

READING AS A CRUCIAL RECEPTIVE SKILL IN LEARNING FOREIGN LANGUAGES

**Kanlibaeva Eleonora Makhsetovna,
Utebaeva Aziza Dauletbaevna**

assistant - teachers of Department of Foreign Languages, NukSPI

Rimbayeva Ozoda Bazarbayevna

*2nd course student of the Preschool Faculty, NukSPI
Uzbekistan, Nukus*

Annotation. The objective of this study is to analyze strategies for developing learners' reading skills and through a sample reading lesson show the possibilities of jigsaw reading activities in developing receptive and productive skills of students at the higher educational establishments. There given scholars' points on the essence of reading, value of reading strategies for developing learner cognition and critical thinking. There suggested text types, assessment specifications and criteria for assessing reading logs, which is useful for any teacher to conduct his reading classes.

Key words: reading skill, message, productive, receptive, curricula, dedicate, context, method.

Nowadays the English language is being used widely in Uzbekistan. English will become one of the most dominant languages in education, employment or social position. Since the independence of the country great changes have taken place in Uzbekistan, several foreign languages are being taught in the system of education. Citizens of the country are learning English as a foreign language at schools, lyceums, colleges, Universities and at special courses. Reading and Listening are called receptive skills, because when we listen and read something we receive the language, understand it and decode the meaning. Speaking and writing are called productive skills because we use the language to produce a message through speech or written text.

Receptive skills comprise silent reading and following the media. Productive skills consist of oral presentations, written studies and reports. In addition, they also consist of social values (i.e. making judgments of what has been submitted in writing or of fluency in speaking and delivering oral presentations). Productive skills, speaking and writing, are defined by Jaramillo and Medina [13:78] as an important form of expression used to persuade or convince other people as well as to share ideas and feelings.

Teachers tend to talk about the way we use language in terms of four skills reading, writing, speaking and listening. They are often divided into two types. Receptive skills are the term used for reading and listening,

skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing, skills where students actually have to produce language themselves [14:26]

Productive skills are also known as active skills. Learners use these skills to produce language. Productive skills are crucial as they give students the opportunity to practice real life activities in classroom. Learners receive language by listening and try to produce language through productive skills.

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Receptive language refers to responding appropriately to another person's spoken language. Most curricula dedicate a proportion of early intervention to developing receptive language skills. The specific terms used to refer to the receptive language programs and the recommendations for teaching such skills vary considerably across the early intervention curricula. The present paper will provide a conceptual analysis of the desired controlling variables for different receptive language programs, teaching recommendations, a brief review of the literature to substantiate the teaching recommendations, and a discussion of the potential negative effects of deviating from the recommendations. Young children quickly learn to respond to the spoken language of other people (i.e., receptive language) as they begin to orient to their own name and familiar voices, follow simple instructions, and identify a wide range of stimuli and events in their environment. Hundreds of everyday interactions with caregivers readily produce receptive language skills as children learn to select pictures in a book when an adult says the name of an item or to find the right color during reading and play activities. When basic receptive language skills are not readily acquired, a child misses many important learning opportunities resulting in delays in overall development and subsequent acquisition of spoken language.

Reading can be silent or aloud. Reading is a receptive skill - through which we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. It is one of the main skills in language. The

ability to read is essential because it is one of the ways in which a language can be learnt. Reading not only improves the ways of thinking but stimulates the development of an inquiring mind. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading consists of two related processes; word recognition and comprehension. Word recognition refers to the perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Reading is asking questions of printed text. And reading with comprehension becomes a matter of getting your question answered [17;98].

Reading also enables us to gain further knowledge and helps us to take our place in society. It not only improves our ways of thinking but stimulates the development of an inquiring mind. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. The nature of reading is, as Penny Ur in her book "A course in languages Teaching" about decoding and perceiving letters in order to read and understand words. Moreover, learners also need to understand words in order to understand the meaning of a text. The understanding of the text itself comes from understanding the words that compose the text. [21; 138] The term "text" can be defined as a succession of sentences that are thematically related.

It is reading that opens the gates of knowledge for us and enriches our experiences. Researchers have shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign its membership to appropriate groups of concepts already stored in their memories.[17: 134] Thus in any language learning program, development of reading skills occupies a very important place. Reading does not draw on one kind of cognitive skill, nor does it have a straightforward outcome —most texts are understood in different ways by different readers.

Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

