

The Importance of Reading as A Type of Speech Activity

Tursunova Shakhnoz Berdikulovna

Lecturer at Samarkand State
Architecture and Construction University
Samarkand, Uzbekistan

Abstract. The article is devoted to the consideration of reading as a means of oral speech development in the context of foreign language teaching. The role of reading as an important source of satisfying students' cognitive needs and a means of developing educational and professional motives for learning a foreign language is noted. It emphasizes the necessity of including speech activity in the students' conscious learning activity.

Key words: *Speech, activity, reading, skills, education, ability, speaking.*

Introduction

Reading - perception and understanding of other people's written speech. It forms communicative competence when a student is able to extract the necessary information from a printed or written text. It is these types of speech activities that underlie the process of speech communication. On how much a person has formed the skills of these types of speech activity, depends on the effectiveness, success of speech communication. Let's talk in more detail about reading. Reading, as a type of speech activity, is necessary when learning a foreign language, in this case Russian as a foreign language. It is a receptive type of speech activity, which is aimed at perceiving and understanding the written text. Reading texts in a foreign language, in addition to a source of knowledge about the country of the target language, its culture, is also a means of language learning. Reading remains in our opinion underestimated. We consider this type of speech activity as a powerful tool not only in teaching a foreign language, but also in improving the general literacy level of a person. Reading enriches the vocabulary, expands the cognitive interests of students and is a pleasant pastime, which in turn has a positive effect on the mood of students and their psychological state in general.

Reading is one of the important and necessary human skills. It implies, first of all, the mastery of reading technique. The more perfect the reading technique, the more productive reading is. One of the types of speech activity, which plays an exceptional role in human communicative activity, is reading. Through properly organized reading, a person not only expands his horizons, develops speech and thinking, but also strengthens and fosters the necessary in life moral qualities. The role and importance of reading in the learning process, in the acquisition of knowledge from academic and other literature in all disciplines studied, so it is necessary to improve reading skills in Russian language lessons.

According to the form, nature and purpose, there are several types of reading: **aloud and to oneself, loud and silent, individual and choral, prepared and unprepared, studying, introductory, reviewing, abstract.**

Reading aloud and reading to oneself are distinguished as two ways of perceiving written text. Reading aloud is the translation of letters into sounds and speaking a visually perceived text aloud - in external speech.

When reading to oneself, the recoding of letters into sounds ends in inner speech, and the reader speaks phrases only to oneself. When reading to oneself, the speed of reading increases significantly, which is the main advantage of reading to oneself.

In teaching practice, reading aloud and reading to oneself usually alternate.

The process of reading is one of the most important components of the methodology of teaching Russian as a foreign language. Reading is both a goal and a means of learning. As a goal, reading forms, develops and improves the ability to extract information from the text. As a means - it is the fulfilment of various exercises, i.e. through reading the text and performing tasks, the skills of thoughtful and conscious reading are formed.

Learning to read is easier than learning to listen and speak, because the reader can choose the most optimal pace for him/herself, return to reading difficult places. Comprehension of the information of the text goes by the association "form - meaning", and the form of the sign is more clearly displayed in the mind compared to the meaning, because psychology has established that the visual memory is much more reliable in preserving images compared to the auditory memory. Difficulties in reading: a significant amount of language material, complexity of syntactic constructions, the need to intonate the text independently.

Another peculiarity of reading is that it acts as an effective means of teaching a foreign language and a means of extracting necessary information. Many experts note that it improves memorization of language material and vocabulary formation. Often encountered in reading lexical units pass into active use in oral speech. When reading, involuntary memorization takes place, it is more natural. Therefore, reading texts for learning a foreign language are compiled taking into account the repetition of language units.

Indeed, if we read a lot, even in our native language, we notice an enriched vocabulary, faster and clearer thinking related to the formation of words and sentence structures based on our communicative motives and needs. Comprehension is the second part of the reading process. As a result of this process, the main idea of the read work, which the author wants to convey to us, should be understood. The process of mastering reading in a foreign language should be perceived by students as an opportunity to retrieve information, not as an exercise to master the learning material.

In order to successfully complete the process of learning to read within the framework of learning Russian as a foreign language, it is necessary to have a specially designed system of tasks, including types of exercises characteristic of a certain stage of learning and carefully selected teaching material, taking into account the level of language proficiency, as well as the goals, means, form of learning, etc.

Reading is aimed at general human cognition, therefore, it corresponds to the aspirations and demands of young people. Reading allows the development of language skills, including lexical skills, which, in the end, allows to overcome the language barrier, gives the opportunity to express one's opinion about what is read, evaluating situations, characters, events. Reading allows you to subconsciously learn grammar, because words in the text are connected with each other according to certain rules. When reading, they are perceived in their realization, not in an abstract form, as it is

presented in textbooks. When reading a book, new words and phrases, turns and idioms are memorized, which can then be used in your own spoken and written language. The more a language learner reads, the more he/she can say, the more complex and beautiful the speech becomes through reading books.

Thus, reading stimulates speech activity. Reading has aesthetic properties, as it gives an opportunity to see the beauty of the learnt language, as well as samples of descriptions of events, places, characters, relationships, which was also noted by students. Undoubtedly, reading is a gradual restructuring of an individual's thinking. Reading also fulfils a general educational function, as it broadens the outlook and establishes relationships with the surrounding world. It should also be noted that the respondents commented on the importance of combining reading and speaking when learning a foreign language. This fact should certainly be taken into account in the formation of university curricula.

The teacher must teach students to read as they speak. While learning to read, a student learns to speak a foreign language at the same time. The two processes are inextricably linked: whoever reads well, speaks well, and vice versa. During reading, words and phrases that are already familiar to the learner are repeated and consolidated without any effort on the part of the learner. Reading reveals the meaning of new words that have not yet been encountered. From the beginning, students should be taught that they do not have to understand all the words and sentences of the text. If they can grasp the general meaning, that is already good. The more they read, the more details they will understand, and in time they will come to fully understand the meaning of what they read.

The teacher should require reading without a dictionary from the very beginning. The teacher should endeavor to have students read rather than translate the text. Even if students do not yet have sufficient vocabulary and grammar skills to be able to retell texts in a rudimentary manner, they should still read and recite them independently.

If you read a lot, you can ensure that you are in constant contact with the language. Until the words and phrases become familiar, you will not have enough confidence in using them correctly. The great Hungarian polyglot Kato Lomb said (in the pre-digital era): "Only books provide unlimited repetition. Only reading can be returned to again and again without anguish." Reading can provide tremendous access to snippets of correct language that prepare the ground and reinforce speaking practice.

REFERENCES:

1. Arkhipova E.A. Fundamentals of the Methodology of Speech Development of Pupils. - M., 2004.
2. Kapinos V.I. et al. Speech development: Theory and practice of teaching. - M., 1991.
3. Avanesov R. I. Russian literary pronunciation. - 6th ed., revision and supplement. - M.: Prosveshchenie, 1984. - C. 384.
4. Akishina A. A., Kagan O. E. Learning to teach: for the teacher of Russian as a foreign language. - Moscow: Russian language. Courses, 2005. - 256 c.
5. Nuriddinovna, M. D. (2022). Methodology of Teaching the Russian Language.

6. Mardieva D. N. Methods of Teaching the Russian Language. CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE eISSN: 2660- 6828 | Volume: 04 Issue: 04 Apr 2023.
7. AKHMEDOVA, G. Y. (2022). VISUAL AIDS IN THE PROCESS OF LEARNING ENGLISH. In *Школа молодых новаторов* (pp. 237-240).
8. Yakubovna, A. G. (2022). THE IMPORTANCE OF MOTIVATION IN TEACHING A FOREIGN LANGUAGE. Eurasian Journal of Academic Research, 2(2), 483-485.