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THE PRACTICE OF WORKING WITH TEXTS IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE TO NON-PHILOLOGIST STUDENTS

Bobokulova Gulrukh Sharipovna
Hamidova Kamola Sobirovna
Bukhara State University student Bukhara, Uzbekistan

Annotation: *The article deals with the issues of professionally oriented teaching of a foreign language to students of non-linguistic specialties. The authors analyze the principles of selecting foreign language texts, substantiate the need to use active forms of interaction between the teacher and students, and describe interactive forms of teaching reading. Key words: teaching methods, text comprehension, principles of selection of educational text, interactive forms of teaching, communicative types of reading. Section: (01) Pedagogy; history of pedagogy and education; theory and methodology of training and education (by subject areas).*

Key words: *social and communicative problems, professional sphere, educational purposes, obtaining information, professional activity, interactive.*

A modern professionally oriented approach to teaching foreign languages involves the formation of intercultural communicative competence of students to solve social and communicative problems, primarily in the professional sphere of communication, as well as for further self-education. At the same time, it is in the organization of motivational-incentive and orienting-research activities that its main difference from teaching a language for general educational purposes is seen. And to a large extent this applies to reading as one of the most important ways of obtaining information in the modern world. For a future specialist, the ability to obtain information from various sources in foreign languages becomes a necessary condition for successful professional activity in the context of the globalization of the labor market. Therefore, the ability to read and understand foreign literature is one of the main requirements for the level of training of students in foreign language programs of any higher professional educational institution.

To achieve this goal, the teacher needs to effectively organize the process of teaching reading, taking into account, firstly, the features of selecting the content of texts in the framework of professionally oriented education and, secondly, using interactive forms of working with text in accordance with the new requirements of the federal educational standard.

The whole learning process is made up of many texts endowed with meanings.

If we consider the text not only as a message expressed in verbal language, then we can imagine the entire learning process as a set of different texts: educational narrative text, text-student, text-teacher, text-group, text-environment (mise-en-scene). The mutual influence and interaction of these texts represents the entire learning process.

As such, the text must be conceived, created and voiced, i.e., first a motive is born, then meanings, and finally the formation of a thought into a sign. Some texts are created

directly by the teacher, such as educational narrative, mise-en-scene, but some are born "here and now" during interaction, spontaneously. The teacher's task is to analyze situations, try to predict and direct relationships for writing their own texts (student, teacher, group). Considering the learning process as an integral macrotext, consisting of many microtexts, it is possible to build the learning process in one storyline. Writing texts is not a one-day process. It is impossible to plan certain relationships, to create a certain team, but it is possible to organize certain conditions under which it will be favorable to write humanitarian texts: an educational text with polyphony of meanings, a student with an active life position, a teacher who "understands" and reasoning, an educational open atmosphere for discussions, flexible mise-en-scene. These conditions may be:

1) creating an atmosphere and constructing situations that make possible and prepare the state of empathy;

2) removal of various barriers to build a relationship of cooperation with the teacher and more vivid self-disclosure;

3) creative development of the content, its rethinking on the basis of subjective spiritual experience, ideals, ideas of the subjects of the pedagogical process.

You can use the technological rules that are built on the basis of the "atmosphere of understanding" (K. Rogers). Following the instructions below, the teacher becomes the author of the text (in this case, the text is understood as a learning situation), in which the learning process will be lived and experienced together. :

1) trust in learning;

2) individual approach to learning;

3) subjective position of students;

4) absence of barriers in relations between teacher and student;

5) dialogue in education;

6) emotionally rich behavior of the teacher;

7) sincerity in relationships;

8) self-control of the teacher and student;

9) the desire to create, improvise, the ability to "ignite" others (the creative nature of learning);

10) activation of the semantic interpretation of the text with the help of means of expression and selection of content (semantic orientation of the content of education).

When teaching a foreign language at a university, this requirement must be taken into account equally when teaching all components of a foreign language communicative competence, including reading. It is obvious that the result of the successful application of communicative reading skills is productive actions (despite the fact that reading is a receptive activity), that is, the use of the information received in oral and written speech, in everyday and professional communication situations.

Since reading as a type of speech activity is widely in demand in solving many professional problems, special importance in achieving this goal is given to the ability to work with literature to master all types of reading (viewing, familiarization, studying, searching). Types of reading are a sequence of actions determined by the goal and

characterized by "a specific combination of methods of semantic and perceptual processing of material perceived visually". The classification of types of reading is related to the communicative goals and objectives of the reader, which determine the necessary degree of completeness and accuracy of understanding the material. This criterion formed the basis of the generally accepted classification of types of reading by S.K. Folomkina, which distinguishes search, viewing, introductory and studying reading.

View reading is a selective reading of the text in parts for a more detailed acquaintance with its details and the structure of the text. The student should get a general idea of a number of issues addressed in the text, be able to determine the significance and importance of this material and assess their awareness of the range of issues under consideration. Tasks for this type of reading can be as follows: review the text and determine whether it fits the topic, what this text is about, what are its keywords.

When teaching viewing reading, an interactive task can be offered: students are divided into 3-4 groups, each group works out one "own" part of the general text (for example, they determine key words). Then new groups are formed in such a way that in each group there are 'representatives' of each part of the text; students each present their own part, together formulate the main idea of the whole test and discuss their options at the final stage of working on the test.

During introductory reading, it is necessary "as a result of a quick reading of the entire text, to extract the basic information contained in it, that is, to find out what issues and how are resolved in the text, what exactly it says on these issues. It requires the ability to distinguish between primary and secondary information". This type of reading involves working with the entire proposed text. The student does not have the task of reproducing the text or applying the information in any way. Tasks for this type of reading suggest answering questions, correlating information with the content of the text, and analyzing words.

Obviously, to work with textual material in a foreign language, a specialist will need the skills and abilities of all types of reading; they are interconnected and logically follow from each other. When working with foreign literature, a specialist should be able to look through an article and determine whether it relates to his topic, whether it contains the necessary information and whether the material should be read more carefully (viewing reading). If the text matches the request, then the specialist can familiarize himself with its content, find out what it says on the topics of interest questions (introductory reading), and in the presence of new (interesting) information, proceed to a careful reading of the text in order to fully understand and analyze its content (study reading). In some cases, a specialist will need to find the necessary information in it (exploratory reading).

Thus, it is necessary to form the ability to understand the text with a professionally oriented approach with equal training in all types of reading. It seems most appropriate to perform the exercises sequentially in the order in which they correspond to the logic of the work of a specialist with a foreign language text, develop skills and abilities and reflect the following relationship between types of reading: viewing reading - introductory reading - studying reading / search reading. At the same time, at the present stage, it becomes

relevant to use not only traditional tasks for understanding the text, but also interactive forms of learning that form the social competence necessary for further professional activity. An important factor for effective learning is also the correct selection of texts, which imply not only knowledge in the specialty, but also the opportunity for the emotional and behavioral development of the individual.

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