



Development of Reading Competences in Future English Language Teachers

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Annotation: This article provides information on the application of an integrative approach to the process of developing reading competencies in future English language teachers and the use of information processing technology in it.

Keywords: future teacher, reading competencies, development process, integrative approach, information, processing technology, information.

Introduction

The English concept of "competence" literally means a level of ability based on in-depth knowledge. Content means "the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional competence, skill and talent." Applying an integrative approach to the process of developing reading skills in future English language teachers and using information processing technology in it is a unique innovative approach in the pedagogical field, with the help of which positive quality changes and high efficiency are achieved in the research process. Being able to use available information sources (internet, television, radio (audio-video recording), etc.), which is part of reading competences, "Competence of working with information"; to be able to search for, sort, process, transfer, store, secure and use the necessary information from the media and observe media culture; to be able to create a database, to be able to select the main ones and to be able to analyze them; the ability to work with documents encountered in daily activities (to write simple greetings, to fill out questionnaires, to record information about oneself in the hotel list, etc.) competences, the information environment in the educational institution serves to increase the effectiveness of the educational process, to engage in scientific and creative activities in students, to form elements of reading in them is explained on the basis of evidence. The solution to these demands depends on socio-technological reforms. All these reforms are based on the formation of reading skills in future students based on basic competencies.

The main part: It is clear from the points presented above that an important condition for the formation of reading skills in future students on the basis of basic reading competencies is the creation of a free-creative environment in the educational process, the establishment of an integrated teaching process based on the relationship and cooperative action of developing reading competencies in future English language teachers.

The criteria for the formation of skills for the development of reading competence in future English language teachers are based on the following:

1. Relevance of the problem to the needs - the problem must be relevant to the needs of the future teacher or groups of students.
2. Problems are planned, methods of solving them are selected - students should participate in the selection and planning of reading problems and the development of methods of solving them.
3. Decision-making requires different methods of solutions to activate selected problem mechanisms.



4. Comprehensibility and scientificity of the problem - the theoretical rules of science allow solving existing conflicts in understanding the process or phenomenon. The more understandable the obtained hypotheses and laws are, the more it allows the reader to research them and draw the right conclusions.

The article presents the criteria for planning and solving problems of reading competence development activities in future English language teachers. Summarizing the above points, the content of research skills formation in future teachers is summarized. At every stage of the process of teaching students, stories, conversations, problem-based exercises, work assignments, educational games, educational discussions, encouragement and reprimanding in the educational process, problem-based teaching of educational material, problem-based conversations, research, inductive and deductive discussions, methods such as independent work with a book, oral inquiry, written and creative work, programmed education, independent control work have been determined to be effective in forming research skills.

It is known from experience that the activity of developing reading competencies in future English language teachers is very important. Therefore, coordination of research work in higher education institutions and finding talented students with scientific potential and developing their intellectual potential is an important factor in ensuring the development of science in our country.

Development of reading competencies in future English language teachers is defined as the basis of the following skills research activities:

1. Asking research questions, formulating problems, putting forward assumptions;
2. Commenting on concepts, classifying (classifying), making work plans, monitoring, planning and conducting research and research in order to check the validity of necessary information or assumptions, distinguishing the most important information from different sources, forming (classifying) information;
3. Ability to present work results in various forms;
4. Independent studies conducted in extracurricular activities of students.

The activity of reading requires the discovery of new things for the future teacher, not primarily for science, and the study of problems is related to the student's life experience and interests.

In the current conditions, the study and implementation of the advantages of pedagogical and information technologies and the most relevant problem-based education in the formation of skills for the development of reading competencies in future English language teachers will be the basis for making many scientific discoveries. In addition, in heuristic, research, comparison, inductive, deductive, and logical educational methods that direct future teachers to reading, he used methods such as separating the important from the studied educational material, finding general or specific aspects of the studied phenomenon, classifying, systematizing, clarifying, and proving.

Conclusion: The state of formation of activities of development of reading competences among future English language teachers in higher educational institutions of our country and abroad was analyzed. It is necessary to first provide information and understanding of worldly sciences to future teachers, to create conditions and opportunities for self-understanding of the world, and then to direct them to scientific activities. If students creatively master the necessary knowledge in collaboration with the teacher, as part of the student association, on the basis of curiosity, their level of independent thinking and scientific and creative activity will increase.

The criteria for planning and choosing methods of solving the problems of reading competence development in future English language teachers (suitability of the problem to the need,



plannedness, selection of solution methods, decision-making, comprehensibility and scientificity of the problem) were developed. Forms and methods of formation of research skills in future English language teachers based on reading competencies were clarified.

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