

Development of Reading Skills on the Basis of Synthetic Method in a Non-Linguistic Universities

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Abstract. The article presents the targets of synthetic reading and gives the answers to the question why synthetic reading is still a relevant object at the institutions of higher education in our days. The aim of this method was to support reading of special texts in foreign languages without a dictionary.

Key words: *reading, process, translation, special literature, teaching languages, synthetic reading.*

Introduction

Modern research in pedagogy and psychology directly correlate the effectiveness of learning with the motivation of learning. It is especially important, in our opinion, when learning a foreign language, to create a positive, stable motivation in students, which would encourage them to persistent, systematic academic work.

As many studies show, nowadays students of non-language specialties have low motivation to learn a foreign language as foreign language is a tough subject that requires a lot of effort, time and perseverance. The conviction that it is impossible to overcome these obstacles, disbelief in their own strength, and sometimes unwillingness to overcome certain difficulties, leads to a decrease in interest in a foreign language. The relevance of this problem is confirmed by the fact that it is one of the central tasks in teaching a foreign language in the specialty of students, and therefore at scientific methodological conferences it is not by chance that the issues related to teaching reading and translation of special texts and their perspectives are taken up [1, 2].

One of the goals of teaching a foreign language in higher education is learning to read texts to obtain information and further processing. The student at the completion of a foreign language course should possess professionally-oriented skills and abilities, all kinds of scientific text processing for independent work. Depending on the task to be solved in a particular reading situation, the learning process considers introductory, in-depth and translation and abstract reading, taking into account the strengthening of professional orientation of the content of texts. According to the traditional definition, reading is reflection guided by the written text, and reading skill is the understanding of the written text. Comprehension of the text means that through understanding the

meaning of parts and their interrelationships, we have mastered the text as a semantic, syntactic and thinking unity.

Reading the text with a comprehensive understanding (which is not yet translation) is the basis of the translation process. Successful translation of a text is only possible when we have analyzed the whole communicative chain, and we have understood its meaning on the basis of the interrelationships of what we read and have been able to determine which parts of it are important and decisive. Preliminary understanding of a foreign-language text in the course of language learning is an important step ahead of translating a text with a dictionary, without which a successful translation cannot take place. In linguistic forums and conferences, an increasing number of translation specialists emphasize the need to minimize the use of dictionaries.

Based on the aforesaid, we believe that text comprehension should be taught first, and only then translation should be taught, i.e., first practicing text comprehension without a dictionary on the basis of a global understanding of the interrelationship of meanings. This is followed by clarifying the meaning of what has been read, and only at the second stage should the text be translated with the help of a dictionary. All this is important because the market demands more and more translators of specialized texts with a high level of knowledge and mastery of translation skills. This places special demands on higher education institutions.

The use of the synthetic reading method, which aims to teach comprehension of special texts without a dictionary, began in Hungary in the 60-70s of the XX century at the Kálmán Kando Technical Institute (Budapest). Kálmán Kando Technical Institute (Budapest). The textbooks and teaching aids compiled by Ferencne Major and her colleagues contained exactly the texts and exercises for developing comprehension reading skills without vocabulary. One of the reasons for creating the textbooks was the example of a set of teaching aids compiled by M.L. Weissburd and S.K. Folomkina. For students of higher education institutions it was important to read quickly, developing reading comprehension, because their knowledge of languages was insufficient and the trainees did not have the necessary preliminary language training [2, 53]. The starting point of the work was the search for the means to solve the main problem of students' knowledge - the lack of their vocabulary, i.e. to stabilize and deepen their fragmentary, unreinforced knowledge of special vocabulary. In connection with the fact that forgetting is one of the most significant problems in foreign language learning, constant repetition is necessary in the classroom, where learned expressions are regularly repeated. Another way is to repeat acquired material in new contexts, and the exercises are designed in such a way that familiar expressions appear in unfamiliar, interesting contexts and situations.

In the exercises proposed by F. Major and her colleagues, the learned vocabulary is repeated partly in basic academic texts and exercises, partly in texts for synthetic reading. As a result, students' basic vocabulary in their specialty is consolidated and they learn to understand the text without the use of a dictionary[3,47].

The theory of Z.I. Klychnikova, according which, from the psychological point of view, the process of reading consists of 3 stages:

1. primary synthesis,
2. analysis,
3. secondary synthesis.

According to this, we first comprehend the content of the text as a whole, after that we analyze its more complex parts in terms of grammar and structure of the content, and at the third

stage, we connect all the parts of the text, synthesize, think and analyze them. These levels can be separated one from another, and each level can be seen as a separately existing unity. "In teaching analysis and synthesis usually occur in unity and at different stages of cognition, when learner assimilate new knowledge, and, returning again and again, intertwining with each other, appear coherently, in unity".

Based on the theory of Z.I. Klychnikova, we came to the conclusion that the process of reading is especially important in the training of students of economics, who are starting to learn a foreign language course.

According to some methodologists synthetic reading is a method of text processing in which the learner without a dictionary, with the help of already learned lexical knowledge, with the so-called potential vocabulary, with attention to specialty expressions and with grammatical knowledge, as well as on the basis of acquired speech and reading experience, directly understands the text as in reading in the native language. In synthetic reading, one has to consciously pay attention to compound words, internationalisms, because these expressions greatly help in the development of reading without vocabulary. Based on our observations, we decided to use the method of synthetic reading developed by F. Major, i.e. her approach to texts as closely related to the context and to the lexical level, since students can often get "stuck" at the level of unfamiliar words, which, in turn, hinders adequate understanding of the text, the quality and accuracy of its translation.

The lexical level approach is reasonable also because numerous observations prove it. With advancing age, the reader, and this also applies to students, increasingly considers words as unities, which contributes to the success of comprehension, including rapid comprehension and increasing the speed of text comprehension. The synthetic reading method allows students to understand the structure of specialty texts, linguistic and grammatical features, as well as activate the knowledge and passive vocabulary acquired earlier. However, nowadays, students often have problems related to the learning process, which can also inhibit the development of reading skills, because there are text-independent conditions for successful text comprehension: the ability of independent learning, creativity. A conscious learner, a professional who is able to develop further according to the place and learning situation, can apply appropriate strategies. This is also a condition for successful reading, teaching and learning.

Learning is an "inner process" occurring in an individual, which is realized in movements and behaviors, in various knowledge and skills. The two main goals of learning are: to acquire knowledge, skills and to improve performance. Through learning, we succeed, we master new information, and our knowledge expands. We acquire new knowledge mainly through reading, and through repetition, systematic exercises, performance is improved, reading level and skills are improved. Based on the above-mentioned interrelationships, it is reasonable to refer to strategies that facilitate the learning process.

Thus, the method of teaching synthetic reading of specialty texts without using a dictionary can be successfully used not only in classes with students who are weak in the language, but, according to our observations, also with students who have knowledge of the language at an average level. At the same time, when choosing teaching and learning methods, one should always consider the latest achievements of methodology with great attention. It is necessary to follow the

results that contribute to the reading instruction, so that "building on the values of the past" and developing them further, we can offer the right methodological solutions. The method of synthetic reading helps to better understand foreign language text and expands vocabulary. Text comprehension plays a great role in the development of reading skills. Methodological problems have not lost their significance even nowadays, moreover, they will always be an actual teaching task, because reading skill means one of the important bases of communicative activity. This statement does not invalidate the fact that these days the Internet is increasingly replacing print, but after all, obtaining information on the Internet is also primarily through reading. The development of reading skills is more successful in deepening knowledge, enriching the vocabulary and language skills necessary for language proficiency.

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