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## READING CHARACTERISTICS AS A TYPE OF SPEECH ACTIVITY

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### ABSTRACT

*This article examines the role and significance of reading. As it is known, practical language proficiency is primarily the ability of the student to use the acquired skills in the Russian language in their activities. Reading contributes to the improvement of other types of speech activity and the preservation of knowledge of the language being studied, in particular speaking skills.*

**KEYWORDS:** *Reading, Oral Speech, Enrichment, Text, Speech Development, Retelling, Practical Significance, Assimilation, Perception, Communication.*

### INTRODUCTION

Communication between people occurs in two ways: by direct exchange of thoughts (oral speech) and indirectly-through a book (writing, reading).

Every year, despite the widespread use of radio and television, the flow of information through the book increases, and the problem of mastering reading as a source of information, a means of educating and training qualified specialists for the national economy becomes of great importance.

As it is known, practical language proficiency is primarily the ability of the student to use the acquired skills in the Russian language in their activities. In comparison with oral speech and writing, the use of reading in practical activities has a number of advantages. Oral communication in Russian is limited due to the lack of a specific language environment, and then reading becomes an important source of information, a means of communication, as well as further development and improvement of the individual. Proficiency in reading is a necessary condition for obtaining a specialty in professional colleges and universities.

Reading contributes to the improvement of other types of speech activity and the preservation of knowledge of the language being studied, in particular speaking skills. In the process of reading, the vocabulary is enriched and fixed, pronouncing skills are practiced, and the possibility of probabilistic forecasting is developed. No wonder in one of his lectures L. V. Shcherba said that the knowledge of the language is kilometers of lines read.

In recent years, in the national groups of universities, teachers in the classroom have begun to pay great attention to the development of oral speech skills. In this regard, reading has become considered as a means of teaching speaking, translation, and retelling, and has lost its significance. This methodological orientation of many teachers has led to the fact that most students of national groups do not have sufficient skills of fluent reading in Russian by the end of their studies.

Reading in a national group is the goal and means of teaching the Russian language. In the first case, it is considered, first of all, as a type of speech activity. In the second - as a means of forming skills and abilities in other types of speech activity, mastering lexical and grammatical material. When teaching, it is important to distinguish between these two concepts – reading as the goal of learning and reading as a means of teaching the Russian language. Tasks that are most often offered to students in textbooks, teaching aids and in the classroom (read and retell the text; read, answer the questions; make a plan; find certain words, sentences, etc.), serve only as a means of teaching oral speech, in particular retelling, mastering lexical and grammatical material, and not as a means of teaching reading as a type of speech activity.

In order for learning to read to be a learning of speech activity, the following requirements must be met.

In real life, we read about ourselves in our native language, and this type of reading helps us to extract the necessary information. Reading aloud performs another communicative function – it helps to convey the received information to the listener. In real communication, it is limited, so it can hardly be the goal of studying in universities.

The reading should be informative. A person in real life reads newspapers, magazines, books in order to learn something new, to get this or that information. The process of reading is very time-consuming, and reading the text, just like that, without receiving information, is naturally impractical. When reading a certain text, there are many difficulties, so students perceive repeated reading without setting a communicative task as an exercise with language material, and not as a type of speech activity aimed at obtaining information.

Thus, the teaching of reading should be structured in such a way that students perceive it as a real activity that has practical significance. This is achieved by being able to read a new text and understand its content, especially if it contains interesting information. Satisfaction with the results, the achieved success convince students of the practical usefulness of this type of work and make them treat reading as a real activity. Students, when transmitting basic information, should be able to formalize it in a certain way in accordance with the norms of the language.

For this reason, it is not recommended to familiarize students with the content of the text in advance. The first text should be read by students, not the teacher, in order to independently carry out the mental work associated with understanding the content.

As for the teacher's exemplary reading, it is necessary only for practicing the reading technique, correctly pronouncing certain difficult words and sentences. It is impractical to give a sample of reading an entire text, since the text contains a large number of different difficulties (both pronounceable and semantic), for example: pronouncing words, setting accents (verbal, phrasal, logical), finding intonation structures, determining the lexical meanings of words and phrases, understanding the content and meaning of the whole text, etc. it is impossible even for an experienced reader to remember all this and then correctly reproduce it in the process of their own reading, so students, listening to the teacher, focus their attention only on understanding the content, and the sample of correct reading remains outside of their attention and, thus, does not contribute to the formation of students' skills of correct reading. Exemplary reading, if it also takes place with closed books, forms students' listening skills, that is, the perception of speech by ear, rather than the skills of reading techniques and understanding, the formation of which is based on visual perception of the text and their own reading.

Students throughout the years of study should feel their progress, that is necessary to ensure the development of reading skills.

Reading, like any activity, is purposeful and motivated. The purpose of reading is to obtain information, the motive is to satisfy the need for information. The result of the reader can be positive and can be negative. If the reading mechanisms are not sufficiently formed, the result will be negative, the reader will not be able to understand the text, extract the necessary information. Work on overcoming technical difficulties in the reading process, that is, improving the reading technique, occurs at all stages of learning, but it is important to build this work so that students gradually increase the speed of reading, the volume and complexity of texts, and the speed of understanding. If there is no dynamic of skills, then the difficulties of the text become insurmountable and students will not be able to achieve the necessary results, that is, to understand the text, so the interest in reading, and at the same time in the Russian language weakens. This attitude to reading is observed among students when the volume of texts for reading increases, and the language capabilities of students remain limited. This leads to a gap between the effort expended (deciphering the text) and the results obtained (reading comprehension).

Before describing the methodology of teaching reading as a type of speech activity, consider the reading process itself, its components.

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