

## SOME CHARACTERISTICS OF READING AS A TYPE OF SPEECH ACTIVITY

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***Annotation:** Reading is indeed a fundamental aspect of cognition and communication in both personal and professional life. It not only enhances knowledge but also fosters understanding, empathy, and personal growth. Reading in a foreign language, in particular, accelerates information acquisition and is crucial for language learning and practical usage.*

***Keywords:** Reading, listening skills, speaking skills, speech skill, graphemes, enrich the theoretical and practical experience, internal reading, monologous, dialogical*

### **Introduction**

Certainly! Reading expands our horizons by exposing us to diverse perspectives, cultures, and ideas. It stimulates critical thinking and problem-solving skills, as well as creativity and imagination. Moreover, it promotes language proficiency and communication skills, which are essential in today's globalized world. Additionally, reading can be a source of inspiration, motivation, and emotional fulfillment, shaping our values and beliefs as we navigate through life's journey.

Absolutely, reading involves both receiving information from the text and being able to convey that information to others. When reading to oneself, it's akin to listening to someone speaking, while reading aloud is akin to speaking to others based on the text's content. Both functions are crucial for effective communication

and understanding.

Reading serves as a bridge between listening and speaking skills, as it allows individuals to internalize information and then express it either silently or verbally to others. Through this process, readers not only comprehend the content but also develop their language proficiency and communication abilities.

Reading as a learning tool is used to establish sound-letter relationships, create a complex of visual, speech and auditory images of linguistic signs of different levels, consolidate the introduced language material, stabilize and improve pronunciation skills, meaningfully divide the speech stream and intonate it, enrich the vocabulary and strengthen grammar skills, development of linguistic and semantic guesses, as well as a flair for the language, the formation of linguistic consciousness (understanding how linguistic material functions in speech), developing techniques for loud and quiet reading, improving the skills and abilities of expressing thoughts in oral and written form<sup>1</sup>.

Reading indeed builds upon oral language skills. When a child learns to read, they're essentially recognizing written symbols that represent words and concepts they already know from spoken language. So, the ability to read develops once oral language skills are established.

A child who carried out a synthesis of letters and syllables in one piece and learned the meaning of the word, forever overcame the barrier of reading, made a “discovery” of how to read. Everything that happens then is an improvement of this initial skill due to the inclusion in it of private skills related both to the perception of the graphic side of texts and to their understanding. These include:

strengthening the association between letters (graphemes) and sounds, which contributes to the simultaneous recognition of linguistic matter, expansion of the field of view, due to which readers cover entire graphic complexes, anticipation of the meaning of words by several letters, syntagmatic division, contributing to the perception of integral units of meaning, anticipation of meaning on the basis of

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<sup>1</sup> Demyanenko M. Ya., Lazarenko K. A., Melnik S. V. "Fundamentals of the general methodology of teaching foreign languages", Kiev, 1984. – P.217.  
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individual supporting elements of the text of a lexical and grammatical nature.

As a result, reading turns into a complex speech skill, consisting in the progressive solution of semantic problems, which together enrich the theoretical and practical experience of the individual.

The vast amount of information available in texts today encourages a flexible approach to reading. Depending on the purpose or task at hand, one may need to extract information with varying levels of depth and completeness. This flexibility allows individuals to adapt their reading strategies to effectively meet their communication goals. In the reader's experience, the types of reading crystallize out, for which the following names are fixed: learning, familiarization, viewing. Possession of different types of reading is an important component of the culture of reading in the native language.

In addition to types, reading has two forms: it is carried out to oneself (internal reading) and aloud (external reading). Reading to oneself, the main form of reading, is aimed at extracting information, it is "monologous", performed alone with oneself; reading aloud is a secondary form, non "dialogical", its purpose is mainly to transfer information to another person<sup>2</sup>.

The differences between reading aloud and reading to oneself are very significant for the methodology - the first is an important methodological technique for teaching reading and speaking, and the second is the purpose of teaching. When reading to oneself, all the attention of the reader is directed to the semantic content of written speech. Therefore, reading in order to obtain certain information is always reading to oneself. With such a reading, a wider coverage of the visual field, quickness of grasping and anticipation of the meaning of the reader are developed. This determines the importance of reading to oneself in the process of teaching a foreign language at school<sup>3</sup>.

## **Conclusion**

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<sup>2</sup> Rogova G.V. Personal reading / G.V. Rogova, G.N. Lovtsevich // Foreign. language in school - 1994.- No. 1. - P.139.

<sup>3</sup> General methodology of teaching foreign languages in high school, Moscow 1967 / Edited by Miroljubov A. A., Rakhmanova I.V., Tsetlin V.S. - P.207  
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Reading can be more easily mastered in isolation compared to listening or speaking, as it requires less immediate interaction. It's crucial for trainers to prioritize a balanced approach to all language skills rather than solely focusing on speaking. When trainers prioritize speaking over other language skills, it can overlook the importance of mastering reading, which is often more manageable outside a language environment. This balanced approach ensures learners develop all necessary language competencies effectively.

### **LIST OF USED LITERATURE**

1 Demyanenko M. Ya., Lazarenko K. A., Melnik S. V. "Fundamentals of the general methodology of teaching foreign languages", Kiev, 1984. – P.217.

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