



METHODS OF ORGANIZING CONTROL IN READING FOREIGN LANGUAGES

Amanlikova Nafisa Raxmatullayevna

Associate Professor, Tashkent State Transport University

Annotation:

Our article refers to the process of controlling the organization of foreign language reading classes. The authors analyze the physiological properties of the phenomenon. They offer various ways to test reading comprehension. Using these methods will help develop students' logical thinking and make the learning process easier to cope with.

Keywords: foreign language, complexity of activities, modern science, framework, theoretical, methodical, international vocabulary.

Аннотация:

в нашей статье рассматривается процесс контроля организации занятий по чтению на иностранном языке. Авторы анализируют физиологические свойства этого феномена. Они предлагают различные способы проверки понимания прочитанного. Использование этих методов поможет развить логическое мышление учащихся и облегчит процесс обучения.

Ключевые слова: иностранный язык, сложность деятельности, современная наука, Фреймворк, теоретический, методический, международная лексика.

Introduction:

Knowledge of a foreign language is now becoming a mandatory part of the professional training of a modern specialist in any field. Therefore, a foreign language at a university is not just a technical, but a cultural, linguistic, and intellectual unit. At the same time, the tasks of teaching a foreign language include the cognitive needs of young people, who by definition recognize the problem of structuring their knowledge. And the use of a foreign language in future professional activity in the long term will always be aimed at the process of self-education in this or that area [1]. A foreign language occupies a special place in the modern educational system as a means of exploring the world because of its social, cognitive, and developmental functions. On this basis, foreign language teaching shows its peculiarities, which relate in particular to the intensification of the learning process through the cognitive activity of students and the resulting competent organization of their knowledge. To this end, in the university, when organizing the learning process of students, the following provisions are taken into account: the need to obtain results from their activities (for example, from general tasks related to learning a foreign language); the presence of incentive elements; Ensuring the complexity of activities when considering foreign language learning as a set of elements forming a single whole; The implementation of educational work in each specific case is ensured by the compliance of the organization of the educational process with its content at the level of modern science. In this regard, the organization of



knowledge in the course of studying a foreign language is carried out within the framework of productive social interactions among students in an unfamiliar environment. This implies the development of logical, critical, and creative thinking; a Mandatory offer for self-employment to apply the acquired knowledge, skills, and experience in practice. To achieve the goal of teaching students a foreign language within the framework of knowledge organization, the educational process at the university should be designed as efficiently and optimally as possible.

Literature Review

Nowadays, the process of foreign language teaching is seen as a process of interaction between teachers and students to instill knowledge, skills, and values in young people (Kondrateva & Valeev, 2015). In this regard, the system of knowledge organization of university students when teaching a foreign language can be divided into the following sections: the didactic (pedagogical) section, the cultural section, and the organizational section. The didactic part contains a clear summary of the pedagogical tasks of each lesson as a whole and their components as well as their classification in the overall system of training. Then the optimal content of the studied subjects is determined according to the requirements of the curriculum in the foreign language, taking into account the level of preparation of the students, including the forecast of the level of mastery of scientific and linguistic knowledge and language-building skills. Then the most rational methods and means of teaching, stimulating, and controlling their optimal interaction at each stage of the exercise are selected, taking into account a combination of various forms of teamwork with an independent activity of students, etc. Previously, in psychology and pedagogy, the data necessary to solve the problem under study were collected. The analysis of scientific work has shown that foreign language teaching is examined as a form of organization of knowledge on all essential functional levels, theoretical, methodical, and practical. The intellectual processes of university students were analyzed by Ivanov (2013), Elukhina (2002), and Grachev (2007). The formation of the intellectual potential of the individual in the process of teaching and learning was considered in the works of Shatilo (1998), Babayants (2005), and Pligin (2008). Various aspects of the intellectual-pedagogical concept were studied by scientists Goncharuk (2004), Ishkov (2004), and Polat (2000). Technologies for the development of mental abilities can be found in the works of Liver (2002), Bakhtina (2007), and Konysheva (1988). The theory and practice of forming a professional communicative competence of a foreign language specialist were studied by scientists Iskandarova (2000), Golikova (2005), and Boldyreva (1987). Student motivation in the process of professionally oriented study of a foreign language was studied by Latypov & Sabirova (2016), Belykh (2007), and Stepanova (2003). The problem we are studying is the study of educational resources for the organization of teaching students a foreign language in order to create opportunities for the formation of their knowledge in preparation for a future competitive specialist

Methodology:

Reading is a specific type of activity provided by a complex set of abilities and skills. Psychology views reading as a receptive language activity consisting in perceiving and understanding written language.



The perception of what is read differs from the perception of spoken language. Auditory and visual analyzers work with receptive types of language activity, while language-motor analyzers work with productive ones. [2:131] Reading in a foreign language, like listening, is accompanied by an internal pronunciation of the perceived material. The hidden pronunciation, or what is called inner speech, becomes the main mechanism of language inference, through which all logical operations are performed, including those needed to understand the foreign language and to express one's thoughts about it.

Learning to read is one of the practical tasks of language teaching at a university. It takes the form of educational reading aimed at developing the skills and abilities necessary for the student. With appropriate perception and understanding of the communicative task, the reading process can be rated as successful. To obtain information about reading success, it is, therefore, necessary to check reading comprehension. Therefore, understanding control is an essential part of learning to read. It should be emphasized that well-organized control can also provide training in addition to the main function (controlling). Let's look at different ways of reading. Introductory reading (the main type of reading literacy for students) involves independent reading with direct comprehension, building mainly on mastered lexical and grammatical material, but allowing the presence of about 2% unexplored words, the meaning of which is based on their similarity to the corresponding one's native words can be guessed from contextual knowledge of word-forming affixes (international vocabulary).

In the course of the introductory reading, the students must understand the text completely and in depth not only understand the facts, but also the cause-effect relationships, the idea, and the intention of the author. However, this does not mean that when reading, students should understand the meaning of each word and remember all the facts, since introductory reading is a reading in which the information gained from reading is not further used or shared. The pace of such reading should be quite high. Learning to read is a way of reading that uses a dictionary and other reference tools to extract complete and accurate information from the text. The learning material for learning to read may contain up to 10% of unfamiliar words. This means that the information contained in the texts is intended for the student to read and will be used in the future either for transmission to other people (a message, a report of what has been read) or for direct use in the learning process of any activity (e.g. Reading a drawing, assembling a node, understanding how a device works, etc.).

Results and Discussion

Of course, in this case, a general understanding, although deep, is not enough, an accurate, detailed understanding is required, and therefore an understanding of every word of the text. The techniques for checking reading comprehension are directly related and depend on the type of reading. As already mentioned, introductory reading is reading texts aloud with a general, albeit complete and deep, understanding. Consequently, the verification techniques must be suitable for this type of reading, which means that neither reading aloud nor translation can serve as reading comprehension verification techniques. It should also be noted that the verification of one type of language activity by another, for example, introductory reading through monologue speech, also cannot be considered an



appropriate technique, as different students can achieve different levels of achievement in the learning process in both types of language activities, both in school and also at the university.

Some students have mastered the ability to read and understand literature, but to a much lesser extent have learned to speak; others can get the right number of sentences on a topic but are slow readers, and have not yet learned to compare facts and draw independent conclusions from what they read. Therefore, when testing reading comprehension (i.e. introductory reading), one should resort to techniques that allow the student's outcome of that particular activity to be assessed. The most useful way to test students' reading comprehension according to the task of this type of reading is through translation into their mother tongue. Students can be given the choice of either reading a sentence aloud and translating it (front control) or giving everyone a text to translate at the same time (individual control).

You can also invite students to make a drawing, diagram, or sketch based on what they read and make an annotation in their native language. As a final check, when it becomes necessary to check the knowledge of the whole group at the same time, you can offer a text for introductory reading, followed by a presentation of the content in your mother tongue. The most interesting and difficult task is to hold a conference on what has been read, at which the characteristics of the work's characters and their ideological content will be discussed. For creative expressions of this type, students need a sample of material showing the author's attitude to the characters of the work or facts, to express their agreement or disagreement with the author's assessment, and to make their conclusions and judgments that they read have.

Conclusion

In summary, we can say that creative practice depends on students' ability to mature in reading with their deep understanding and logical thinking. Therefore, with the organization of the reading comprehension test, we not only strive for the direct reading comprehension test but also strive to develop logical thinking by stimulating certain mental operations. Reading success is ensured by easy comprehension, interest in the plot, and the fulfillment of quests that are performed.

References

1. Khuziakhmetov, A. N., & Valeev, A. A. (2017). The development of university students' cognitive capacities. *Modern journal of language teaching methods*, 7(2), 149-158.
2. Читао, Л.Р. Учет психофизиологических особенностей письменной речи в управлении обучением иностранному языку Л.Р. Читао, М.А. Асланова, З.К. Хачецукова Вестник Адыгейского государственного университета. Сер. Педагогика и психология. – 2015. – Вып. 2. – С.130-134
3. Amanlikova, N. (2022). The role and place of distance learning in education. *International Journal of Early Childhood Special Education (INT-JECSE)*. <https://doi.org/DOI:10.9756/INTJECSE/V14I5.1110>
4. Iskandarova, A. (2020). The Role Of Myth In The Poetics Of Modern Works. *JOURNAL OF CRITICAL REVIEWS*.