Makhmuda Abdulloevna Makhkamova
Uzbekistan state world language university
teacher

NEW REQUIREMENTS FOR TEXTS WHEN TEACHING READING IN ENGLISH LESSONS

Abstract: As you know, the education system, as well as the teaching of academic subjects, including foreign languages, are sensitive to changes taking place in society. In this article highlights of new requirements for texts when teaching reading in English lessons.
Key words: text, foreign language, reading, learning, learning stage, personality-oriented approach, senior stage, student, type of texts, search reading.
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Introduction

The economic and social transformations that have taken place in our country in recent decades have led to significant changes in the field of education. Previously, there was an educational-disciplinary, authoritarian-informational approach with a focus on the "average" student. Now it has given way to the personality-oriented approach, which is a child-oriented approach aimed at the full development of each student, at his self-determination and self-realization. It is the change of value orientations in society that has led to the fact that a free, developed and educated person has become recognized as the greatest value. The transition to the information society requires the full development of the individual, including his communication skills. A school graduate must have the necessary knowledge, skills and abilities to carry out various types of activities — educational, labor, aesthetic, and research. They must also have critical thinking, creative experience, be able to use new information technologies, and be ready for interpersonal and intercultural cooperation both within their country and at the international level.

All this can be achieved only with a person-centered approach to education. In the last 10 years, in connection with the transition to a new paradigm of education and upbringing, there is a sharp reorientation from the concepts of "preparedness", "education", "general culture", "education" to the concepts of "competence", "competence". Accordingly, the competence approach in education is fixed. This approach involves a significant strengthening of the practical orientation of education, aimed at developing the personal qualities of students. Thus, the competence-based approach is correlated with the personality - oriented approach.

In this regard, all training is based on the development of the student's personality, his interests and inclinations. In relation to a foreign language, the meaning of this principle is that the student should strive for independent and creative participation in communication. It is necessary to increase the role and nature of independent work, the widespread use of new learning technologies that encourage the independent solution of practice-oriented tasks, for example, the project method. As you know, the goals of teaching are the central component of the entire system of teaching foreign languages, determining its content and principles, as well as the activities of teachers and students, that is, the methods and technologies of teaching in each specific historical period.

Foreign language as an activity subject is focused on the formation of five components of foreign language communicative competence:

- language (meaning the mastery of the basic units of the language: from sounds and letters to a complete text and the rules of operating them);

- speech (mastering the main types of foreign language speech activity-speaking, listening, reading and writing)

- socio-cultural (mastering background knowledge, regional and general cultural knowledge, skills and abilities);

- compensatory (mastering the ability to carry out activities, that is, communication, even with a limited amount of language tools, for example, the ability to use lexical substitutions in the absence of lexical tools or periphrasis in the presence of grammatical difficulties, etc. In addition, in a person-centered approach, it is important to take into account another component of the learning content - the feelings and emotions caused by the interaction of the selected components of the learning content. They contribute to the creation of a favorable learning and educational environment, the development of teaching motivation and value orientations of students.

The text acts in training as an object for recognition visually (reading) and by ear (listening) and as a product of speech generation (speaking, writing). It is structured on the basis of lexical, phonetic, grammatical, and graphic aspects of speech, correlates with the topic and sphere of communication, and also reflects and sets specific communication situations due to its extralinguistic content. Thus, the modern approach to teaching foreign languages is based on the importance of the role of the text, since it is the text that carries any information, including from all areas of knowledge, and thus gives the teaching of foreign languages the most diverse orientation. This makes the selection of texts extremely important. The text should correspond to the new approaches in education. The effectiveness of teaching reading largely depends on the correct selection and organization of reading material. To properly solve this problem, you should take into account a number of factors. Let's turn to the content side of the tests. The first requirement is the cognitive value of the text.

The text for reading should contribute to the replenishment of the actual knowledge of the student and the formation of the student's value orientations. A mandatory requirement at any stage is that the text corresponds to the interests of the students. The success of learning to read is directly related to how significant the texts offered to them are in the eyes of students. Only in this case, there is an interest, and then a motive for the activity. It is common for each age group to show interest in certain text content. For example, for primary school age, fairy tales are interesting; at the middle stage of training, students appreciate texts based on the entertaining plot (humorous, adventure, detective, jokes, science fiction); older students are interested in problematic texts that give a topic for reflection (about peers, moral norms, friendship, love). An important requirement for the content of texts should be considered their cultural value. The text is one of the main means of introducing students to the culture of another nation. It is quite obvious that even at the initial stage of training, texts should educate students in the field of culture of the country of the language being studied: children's games, school, family life, etc.

The socio-cultural content of reading texts should be clearly focused on the age capabilities of students. At the initial and secondary stages of education, cultural topics should be mainly focused on the peculiarities of the everyday life of schoolchildren, their age interests. This allows you to emotionally involve teenagers in the learning process. At the middle and senior stages of training, socio-cultural topics may be more focused around the cultural heritage of the country of the language being studied. Now let's turn to the language side of the texts. With regard to the lexical composition of the text, attention is drawn to the fact that the presence of unknown material in it does not have a negative impact on the reading process. Unfamiliar words included in the text may present varying degrees of difficulty to students. It all depends on the type and purpose of the reading, whether the reading is introductory, browsing, search, or it is a learning reading (with learning reading, the % of unfamiliar words should be minimized). As for grammatical phenomena in the text, at the initial and secondary stages of learning, one of the requirements for texts is teaching reading on the studied grammatical material and necessarily excluding unknown grammatical structures from the texts. However, at the senior stage, authentic texts are selected for training, i.e. texts that preserve all the characteristics of a natural speech product. Therefore, the modern methodology at the senior stage allows students to preserve unknown grammatical phenomena, the removal and replacement of which leads to the loss of authenticity by the test.

In general, when selecting texts for reading, the rule "from easy to difficult" applies. As students improve their analytical mechanisms and accumulate vocabulary, the material of the text becomes more complex. In terms of the selection of text material in recent years, the methodology of teaching reading in a foreign language considers the question of the types of texts acceptable at each stage of training. In the tradition, texts are distinguished: artistic, journalistic and popular science, epistolary, functional or pragmatic. The latter include a large number of types of texts created for real communication and having features that distinguish them from other types. In foreign language textbooks, these types of texts are increasingly included:

- instructions,
- recipes,

- brochures,
- advertisements,
- labels on packages and labels,
- tickets,
- questionnaires,
- reference books, etc.

So, there is a need to include various types of texts in the content of training. This position is related to the fact that the texts have different "learning potential":

a) in terms of learning to read;

b) in terms of developing speaking and writing skills. It is known, for example, that learning search reading is easier and more natural to conduct on the material of pragmatic texts. Pragmatic texts include graphs; diagrams; diagrams (clusters); tables; geographical maps and maps of the area; room plan, terrain, structures; entrance tickets; transport schedules; site maps, advertising texts. It is in the work with pragmatic texts that there is a gap.

Pragmatic texts are often not considered by teachers as a full-fledged material for the formation of reading skills and abilities, but serve as an illustration of the socio-cultural information contained in textbooks. The ability to operate with texts from the everyday household sphere is necessary for every modern person. Foreign language lessons contribute, in this case, not only to the formation of reading competence, but also to the socialization of students through the work on the formation of skills and abilities to read pragmatic texts. It is known, for example, that learning search reading is easier and more natural on the material of pragmatic texts. This ensures the "reality" of the situation. Learning to read by sight is naturally based on the material of newspaper and magazine publications, Internet texts. For the development of productive speaking and writing skills, it is important to know the principles of composition of various types of texts. For example, to learn the ability to reason, to argue in oral speech and in writing, the student must be able to observe how such texts are constructed, therefore be able to read journalism and understand the features of reasoning or argumentation.

Modern normative documents define that the reading material is excerpts from works of art and the text in the form of a postcard. The maximum variability of text types is achieved at the senior level of training.

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