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## CHARACTERISTICS FOR THE CONCEPT OF READING AND THEIR TYPES

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### ABSTRACT

This article provides a detailed description of the concept and types of reading and their purpose, provides the opinion and statement of well-known linguist's researchers in this field.

### KEYWORDS

Reading activities, learning process, source, extraction, introductory reading, studying reading, viewing reading, search reading.

### INTRODUCTION

Reading is an independent type of speech activity that provides a written form of communication. It occupies one of the main places in terms of use, importance and accessibility.

Reading is classified as a receptive type of speech activity, since it is associated with the perception and understanding of information encoded by graphic signs. In reading, a content plan (that is, what the text is about) and a procedural plan (how to read and voice

the text) are distinguished. In terms of content, the result of reading activity will be understanding of what has been read; in the procedural - the process of reading itself, that is, correlating graphemes with morphemes, the formation of holistic methods of recognizing graphic signs, the formation of internal speech hearing, which finds expression in reading aloud and silently, slow and fast, with full understanding or with general coverage.

In the structure of reading as an activity, one can single out the motive, purpose, conditions and result. The motive is always communication or communication through the printed word; the purpose is to obtain information on the issue that interests the reader. The conditions of reading activity include mastery of the graphic system of the language and methods of extracting information. The result of the activity is the understanding or extraction of information from what has been read with varying degrees of accuracy and depth.

In the process of teaching a foreign language at school, reading, like oral speech, acts as an end and a means: in the first case, students must master reading as a source of information; in the second - to use reading for better assimilation of language and speech material. The use of reading as a source of obtaining information creates the necessary conditions for stimulating interest in the study of this subject at school, which the student can satisfy on his own, since reading does not require an interlocutor or listeners, but only a book is needed. Mastering the ability to read in a foreign language makes it real and possible to achieve the educational, educational and developmental goals of studying this subject.

Reading is closely related to other types of speech activity. First of all, it is most closely related to writing, since both reading and writing use the same graphic system of the language. When teaching foreign

languages, it is necessary to take this into account and develop these types of speech activity in interconnection. And this is especially true for the initial stage.

Reading is associated with listening, since both are based on perceptual and mental activity associated with perception, analysis and synthesis. When listening, the listener perceives the sounding speech, and the reader perceives the written one. When reading, as well as when listening, probable prediction is of great importance, which can be both at the verbal and at the semantic level.

Reading is also related to speaking. Reading aloud (or reading aloud) is "controlled speaking". Reading to oneself is internal listening and internal speaking at the same time.

The Middle School Foreign Language Program has both general reading requirements and grade level requirements. Turning to specific types of texts, a person sets himself different goals and uses various strategic and tactical actions to achieve them. This essentially determines the method of working with text in the educational process.

Over the past decades, in domestic programs, the development of students' ability to read texts with different levels of understanding of the information contained in them has been put forward as the goal of education:

- understanding the main content;
- with a complete understanding of the content;
- with the extraction of the necessary (interesting) significant information.

However, presented in the programs that operated until the early 1990s (and some have legitimacy at the present time), the targets had a more “linguistic” orientation. And only in recent years, in the specification of goals, their more and more pronounced pragmatic component has been noted, orienting towards real mediated communication.

Depending on the target setting, there are introductory, studying, viewing and search reading. A mature ability to read implies both the possession of all types of reading, and the ease of transition from one of its types to another, depending on the change in the purpose of obtaining information from a given text.

The act of introductory reading is a form of cognitive reading that involves the reader's complete engagement with the rhetoric of a particular literary work, such as a book, article, or story, without the acquisition of any particular or specific information. The process of self-reading, which does not require any specialized preinstallation, is utilized for the later retrieval or duplication of the acquired information. Within the context of introductory reading, the foremost communicative obligation incumbent upon the reader is to discern the fundamental information

that the text proffers through swift perusal of its entirety. This involves identifying the issues that are addressed and their corresponding solutions, comprehending the precise content articulated in the text, and synthesizing pertinent queries based on extant data. The capacity to differentiate primary from secondary information is a prerequisite. A study reading will provide you with a complete and thorough understanding of all the information contained in that text, as well as its critical comprehension. It is a thoughtful and unhurried reading, based on the linguistic and logical connections of the text, which requires a thorough analysis of the content of the text to be read. It is also responsible for developing the students' ability to deal with language difficulties on their own.

Reading is a process of obtaining a general idea of the content to be read. The objectives of this report are to give an overall idea of the subject matter, and a comprehensive view of the range of issues covered in its text. It's a precise, selective reading of the text in blocks so that it can be more intimately acquainted to its "focusing" details and parts. The result of what was read in a message or an abstract may be presented at the end.

In the meantime, there is a need to discuss more detail with regard to search reading.

Reading newspapers and literature in the field is a key part of search reading. Its objective is to quickly discover in a text or grouping of texts some very particular information, facts, features, quantitative indicators and indications. The purpose is to find out particular information in the text. This information is included in this book and in the article, the reader knows from other sources. Consequently, in accordance with the conventional organizational framework of written compositions, he expeditiously alludes to specific segments or divisions, whereby he conducts a cursory perusal sans comprehensive scrutiny. In the context of information retrieval, the extraction of semantic information from textual sources is a process that can forego discursive strategies and is subject to automation. The act of reading, akin to observing, necessitates the capacity to maneuver through the rational and semantic composition of the written work, acquire pertinent information pertaining to a particular dilemma, and synthesize data from multiple sources regarding distinct subjects.

In academic settings, search reading serves as a pedagogical tool whereby students engage in an information seeking exercise typically guided by the instructor. As such, it is typically regarded as a supplementary factor contributing to the cultivation of various forms of literacy. Proficiency in the skill of reading technology is achieved by executing a

sequence of tasks, including pre-text, text, and post-text tasks.

The objective of pretext tasks resides in the construction of a model that encapsulates the essential knowledge required for comprehending a given text. Moreover, it endeavors to eliminate hindrances concerning semantics and linguistics that impede the reader's ability to understand the text while simultaneously promoting the reader's reading proficiency and capacity. Consequently, it aims to cultivate a comprehensive "understanding strategy" within the reader. The reading approach considers various linguistic aspects of the text, including lexical-grammatical, structural-semantic, lingua-stylistic, and lingua-cultural features.

In textual tasks, students are presented with communicative environments comprising guidance pertaining to the manner of reading, speed, and the imperative to resolve certain cognitive and communicative obligations whilst carrying out the reading process. Preliminary inquiries must satisfy various criteria:

The aforementioned constructs are established upon the foundation of acquired lexicon and syntactic patterns that are not present in the given text in their original manifestation.

The initial inquiry ought to align with the principal substance of the corresponding portion of the

manuscript, and must not be limited to any individual sentence within the document.

Collectively, the interrogatives ought to embody a modified rendition of the written material.

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