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TECHNOLOGY OF FORMATION OF INTEGRATED READING COMPETENCE IN ENGLISH

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ABSTRACT

This article discusses the basic principles of using integrated language skills in teaching English. When we integrate things, they interact or work together to be more effective. An integrated system increases the level of usefulness by bringing different ideas together in one way. It is clear that language learning skills also need to be taught in a related way to improve the communication process.

KEYWORDS: *Experience, logical, perception, memory, imagination, to identify, a passionate teacher, virtuous, strong-willed, zealous, well-rounded.*

INTRODUCTION

In the experience of the world to foster professional competent in the field of foreign languages, there are different ways to develop the competence of teaching English. To modernize innovation process according to support modern pedagogics technologies techniques of reading and integrating differential reading to develop reading component step by step, to investigate the effect of psychological factors are very important in developing integrated skills.

Innovational ways of teaching foreign languages are being used in educational places of our republic. According to this, to improve four skills are: speaking, listening, reading and writing gave us productive results in the field of learning and teaching foreign language. From the given above, as it works out the skill "reading" and "receiving information" it is considered to be basic source in teaching foreign language. So, to improve to develop reading skills of pupils helps to increase their vocabulary, to understand the text logically and the ability of giving personal opinion.

During these researches, ways of using strategies, which are important to develop reading skills and the results of these, were studied. In the period of this survey, scientific books of many scientists about the strategies of developing reading skills of a pupil were learnt.

This article was completed in the framework of the priority direction of development of science and technology of the republic: "Formation of a system of innovative ideas and ways to implement them in the social, legal, economic, cultural, and spiritual and enlightenment development of an informed society and democratic state."

The degree to which the problem has been studied in the research of G.Kh. Bakieva, L.T.Akhmedova, J.J.Jalolov, M.T.Iriskulov, T.K.Sattarov, in our country, and abroad A.L. The scientific works of Gurkina, MV Dubova, I. Luka cover in detail the problems of language teaching methods. K.Hoshimov, S.Khasanov, Yuldosh Eshbek,

The historical and philosophical works of N. Goyibov, Mubashshir Ahmad, Miraziz Azam, Abdukadir Zahid, Rashid Zahid, Poyon Ravshan, Sayfiddin Raf'iddin can be shown. Youth education of our classic heritage, that is, direct pedagogical problems are described in the researches of A.Bobomurodov, M.Inomova, J.Yuldashev, U.Makhkamov, M.Mahmudov. In the works of H. Boltaboev, K. Kilicheva, in the spiritual and moral maturity of the younger generation, great thinkers, spiritual and pedagogical heritage, its potential in shaping the spirituality of the individual is explored.

Foreign scholars include K.A.Dridger, I.G.Pestalotstsi, M.A.Joshan, K.Yilmaz, DJ.S.Trimengem, Frederick Starr, etc., medieval scientific activity; some issues of values related to the upbringing of young people are studied.

Strategies that are important in developing reading skills how they should be applied and how the expected outcome from them will help the reader is explored throughout the study. Research papers (books and articles) on this topic have also been reviewed by a number of scholars on how to form integrated reading skills in the reader during the research period.

Students work with language at the suprasentential or discourse level. They learn about cohesion and coherence. For example, in our lesson the students recognized that the second sentence of the scrambled order was the last sentence of the original sports column because of its introductory adverbial phrase, “In the final analysis…” This adverbial phrase is a cohesive device that binds and orders this sentence to the other sentences. The students also recognized the lack of coherence between the first sentences of the scrambled order, which did not appear connected in any meaningful way.

Students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and listener, so too meaning through to be derived from the written word through an interaction between the reader and writer. The writer isn’t present to receive immediate feedback from the reader, of course, but the reader tries to understand the writer’s intentions and the writer writes with the reader’s perspective in mind. Meaning does not, therefore, reside exclusively in the text, but rather arises through negotiation between the reader and writer.

MATERIALS AND METHODS

By applying non-traditional repetition lessons in schools, colleges and high schools, we can achieve the desired effect. Because it is in this lesson that students assess their knowledge in the open field and try to create new games and puzzles, and at the end of the lesson, they study and prepare diligently for the nomination "The group that has mastered the chapter the deepest." It is through this method that we can achieve a truly English speaking environment. Students educated in lyceums and colleges using this method will be able to continue their education freely and comfortably in higher education institutions without any difficulties related to language learning skills.

In the processes of perception, memory, imagination and thinking, a person not only knows the reality, but also expresses an attitude to this or that thing in life, in any case, in which he feels in one way or another. Emotions are an inner attitude that a person expresses in different ways to what is happening in their life, what they are learning, or what they are doing. The concept of "emotion" is used in different senses in everyday life and in scientific psychological sources. In particular, concepts such as perceptions, unintelligible tendencies, unintelligible desires, wishes, goals, requirements are used instead of feelings. When analyzed from a scientific point of view, ‘emotion’ is usually used in the brain of a living being, that is, in the sense of reflecting his (man’s) attitude towards objects that satisfy and hinder the needs of individuals. In world psychology, the terms ‘emotion’ and ‘emotion’ are used in the same sense (especially in foreign countries), but they cannot be understood as exactly the same situation. Such a shortcoming is common in popular literature, textbooks published abroad. It is appropriate to call emotion a specific form of mental process, which is the expression of emotions in internal experiences, which are usually manifested by external symptoms. For example, discoloration of faces, smiles on the faces, trembling of the lips, glare of the eyes, laughter, tears, sadness, hesitation, confusion, etc. are expressions of emotion. But it is unnatural to include such high qualities as patriotism, responsibility, responsibility, conscience, kindness, love in the composition of emotions. In modern research, as a rule, identity is considered at the level of person-person, person-group, and as a mechanism of socialization, from the model of parental identification to norms, role-playing models or the model of identification of another person with other important people. In this regard, A. Antyushko identifies two main areas in which the phenomenon of identification is studied:

- The first direction - identification in the sense of the explanatory principle use the concept, that is, to measure the mental characteristics of a person and compare them with a certain standard;

- The second direction is the study of identification in the process of communication, interaction, mutual understanding by people.

This direction is related to the analysis of the process of socialization of the individual. Identification is a mechanism of socialization of the person, the mechanism of formation of the person in the process of interaction, mutual understanding.

DISCUSSION

Following is the identification of events in relation to the teacher the scheme is proposed: identification with another person; group identification; identifying an individual with a large community; comparing the subject with itself, i.e., self-identification.

However, very rarely is affect when it is not possible at all can also be a good educational tool. In this case, the teacher is required to work harder, be more patient and determined.

It is also required to adhere to the following rules:

First: the strong influence of the teacher on the student's behavior yields considerable results. However, it is important to keep in mind that a person who gets excited quickly can go overboard, resulting in him not getting the results he expected.

Second: anger often affects emotions more than the human mind. Students of a passionate teacher are disciplined not out of faith, but out of fear. Observations show that children of curious teachers, including those who are meek, indifferent, and at the same time demanding enough, rarely behave well in the teacher's fat.

Third: the nature of the case must be taken into account. There will also be actions that require the application of a compelling strong effect, but insignificant work and as a small offense, it is also very foolish to irritate oneself and the "nerves" of the students.

Fourth: The teacher's belief in his or her work is also important. Children also love curious teachers, if their anger helps them to get rid of a flaw in their students, if they feel that it is caused by a genuine sense of resentment.

The effectiveness of the use of pedagogical technologies in the educational process is finding its proof day by day. At the same time, the teacher and the student are constantly forced to search, study, and develop practical skills to express their ideas independently. This paves the way for them to become profound experts in their profession in the future. The role and importance of teaching methods in educational technology is particularly interactive methods, in which the classification of teaching methods is based on the specifics of teaching methods and the criteria for selecting teaching methods. Pedagogical technology encompasses the concepts of teaching methods such as educational technology, new pedagogical experience, new pedagogical technology, modern pedagogical technology, information technology, new experience. Nowadays, with the development of science and technology, the boundaries of human activity are expanding, new technologies are entering. Qualitative changes indicate that there are new technical, informational, audiovisual, audio tools that require new methodologies and become an integral part of the educational process, introducing certain features into it, which make modern pedagogical technologies a reality. Modern pedagogical technology, in essence, is on a par with other technologies, because they, like others, have their own field, methods and tools. A modern pedagogical technology differs from production and information technologies in that it represents a complex and incomprehensible pedagogical process as a field of knowledge related to the human mind. Its distinctive feature is that it combines the components of education. The application of modern pedagogical technologies in the educational process, first of all, pedagogical technology based on the humanization and democratization of pedagogical relations, is the opposite of authoritarian technology creates a favorable social and psychological environment for development.

In this process, the student is the subject of his educational activity and in collaboration with the teacher solves educational tasks, the subject of a single educational process. The process of forming an independent personality is long and complex, requiring, on the one hand, the

improvement of the content of all state structures and social organizations, and especially the education system, and, on the other hand, the establishment of a single educational system.

The famous scientist, philosopher, physician, Abu Ali Ibn Sina made a significant contribution to the development of pedagogical ideas. His views on morality and moral upbringing deserve special attention.

Ibn Sina's moral views are evident in his advice that is educated, noble, virtuous, strong-willed, zealous, well-rounded, helpful to others, serving the common good, and beneficial to humanity.

In discussing the goals and means of education, Al-Farobi attached great importance to education, in which he meant the acquisition of scientific knowledge. According to Farobi, the purpose of human education is to show in him the pleasantness, usefulness and beauty of behavior, ability, and the fact that man is first and the most directed his nature, his features to the truth and only to the truth. Thus, Farobi derives from the tasks of state studies, ethics and pedagogy in the development of the problem of goals and means of education, revealing the essence of the political structure of the state, which serves as the best means for people to achieve true happiness.

Every reader is looking for a positive hero from a work of art with features that are close to him, with life principles. That is, he seeks evidence that his lifestyle is right. It is such a complex mental process that one may not even realize it. Well-known French literary critic E. Genneken hypothesized that there was a psychological closeness between the reader and the writer in N.A. Rubakin takes his research as a basis, and the result proves this idea.

Integrated skills to the individual and his or her activities are referred to in the English literature as the Humanity integrated skills. However, we do not think it is correct to classify integrated skills based on how language is viewed or on certain factors that optimize language-learning processes.

There are integrated skills that suggest that it is possible to recognize any factor that ensures the effectiveness of language learning, while focusing on both language in terms of the object of study and the means. Communicative integrated skills to foreign language teaching: Natural Integrated skills, Cooperative Language Learning, Content-Based Instruction, Activity-Based Instruction, and Task-Based Language teaching such methods are a striking example of this.

Language development has been conducted in the field of ontogeny and phylogeny studies have shown that a child learns from his native language a) to acquire something (instrumental function), b) to control behavior (regulatory function), c) to interact with others (interactive function), d) to express personal feelings and meanings (personal function), d) study and discovery (heuristic function), e) creation of the imaginary world (imaginary function), or) information exchange (communicative function).

Although Piaget and Vygotsky's theories differ, they are not devoid of general aspects. For example, both theories suggest that in the learning process a) the learner has ample opportunity to be an active participant in the learning process, b) the discovery of knowledge based on personal or collaborative experiences (self-initiated discovery integrated skills, assisted discovery integrated skills), c) students are individually different from each other promotes the need to be taken into account. In other words, in the process of education, priority is given to the

development of students' ability to acquire knowledge independently, to create optimal conditions for their awakening, active, free and creative thinking.

The process of integration with the world community has created opportunities for the use of new teaching technologies, rich experience, in education. In addition, it is necessary to use the current achievements of science and technology, especially in linguistics, pedagogy, didactics, psycholinguistics and psychology to increase the effectiveness of the educational process.

One of the most important issues in education today is the realization of the educational purpose based on the purpose, content, methods, tools, organizational forms and scientific material studied in the teaching process.

It is known that one of the most important links in the system of continuing education is higher education, as higher education is an important link in the training of comprehensively mature, knowledgeable and qualified personnel for various sectors of the economy.

The teacher factor, his level of knowledge, professionalism is one of the most important factors in achieving high quality in education and training of qualified personnel. Two important points should be noted in the training of personnel in higher education.

1. Professional training of the future specialist.

2. His pedagogical training.

For the first, it is important to determine the purpose, content, that is, what to teach, while for the second, it is important to solve problems related to teaching methods, that is, what teaching methods. This requires the widespread use of new pedagogical technologies, interactive methods of teaching, which are now widely used in education.

Important documents adopted in our country, the "National Program for Training" and the "Law on Education" indicates the need for effective use of advanced pedagogical technologies and interactive methods in the teaching of foreign languages. Before talking about modern technologies in foreign language teaching, it is useful to define the meaning of the term "technology". The word "technology" is derived from the Greek word "teshe", which means skill, art. "Logos" means a word, a doctrine.

In order to get success in academic life students should develop the skills and knowledge that will enhance them to acquire necessary skills to survive in academic setting, to continue their education throughout their lives and to prepare themselves for the professional life. The ability to study efficiently is one of the necessary skills that should be nurtured during their academic life so that they develop good learning habit that they can employ even after graduation.

In the methodical literature one can find very different terms related to the word technology: pedagogical technology, technical technology, educational technology, teaching technology, new technology, modern technology, humanitarian technology and so on. When talking about the use of new modern technologies in foreign language teaching, it is expedient to consider teaching, ie educational technology separately, because in educational technology to organize lessons in the process of optimizing human resources (opportunities), forms of education, to find effective ways of learning, is understood to create.

Teaching technology is also an integral part of educational technology, in which the purpose of teaching is set more precisely, that is, a process that is designed to achieve a specific topic goal, intended or defined by didactic actions (operations) performed in a certain sequence.

CONCLUSION

It is clear that language learning skills also need to be taught in a related way to improve the communication process. Obviously, it usually requires the separation of language parts, and this is divided into separate reading, writing, literature, and communication courses. These four skills, how to conduct listening, speaking, reading activities, determine their effectiveness.

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Only language practice supported by theory can develop language habits and skills in a desirable direction and lead to the mastering of a foreign language. Since learning a new language is connected with acquisition of new concepts by the learner, theory can help in forming these new concepts. One of the ways is an extensive use of translation-interpretation. However, this teaching technique is not approved by a majority of methodologists and teachers because pupils learn about a linguistic item more than they need for practical application.

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