



FORMATION OF READING COMPETENCE IN ENGLISH AT NON-PHILOLOGICAL UNIVERSITIES ON A TECHNOLOGICAL BASIS

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A B S T R A C T	K E Y W O R D S
<p>It is known that learning to read information in a foreign language and apply it in the professional field is one of the current issues. This article is devoted to the issue of organizing the step-by-step development of English reading habits and skills of non-philological university students on a technological basis. In addition, extensive information is provided on the technological approach to foreign language teaching.</p>	<p>Reading competence, professional text, technological approach, information technology, technical technology, educational technology, step-by-step formation, habits and skills.</p>

Introduction

Forming students’ professionally oriented reading competence in English is an important factor that helps to increase professional knowledge, study foreign experiences related to the profession, adapt to the modern, rapidly changing lifestyle and find solutions to problems. The formation of reading competence in a foreign language means the formation of the skills of fluent reading of professional texts in the target language, understanding of the content of the text, and application of the received information in professional communication in everyday life.

Currently, reading and understanding various documents related to the profession with foreign partners, sharing experience, getting acquainted with new technologies in this field, forming the skills to use them purposefully in one's professional activities are considered urgent issues, because today's wide use of video-technological tools in professional activities is related to this field requires finding ways to increase knowledge and experience.

That is why reading and understanding professional texts in a foreign language, the ability to apply the information in life, the formation of professionally-oriented education in foreign language teaching at non-philological faculties is one of the most important tasks and shows the need to train specialists who can meet the requirements of the time and use modern technical tools.

METHODOLOGY

Today, this issue attracts the attention of many scientists in the field of methodology of teaching foreign languages. In the works of scholars, we can observe efforts aimed at clarifying the content, means and psychological foundations of developing reading competence in a foreign language.

The term “reading competence” was used in foreign sources at the end of the last century by such scientists as S. Hlers, G. Westhoff, and later by Russian scientists T. A. Razuvaeva, T. G. Agapitova, E. G. Galizina and others.

It is known that pedagogical concepts, innovations, interactive methods and new concepts associated with them are understood and absorbed by the teacher and student, which increases the effectiveness of their practical application.

Before talking about the technological approach to teaching foreign languages and the formation of professionally oriented reading competence using modern technologies, it is appropriate to define the essence of the term “technology”. The word “technology” comes from the Greek word “teche”, meaning “skill, art”, and “logos” which means “word, teaching”.

In the methodological literature you can find many terms related to the word technology: information technology, pedagogical technology, technical technology, educational technology, teaching technology, new technology, modern technology, etc.

Many scientists point to the following three types of technologies:

- 1) information technology;
- 2) technical technology;
- 3) educational technology.

The technological process is derived from production, which means achieving a guaranteed result by performing operations related to the production of products in a certain sequence, carefully designed in advance. If we transfer this process to education, it means achieving a guaranteed result in the course of the lesson through carefully designed and strictly sequenced activities based on a certain topic.

RESULTS

It is necessary to emphasize the following specific features of pedagogical technology in education:

1. A pre-prepared project of the teaching and learning process;
2. Creating motivation in students regarding the studied topic;
3. Systematic presentation of educational material and various forms of its organization for the development of language skills and competencies in speech activity;
4. Guaranteed achievement of the goals of teaching a foreign language.[6]

The currently widely used concept of “pedagogical technology” is complex in nature and includes issues related to the educational and training process. For example, Sh.S. Alimov and A. Matkarimova say that although the origin of the concept of “educational technology” is associated with the use of technical tools in the educational process, it cannot be compared with technical technology in production.[1]

According to M.V. Clarin, pedagogical technology is the design of the educational process based on the set goal.[3] V. M. Monakhov expresses the opinion that pedagogical technology is a systematic approach leading to a pre-planned result.[7]

According to I. Ya. Lerner, pedagogical technology is the goal of understanding the learning outcomes reflected in the actions of students.[5]

N. Sayidakhmedov and A. Ochilov interpret pedagogical technology as the process of forming predetermined qualities in the personality of a student with the help of the teacher’s teaching and educational means.

B. Ziemuhamedov considers pedagogical technology as an educational activity that forms “personal qualities” based on a specific goal, based on the needs of society and technologizes the educational process as a whole.

N. F. Talyzina believes that every teacher must master a system of knowledge about the educational process at the technological level before organizing the real pedagogical process. He believes that there should be a separate discipline between science and practice that deals with issues such as advancing principles, developing methods, and consistent application of scope. Without them, the pedagogical process will not be grounded as a real teaching process. Some authors consider educational technology as a discipline between science and industry, while others associate it with design.

From the definitions given to pedagogical technology, it can be understood that some scientists consider pedagogical technology as a carefully planned educational process with a guaranteed result, i.e. the formation of personality qualities or education is focused on quality associated with a systematic approach leading to a guaranteed result in the process.

A differentiated approach to the concepts of pedagogical technology and didactic technology of teaching a foreign language is desirable. The “pedagogical technologies” widely used today actually include technologies that shape a person, develop qualities associated with his character, abilities and interests, as well as technologies aimed at teaching, imparting knowledge, in other words, pedagogical and didactic technologies.[2]

Alimov F.Sh. emphasized that the technological approach to teaching a foreign language can be considered as a process leading to the interdependence of the activities of the teacher and the student, mutual cooperation, a differentiated approach to the student, the use of his internal capabilities, as well as a process leading to a guaranteed result.

DISCUSSION

When comparing the traditional teaching system with the modern technology, it is possible to see the similarities and differences between them.

The main features of traditional education include:

- strict control over the educational process and students’ activities;
- strict discipline during the lesson;
- absence of only one-way information and feedback;
- students become passive listeners during the lesson;
- lack of motivation in relation to the subject being studied;
- achieving an educational goal largely depends on the reputation and skill of the teacher.

In modern innovative technologies, it is observed that the educational process is focused on the student's personality, taking into account his memory, abilities and internal capabilities, a differential approach, mutual respect in the teacher-student relationship, and the desire to create high motivation in the student in relation to the studied subject and theme.

The analysis of innovative technologies shows that they have the following characteristics:

- guaranteed achievement of the educational goal;
- clearly defining the educational goal and the ways to achieve it in advance;
- the availability of various methods and means of explaining the educational material;
- high motivation of students towards speech communication;

- activity in mastering educational material;
- formation of self-control and critical thinking skills in students;
- formation of students' skills to get out of problematic situations.

Innovative educational technologies are also characterized by freedom in acquiring knowledge, curiosity in solving problematic problems, creativity, strong interest in the practical application of educational material, and widespread use of problem situations.

The formation of students' professional reading competence in English on a technological basis includes the gradual formation of the habits and skills on a technological basis.

In the methodological literature one can see different views on the content and interaction of skills and competencies. The Pedagogical Encyclopedia expresses the opinion that habit is the ability to effectively perform a certain action, and skill is the automation of high-level actions.

According to a group of Uzbek scientists M.Tojiev, U.Tolipov, E. Seytkhalilov, B.Ziyamukhamedov, habit - is the ability to perform actions effectively, a set of actions performed with thought, and skill is a set of actions with a high level of skill, which is consolidated on the basis of exercises, knowledge and is formed on the basis of skills and abilities.[8]

It is known that professionally-oriented reading skills are also formed step by step. The content and essence of the English language reading skills and qualifications of non-philological faculty students can be defined as follows:

1. Reading skill is the automation of consciously performed actions aimed at reading and understanding.
2. Reading skill is the sum of well-mastered learning actions and represents the ability to use previously acquired knowledge and developed reading skills in accordance with the requirements of a new speech situation.

The step-by-step formation of reading skills serves as the basis for the formation of professionally-oriented reading competence:

- Determining students' experiences with reading techniques and giving individual assignments.
- To give instructions on the methods and means of teaching students to develop expressive reading skills and abilities, to get information from the text.
- Understanding key words in the text.
- Teaching to understand the meaning of the word in the text based on the context.
- Retelling and writing the content of the text.
- Application of the information obtained from the text in the professional field.

CONCLUSION

At the initial stage of formation of reading comprehension skills, students are given tasks aimed at forming reading skills related to reading techniques. In this case, it is appropriate to give individual assignments to students by determining the previously acquired knowledge of the sound-letter relationship, and the formed reading skills.

The formation of skills related to the reading technique is carried out by reading aloud. Reading speed and stress play an important role not only in reading literary texts, but also in reading professional texts. For this, it is necessary to pay attention to the following factors:

- 1) Interestingness, comprehensibility of the texts selected for reading and students' level of knowledge and experience with reading;

2) The regularity of the process of text reading, that is, stability, not occasional.

The developed level of reading technique skills is determined by the following factors:

- quick learning of words, phrases, syntagmatic devices;
- automation of understanding of reading rules and their application in the reading process;
- reading with correct pronunciation and intonation.

When reading to get information from a text related to the profession, the following actions are performed:

- 1) Identify key words in the text;
- 2) Reading microtexts;
- 3) Understanding the meaning of words;
- 4) Ask questions about the text;
- 5) Retelling the content of the text;
- 6) Writing the content of the text;
- 7) Application of the received information in the professional field.

The formation of reading competence of students of the non-philological faculty in English is carried out through the gradual formation of the skills and competencies that are part of it. When teaching reading, words, phrases, sentences, short texts, professionally-oriented texts, and reading sequential texts for individual reading based on the students' interest are used.

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