



## The Theoretical Perspective of Reading in a Foreign Language Teaching and Learning

**Qodirova Shakhlo**

Masters student of 2nd course, Uzbekistan State World Languages University

**Egamberdiyeva N. X.**

Senior teacher, Uzbekistan State World Languages University

**Abstract:** *The paper is centered around theoretical ways to deal with instructing and mastering reading abilities in a foreign language. Different hypotheses, strategies, and approaches to language education are introduced as well as their effect on and suggestions for showing reading in a foreign language.*

**Keywords:** *approaches, foreign language, learning, reading, teaching, theory.*

**Introduction.** Reading as language expertise is a vital part of foreign language getting the hang of having high potential in creating language skills, for example, the information on jargon, text design and association, the propriety of various types of texts in various social settings, and the knowledge of utilizing different learning also, understanding procedures. Reading can be characterized as the cycle by which the significance of a composed text is perceived or as a bunch of interrelated abilities expected to gain from reading to fathom the importance of fluctuated texts. As it tends to be seen from these definitions, reading has its motivation - it is reading understanding which is additionally the result of reading explicit text. Reading includes a wide range of mental abilities, including letter and word acknowledgment, information on grammar, and acknowledgment of text types and text structure. The reading process has been brought about by language specialists diversely throughout recent many years.<sup>[1]</sup>

This is exhibited in different speculations of reading and, subsequently, in continually changing ways to deal with educating reading. It was only after around quite a while back that the reading hypothesis began to be applied to foreign language learning and instructing. That being said, it was offered less consideration than hypotheses of language and foreign language learning. The endeavors to create and estimate the models of the reading system itself were restricted. A portion of these endeavors implied various degrees of speculating - strategies, hypotheses, or approaches. In the second piece of the nineteenth and the mid-twentieth 100 years, the syntax interpretation technique overwhelmed foreign language education.

Around then, when the ways to deal with language education depended on a long custom of the investigation of old-style dialects (Latin, Greek, Hebrew), it was accepted that language learning included understanding how language was organized through syntactic classifications (case, orientation, number). This nitty gritty examination of the syntax rules was essential as the punctuation information was to be utilized in the undertaking of interpreting sentences and messages into and out of the foreign language. While no precise consideration was paid to creating talking and listening abilities in a foreign language, reading and composing were the concentration. Reading was viewed as a mental cycle managing how the mind intellectually applied the syntactic guidelines of the language to compose a text to comprehend. Reading was not expressly shown in foreign language classes; it was viewed as an accidental expertise that

<sup>1</sup> Barton, D. (1994). The social impact of literacy. In L. Verhoeven (Ed.), Functional literacy. Amsterdam: Benjamins.



would create assistance to general language improvement through the openness to composing texts. In the mid-twentieth century, primary etymology arose in response to customary semantics. The underlying methodology stresses the significance of language as a framework and examines the spot that semantic units, for example, sounds, words, and sentences have inside this framework.

In its amplest sense, the term underlying phonetics has been utilized for different gatherings of etymologists, including those of the Prague School, yet most frequently it is utilized to allude to a gathering of American etymologists, for example, Bloomfield and Fries whose work depended on the hypothesis of behaviorism and impacted some language showing strategies (audiolingual technique). Behaviorist ways to deal with language learning viewed the language student as an inactive beneficiary of the right language structure; the job of the student was to retain language frames precisely to expand his/her insight into language development. It was imagined that individual phonetic things could be learned in separation and a somewhat fixed underlying movement, and could likewise be added to other information on the language in a type of bunch of building blocks. This addresses a granular perspective on language learning. The predominant way to deal with showing reading was phonic methodology, in light of the phoneme which was viewed as the structure block of language.<sup>[2]</sup>

Figuring out how to read inferred the continuous dominance of sounds and the alphabetic images for those sounds, words, straightforward sentences, and complex sentences, while significance became accidental. Afterward, the possibility of the phoneme as the essential unit was supplanted by the significance of the word, so the word acknowledgment turned into the primary target of understanding guidance. The following significant change during the 1960s was driven by Chomsky with the hypothesis of groundbreaking generative sentence structure. That's what this hypothesis inferred: individuals' information on the principles of language was natural; the learning happened by grasping the guidelines through perception and allowance; these standards can be applied to make new information. This shift was a sign of a re-visitation of mental models of language implying that the student was engaged intellectually in critical thinking activity. The reading process was considered to include disentangling, beginning with the acknowledgment of individual sounds and words, then going with the matching of sound to printed message and slow structure of sounds into words.

Reading guidance was considered an uninvolved and base-up process. It was viewed as expertise mastered through drills, rules, remembrance, and classification. Since the 1970s, interest has been stirred in the social and informative parts of the language. Another focal point of interest, close by the mental methodology of Chomsky, involved the importance and how individuals trade meaning and see each other in different social settings. At first, open language helping was centered around the capacity to utilize the capabilities (for example requesting explanations, making inquiries, good tidings, and presentation) and thoughts of language (ideas like time, space, and area). This strategy became known as the utilitarian notional technique. All the more as of late, there have been striking interests in foundational useful semantics and talk examination as the method for distinguishing and dissecting open motivation behind language and, explicitly, how the language collaborates with the group environment where it happens. Later showing strategies, for example, the process approach and kind-based approach (the two ways to deal with educating of composing abilities) have been created from such interests.

These two later methodologies are additionally significant in showing reading in the terms of acknowledgment of the talk local area wherein the students will be working, for example, a

---

<sup>2</sup> Bloomfield, L. (1942). Outline guide for the practical study of foreign languages. Special publications of the Linguistic Society of America. Baltimore: Linguistic Society of America.



lodging, manufacturing plant, or emergency clinic. The psycholinguistic methodology is the way to deal with reading which has had the best impact in foreign language study halls since the 1970s. Psycholinguistics alludes to the psychological cycles that an individual purposes in delivering and grasping the language, and how people learn a language: it incorporates the investigation of discourse discernment, the job of memory, ideas and different cycles in language use, and what social and mental variables mean for the utilization of language. Reading is viewed as a functioning course of building meaning which is made through the connection of the reader and the composed text. Kenneth Goodman, a significant writer on the psycholinguistic hypothesis of reading, recommended that readers draw on three frameworks as they read: graphophonic alluding to word sounds and images, syntactic alluding to dialects designs and punctuation, and semantic alluding to the importance of making angles. Blunt Smith, one more significant writer around here, thought about foundation information and non-visual data as significant as visual images on the page and highlighted the job of expectation in reading recommending that readers test the text to affirm these forecasts.

These hierarchical or importance-making ideas diverge from past perspectives on reading as a detached interpretation of letters to sounds, words, and sentences. The elements which work with reading include not just a reader's utilization of the graphophonic, syntactic and semantic frameworks of the language, yet additionally, the reader's capacity to foresee, affirm and address those forecasts. As per later explores in psycholinguistic hypotheses, reading might be a blend of base up and hierarchical cycles. Reading is an intuitive cycle where fruitful readers utilize various mental unraveling and forecast methodologies in a mix to show up at importance. Psycholinguistic ways to deal with reading have been tested by the explores inspecting how students' reading rehearses connect with their social and social settings.<sup>[3]</sup>

Social reading scholars brought up that reading manages human relations and purposes - how individuals determine significance depends on their understanding of these parts of the text. As per basic education scholars, the level of readers' associating with proficiency practices will differ as per the job that education plays in different gatherings. Social and basic scholars propose that study hall conversation zeroing in on the relationship of the text content to the reader's own social and social experience ought to be a piece of reading guidance along with the accentuation on the setting, reason, and design of the text, the idea of composed language, and phonetic elements of the language utilized in the message.

**Conclusion.** Various ways to deal with the educating of reading in a foreign language are reflections not just of general flows in that frame of mind of language picking up/educating yet additionally of the improvements in reading hypotheses which incorporate recently evolved psycholinguistic methodologies, intelligent models as well as friendly and basic speculations of reading. This large number of approaches was created with an even-minded objective - to make a proficient reader in a foreign language. Effective reading incorporates a few elements readers' inspiration for reading, their consciousness of the motivation behind reading, involving various procedures for reading various texts, having and utilizing foundation data, foreseeing, focusing on tracking down fundamental thoughts in the text, understandable language, and content, programmed acknowledgment of familiar word mixes. To help learners to become productive readers in a foreign language, educators might urge them to get a ton of fruitful understanding experience, give them fascinating undertakings before reading, and allow reading.

#### REFERENCES:

1. Barton, D. (1994). The social impact of literacy. In L. Verhoeven (Ed.), *Functional literacy*. Amsterdam: Benjamins.

<sup>3</sup> Chomsky, N. (1965). *Aspects of the theory of syntax*. Cambridge, Massachusetts: MIT Press.



2. Bloomfield, L. (1942). Outline guide for the practical study of foreign languages. Special publications of the Linguistic Society of America. Baltimore: Linguistic Society of America.
3. Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge, Massachusetts: MIT Press.
4. Connors-Tadros, L. (2014). Definitions and approaches to measuring reading proficiency. CEELo fast fact by CEELo (Center on Enhancing Early Learning Outcomes). Retrieved September 12, 2016, from [http://ceelo.org/wpcontent/uploads/2014/05/ceelo\\_fast\\_fact\\_reading\\_proficiency.pdf](http://ceelo.org/wpcontent/uploads/2014/05/ceelo_fast_fact_reading_proficiency.pdf)
5. Cook-Gumperz, J. (1986). The social construction of literacy. Cambridge: Cambridge University Press.
6. Freire, P. (1983). The importance of the act of reading. *Journal of Education*, 165(1), 5-11.
7. Fries, C. C. (1952). The structure of English: An introduction to the construction of English sentences. New York: Harcourt, Brace & Co.
8. Gee, J. P. (1990). Social linguistics and literacies: Ideology in discourses, London: Falmer Press.
9. Goodman, K. (1967). Reading: A psycholinguistic guessing game. *Journal of the Reading Specialist*, 6(4), 126-135.
10. Halliday, M. A. K. (1973). Explorations in the functions of language. London: Edward Arnold.
11. Hood, S., Solomon, N., & Burns, A. (1996). Focus on Reading. Sidney: National Centre for English Language Teaching and Research, Macquarie University.
12. Hymes, D. (1972). On communicative competence. In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269-93). Harmondsworth: Penguin Books.
13. Richards, J. C., & Rogers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge, New York: Cambridge University Press.
14. Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Harlow: Pearson Education Limited.
15. Furkatovna A. N., Furkatovna A. F. innovative activity in the field of tourism. Euro-Asia Conferences, 1(1). Retrieved from <http://papers.euroasiaconference.com/index.php/eac/article/view/97> .
16. Хакимов М. Р. роль инновационных технологий в развитии современной системы высшего образования //editor coordinator. – 2020. – с. 189. <https://scholar.google.com/scholar?cluster=9829601091139027111&hl=en&oi=scholarrr>
17. Хакимов Мухаммадали Рафикович развитие инновационных технологий в системе высшего образования республики узбекистан // re-health journal. 2020. №2-2 (6). URL: <https://cyberleninka.ru/article/n/razvitie-innovatsionnyh-tehnologiy-v-sisteme-vysshego-obrazovaniya-respubliki-uzbekistan>
18. Хакимов, М. (2020). роль инновационных технологий в развитии современной системы высшего образования. *interconf*, (16). вилучено із <https://ojs.ukrlogos.in.ua/index.php/interconf/article/view/2581>
19. Хакимов, М. 2021. Дистанционное изучение иностранных языков: современные тенденции и перспективы развития. *Общество и инновации*. 2, 8/S (сен. 2021), 252–257. DOI: <https://doi.org/10.47689/2181-1415-vol2-iss8/S-pp252-257> .



20. Rafikovich H. M. the classification of teaching methods in higher education //journal of positive school psychology. – 2022. – c. 1582–1587-1582–1587.  
<https://www.journalppw.com/index.php/jpsp/article/view/6098>  
<https://www.journalppw.com/index.php/jpsp/article/view/6098/4019>