

UDC: 378.31

TEACHING PECULIARITIES IN DIFFERENT KIND OF READING AT THE FOREIGN LANGUAGE LESSON

Qodirova Gulbakhor Turdiyevna. *Teacher of department of foreign languages,
faculty of agro engineering and hydro melioration,
Andijan Institute of Agriculture and Agro technologies,
Andijan, Uzbekistan*

Annotation: This article includes only the facts which have been verified. As we know reading is a receptive skill. The main obvious differences between reading and listening are to do with fact that, people read at different speeds and in different ways. Where a recording takes a definite length of time to play through, in a reading activity the student can control the speed of their work and what they're looking at.

Key words: Speed reading, methods of reading, internal, activity, learning, comprehension.

Reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It is necessary to understand visual perception and eye movement in order to understand the reading process.

There are several types and methods of reading, with differing rates that can be attained for each, for different kinds of material and purposes:

Sub vocalized reading combines sight reading with internal sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts.

Speed reading is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention. Methods include skimming or the chunking of words in a body of text to increase the rate of reading. It is closely connected to speed learning.

Proofreading is a kind of reading for the purpose of detecting typographical errors. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others,

while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows.

Structure-proposition-evaluation (SPE) method, popularized by Mortimer Adler in *How to Read a Book*, mainly for non-fiction treatise, in which one reads a writing in three passes:

- for the structure of the work, which might be represented by an outline;
- for the logical propositions made, organized into chains of inference;
- for evaluation of the merits of the arguments and conclusions. This method involves suspended judgment of the work or its arguments until they are fully understood.

Survey-question-read-recite-review (SQ3R) method, often taught in public schools, which involves reading toward being able to teach what is read, and would be appropriate for instructors preparing to teach material without having to refer to notes during the lecture.

Multiple intelligences-based methods, which draw upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text. Reading is fundamentally a linguistic activity: one can basically comprehend a text without resorting to other intelligences, such as the visual (e.g., mentally "seeing" characters or events described), auditory (e.g., reading aloud or mentally "hearing" sounds described), or even the logical intelligence (e.g., considering "what if" scenarios or predicting how the text will unfold based on context clues). However, most readers already use several intelligences while reading, and making a habit of doing so in a more disciplined manner—i.e., constantly, or after every paragraph—can result in more vivid, memorable experience.

Rapid serial visual presentation (RSVP) reading involves presenting the words in a sentence one word at a time at the same location on the display screen, at a specified eccentricity. Teaching Proficiency through Reading and Storytelling or TPRS is a method of teaching foreign languages. TPRS lessons use a mixture of reading and storytelling to help students learn a foreign language in a classroom setting. The method works in three steps: in step one the new vocabulary structures to

be learned are taught using a combination of translation, gestures, and personalized questions; in step two those structures are used in a spoken class story; and finally, in step three, these same structures are used in a class reading. Throughout these three steps, the teacher will use a number of techniques to help make the target language comprehensible to the students, including careful limiting of vocabulary, constant asking of easy comprehension questions, frequent comprehension checks, and very short grammar explanations known as "pop-up grammar". Many teachers also assign additional reading activities such as free voluntary reading, and there have been several easy novels written by TPRS teachers for this purpose.

Step three is where the students learn to read the language structures that they have heard in steps one and two. A number of reading activities are used in TPRS. The first, and most common, is a class reading, where the students read and discuss a story that uses the same language structures as the story in step two. The next most common activity is free voluntary reading, where students are free to read any book they choose in the language being learned. The other activities are shared reading and homework reading. For shared reading, as in first-language literacy activities, the teacher brings in a children's picture book, and reads it to the students in class, making it comprehensible through circling and other means. Homework reading, as the name implies, means assigning specific reading for students to do at home. All readings in TPRS are comprehensible to the students, which means a very low ratio of unknown words (if any).

The class reading is the most common type of reading activity in TPR Storytelling. TPRS teachers will typically include a class reading as part of every TPRS lesson. This reading is based on the story that the students learned in step two - sometimes it can be the same story, and sometimes it uses the same language structures but with different content. The students will have learned the language structures used in the reading very well during parts one and two, so students will often be able to understand most of the story on first view.

The teacher will often begin the class reading by reading aloud the story, or a portion of the story, then having the students translate it into their first language. This

translation could be done with individual students, or chorally by the whole class. Translation is utilized selectively in this way because it is the fastest and most direct way to ensure an accurate understanding of the language meaning. As the students already know the language structures very well after steps one and two, they can often do this at a natural speed. If necessary, the teacher can help them translate any words they don't know. This process ensures that all of the students understand all of the words in the reading, as well as the meaning of the reading as a whole.

Usually the teacher will ask questions about the reading itself, and about the students and their lives. Comparing and contrasting the material in the reading to the PQA and the story gives extra repetitions of the target structures. Discussions of culture and even history are possible, depending on the content of the reading and the level of the students.

Because of the depth of acquisition students enjoy of the words and structures done in class, it is possible to discuss quite complex topics with TPRS students in relatively early stages of language instruction. While a typical TPRS student might not have "covered" as much vocabulary as a typical communicatively-taught student, the TPRS student has automatic, correct control of everything that has been required throughout the course of TPRS study, in contrast to the communicatively-taught student, who will typically memorize long lists of vocabulary and fail to retain all of it.

Many TPRS teachers include Free voluntary reading (FVR) in their foreign language programmes. The research for FVR is very strong, and has consistently shown that FVR is as good or better than taught language lessons. Free voluntary reading can be done in the classroom or at home, but many teachers prefer to focus on spoken stories in class, as it is hard for students to get listening input outside school. However, TPRS teachers often educate students about FVR in class, introducing books for them to read, and giving advice on good reading practices.

Shared reading, often called "Kindergarten Day", refers to the practice of the teacher reading a children's picture story book to the students. The name is intended to conjure up the image of being read to as a child, but the activity can be done with

any age group. The teacher reads to the students, showing them the pictures, asking them questions, and generally making the story comprehensible.

As the name implies, this is a specific reading that is assigned to all students for homework. The teacher can give a quiz on the reading when the students get back to class. This can be used to prepare students for a class discussion, but it is usually only used with advanced students as at home the students may have no one to turn to if they get stuck.

List of references:

1. . Qodirova G.T. The use of computers to improve the professional level of teaching and learning//Economy and Society. № 6(73) -S.: 2020.
2. N.A. Odilova., M.U. Irgashev. Information and communication technology in language learning. International conference., 2016, p.439
3. Usmonova Sh. Study of scientific technical transfusion in non-linguistic educational university. International journal. Moscow.2019.
4. Nosirova M.K. Formation of foreign language communicative competence of students in the framework of modular program. International scientific journal. Economy and society. № 6(73) -s.: 2020.
5. Babich GN Lexicology of the English language. -M., 2008.
6. Bondarchuk GG, Buraya EA The main differences between British and American English. -M., 2008.
7. Schweizer A.D. Literary English in the United States and England. -M., 1963.