

THE IMPORTANCE OF TEACHING SEMANTIC READING AND READING STRATEGIES**Nilufar Gofur kizi Burieva***Karshi Engineering and Economics Institute, teacher at the Department of Foreign Languages*nilufar.buriyeva.87@mail.ru

Abstract. *Reading is a means of acquiring language, communicating and exchanging information and ideas. Students use a variety of reading strategies to decode (translate symbols into sounds) and comprehend. This article discusses the importance of teaching meaningful reading and reading strategies. The techniques used at various stages of working with text are also described.*

Key words: *semantic reading, state educational standards, semantic reading skills, techniques for working with text.*

Introduction:

In the modern world, a negative trend is a decrease in interest in reading and, as a consequence, the level of reading competence. An increase in the volume of information creates objective difficulties in its selection, understanding, storage and transmission. State educational standards for basic general education, along with others, define the tasks of developing reading and working with text skills. The State Educational Standards emphasize the importance of teaching reading in educational organizations and note that reading is “meta-subject” in nature: “Such training represents a certain organization and conduct of the educational process, aimed at comprehensively improving educational and cognitive activity” [28,100].

Main part:

Reading skill has two sides: semantic and technical. The technical side includes the method and pace of reading, the correctness and expressiveness of reading. The semantic side includes understanding the content and meaning of what is being read, and this is the depth, completeness, accuracy, productivity of reading; ability to evaluate and interpret what is read.

The goal of semantic reading is to understand the content of the text as accurately and completely as possible, to grasp all the details and practically comprehend the information.

The difference between semantic reading and any other reading is that students are in the process of comprehending the value-semantic side of the text, that is, a process of interpretation and giving meaning is carried out, “aimed at stimulating educational and scientific activity.” students, strengthening the values of science and culture in their

social environment and education, creating conditions for creative communication” [13,216].

Meaningful reading means understanding the purpose of reading and choosing the type of reading depending on the purpose; extracting the necessary information from listened texts of various genres; identification of primary and secondary information; free orientation and perception of texts of artistic, scientific, journalistic and official business styles; understanding and adequate assessment of media language.

The objectives of state educational standards make it possible to identify the basic skills of semantic reading, the development of which should be ensured by the ability to: understand the purposes of reading and choose the type of reading depending on its purpose; extract the necessary (main and secondary) information from listened texts of various genres; freely perceive texts of artistic, scientific, journalistic and official business styles; understand and adequately evaluate language media. The development of such skills requires the teacher to create favorable conditions for students to master techniques.

There is a classification of texts (continuous and non-continuous texts), which is very relevant in our modern education. The first includes texts read in everyday life: some kind of description, for example a description of a person or place; narrative, that is, a story or article in a magazine; reasoning, for example, justifying one's own opinion. Non-continuous texts include graphs, diagrams, diagrams (clusters), tables, area maps, maps of objects, the reading of which develops the ability to analyze, classify, generalize, compare and evaluate. Each student of semantic reading will take from the text as much information as he needs at the moment, depending on his needs and capabilities. Students' semantic reading skills are formed by such reading methods as:

Analytical, the purpose of which is the ability to determine into what semantic fragments the text is divided, what main problems the author is trying to solve;

Interpretative, its goal is to detect and interpret important words in the text, sentences, paragraphs;

Evaluative, the purpose of which is to evaluate the author's text. Reading ability for modern society is a student's ability to understand, use, reflect on written texts and engage in reading to achieve goals and expand their knowledge.

According to L. E. Gendenstein, an educational text should be constructed as a model of an “adventure of thought.” A school textbook should be so interesting that students not only read it, but also are immersed in an atmosphere of joint search and reflection. The main source of information in a modern high school is the text of the textbook or manual.

A textbook is pedagogically processed and age-appropriate scientific knowledge, which is the main source of knowledge, tested for objectivity, scientificity, usefulness and accessibility [29,411]. Mastering the technique of meaningful reading helps to structure educational material so that students, with some help, make their own

discoveries. One way to master this reading technique in the classroom is to use meaningful reading strategies. In the scientific literature, semantic reading strategies are understood as various combinations of techniques used by students to perceive graphically designed text information and process it into personal-semantic attitudes in accordance with the communicative-cognitive task. Semantic reading strategies represent an algorithm of mental actions and operations when working with text.

Meaningful reading strategies include technologies aimed at developing students' critical thinking, which is understood as the process of correlating external information with a person's existing knowledge. Moreover, this, in turn, further contributes to the formation of the ability to apply knowledge in non-standard situations, when solving practical and applied problems to ensure the safety of one's life, rational use of natural resources and environmental protection [4, 51].

In addition, this, in turn, further contributes to the formation of the ability to apply knowledge in non-standard situations, when solving practical and applied problems to ensure the safety of one's life, rational use of natural resources and environmental protection [11, 36]. The technology for developing critical thinking is aimed at organizing work with texts in order to assimilate them, comprehend them, and reflect on the questions posed.

At the stage of working with the text – preliminary reading – it is important to update and summarize the student's existing knowledge on the topic; arouse sustained interest in it; motivate him to study activities. At this stage, the teacher can use techniques such as "Try to find", "Brainstorming", "Basket of ideas", "Glossary". Let's consider the "Brainstorming" technique, the main goal of which is the development of creative thinking. There is a consistent involvement of students in mental activity, namely:

- Students develop the ability to express their thoughts briefly and clearly;
- Brainstorming participants learn to listen and hear each other;
- All ideas are supported, even the most absurd ones;
- All possible solutions provide new approaches to studying the topic; and finally, this technique is of great interest to students.

At the second stage of working with the text, that is, while reading, students receive new information and master various ways of working with it: comprehending the information, thinking about the content of the text while reading, connecting new knowledge with what they already have. At this stage, it is recommended to use the following techniques: "Drafting a plan and theses", "Own support", reading the text marked "Insert", "Thick and thin questions", "Highlighting key words". As a result, new knowledge is systematized; the goals stated at the challenge stage are strengthened. The universal "Own Support" technique is interesting because of the uniqueness of "condensation of information," that is, we are talking about supporting notes. One of the options for this technique: the teacher can give students one part of the ready-made

reference material, and invite the students to compose the second part themselves, using the textbook material. This method teaches students to formulate questions and connect concepts.

At the third stage of working with the text - after reading - the main actions are a holistic comprehension and generalization of the information received, transforming it into another form, and forming each student's own attitude to the material being studied. Here the teacher can use techniques such as "Decision Tree", "Cluster", "Sinquain", "Bloom's Chamomile", "Check Sheet", leading to consolidation of new knowledge; a holistic view of the subject is formed. The syncwine technique was discovered by the American poetess Adelaide Crapsey. The "Sinquain" technique teaches: - to develop systems thinking and analytical skills; - highlight the main thing; - formulate thoughts; - expand active vocabulary.

Conclusion:

Today the major emphasize is put on the importance of reading strategies implemented in English language learning classroom. Developing learners' reading abilities and strategies that can be used in dealing with the written text, give the readers information and help them understand not only what and how but also why delivered in the written text [24,912]. Reading comprehension is of particular importance because reading, being a fundamental activity, can also serve as a learning factor. It can be said that those who learn while reading see and read the text with different eyes. Understanding arises only through the reader's conscious and active interaction with the text.

Moreover, the advantage of reading is that we control the pace of learning. Those who like the quick route can read the text without paying much attention to every unfamiliar word. Others may take text apart, making careful notes or writing down unfamiliar words. Thus, the role of the modern teacher is to plan and organize an effective lesson using various techniques and methods to develop all four skills in integration among students.

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