated for the second type of reading (and not less, as one would expect). The norms provide for the same amount of material (1500 printed characters) for one academic hour, but the first type of reading (with a dictionary) at this time includes the use of a dictionary and preparation of a translation (oral or written). Currently, there are two approaches to home reading in the educational process.

According to the first approach, home reading is viewed as a means of mastering language material and teaching oral speech, i.e. home reading is used to consolidate and develop students' language knowledge. The main task of the supporters of the second approach is teaching reading as a type of speech activity. However, even in this case, home reading is considered as an auxiliary type of work in the general learning process and the methodology for its implementation is no different from the methodology for working on reading texts contained in textbooks. This approach to home reading is not entirely justified.

It is well known that the development of any skill requires a lot of practice in this type of activity. The task of home reading can be defined as teaching reading through abundant reading of foreign literature. Neither textbook nor teaching aid can provide such a function in the educational process. Therefore, home reading should be singled out as an independent compulsory aspect of the curriculum in non-linguistic universities. Of no small importance is the selection of material for home reading, types of assignments and methods of checking what has been read.

The book or article for home reading offered by the teacher should be (especially at the first stage) linguistically easy, but not primitive in content and correspond to the student's reading interests. The overwhelming majority of senior students are in favor of reading texts in their specialty. In this regard, it is advisable to use collections of articles or anthologies in the specialty for home reading. At the same time, the texts should be selected according to the topic and adapted according to the degree of complexity in accordance with the requirements of the course. Each literate specialist should be able to read in a foreign language in different ways, depending on the goal that he pursues when reading a particular literary source. It is the lack of such skill that explains the fact that many specialists prefer to wait for annotations in Russian instead of looking at these works themselves.

If we want the student to use this or that skill in the future, then this skill must be brought to such perfection that would make its practical application possible. Therefore, it is necessary to determine the required minimum for each type of reading, at which language

and grammatical difficulties will not prevent the extraction of the necessary information. It is necessary to determine the amount of linguistic material (lexical and grammatical), which would be sufficient to ensure the corresponding skill. For the student of reading, dictionaries-minimums are selected and selected. In addition, this type of reading does not exclude the use of the dictionary in the process of reading. The situation is different with two other types of reading: viewing and introductory, since they involve reading without referring to a dictionary or grammar reference.

It is known that the volume of a dictionary of 4500-5000 units provides about 80% of text comprehension. Obviously, this number of words is too large to study in the estimated time frame. Therefore, a special organization of work with vocabulary is required. For this, the entire volume of vocabulary included in the minimum vocabulary for a given specialty is divided into two large classes, which can be conventionally called a receptive vocabulary and a potential vocabulary. The first should be an object of direct study, included in texts and exercises so that the student memorizes each of the lexical units included in it.

The second is actually not studied by students, but in a foreign language course, students receive training that allows them to understand one or another lexical unit of this class, even if it has not been encountered before. In the process of learning, the student does not master the lexical units themselves, but the method of their recognition. Potential vocabulary includes, for example, derivatives from well-known words, words of a common root in native and foreign languages, and others. Students need to be taught to see and understand these word groups. Thus, the amount of vocabulary indicated in the program (2500 units) can be considered sufficient for reading special literature at the end of the foreign language course. This requires careful work with the dictionary: not only the minimum dictionary should be selected, but also a potential dictionary should be established. In addition, on the basis of this potential vocabulary, the most frequent word-formation models and word-formation elements characteristic of the literature in this specialty should be selected.

As for the grammatical material, the program presents almost all the grammar of the English language, which is sufficient for reading without referring to grammar reference books. On the contrary, the question arises as to whether you need so much grammar to read. Some phenomena turn out to be so little used that the probability of meeting them when reading special literature is practically reduced to zero. Such phenomena could even be excluded from the curriculum of non-linguistic universities. The program could be shortened by excluding those structures that can be understood without special study.

For example, if the meaning of Present Continuous tense and the future tense of the verb "to be" are known, then Future Continuous can be understood without prior study. Therefore, in grammar, two layers can also be distinguished - grammar, which is subject to compulsory

study, and potentially understandable grammar, which may not be specially studied. The wording of assignments for introductory reading can be different, but it should include the following elements: read the text only to yourself; you should read only in large chunks (paragraphs, pages, chapters, etc.), trying to understand the main content of the read text without a dictionary; you can turn to the help of the dictionary only when you have finished reading a large passage of text; it is necessary to understand the content of the read without resorting to translation.

The orientation of students to the predominant use of introductory reading excludes such a method of checking understanding as translation (continuous or selective), since it is adequate for a different kind of reading for the student. Using this method leads to a change in the type of reading and to a decrease in the rate of home reading.

Acceptable ways to test comprehension in an introductory reading are content tests and questions. In the case of a test, the teacher selects several statements with three or five alternatives each. The student must indicate an alternative that corresponds to the content of the read text, since the purpose of the check is only reading comprehension, the teacher can allow students, especially weak ones, to answer questions in Russian. When answering in a foreign language, grammar and other errors should not affect the reading comprehension score. The student should be able to see the main thing (main idea); notice essential details, establish a connection between individual facts, make a judgment based on the selected facts and the relationship between them, and evaluate what has been read. Thus, a certain maturity achieved by the student as a result of home reading in a foreign language allows students to easily navigate foreign sources when preparing term papers and theses in their specialty.

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