



## Section 2. Higher professional education. Pedagogy of higher professional school

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### PROBLEMS OF USING EXERCISES IN DIFFERENT STAGES OF TEACHING READING AT NON-PHYLOLOGICAL UNIVERSITIES

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#### Abstract

In connection with the ever-increasing requirements for the level of training of modern personnel, teachers of higher educational institutions pay great attention to solving problems aimed at improving the efficiency of education using new innovative methods. Despite the growing interest of people in oral forms of communication in a foreign language, reading remains the most important source of information. This article analyzes exercises aimed at developing reading skills in English among students of a non-philological university.

**Keywords:** *reading competence, reading tasks, language materials, skimming, scanning, intensive reading, pre-reading stage, while-reading stage, post-reading stage*

#### Introduction

One of the tasks facing modern education today is the upbringing and maturation of a new, creatively thinking personality, the training of modern specialists who deeply know their profession. The purpose of teaching a foreign language is not only the acquisition of theoretical knowledge, but also the formation of skills and competencies of communication in a foreign language, that is, the formation of communicative competence among students.

#### Methodology

Reading professional texts is an integral part of the necessary communicative competence of students of a non-philological university to communicate in a foreign language within their profession. It should be noted that a lot of works are devoted to the problem of creating a set of exercises for teaching reading in a foreign language. Russian scientists N.V. Barishnikov, B.A. Lapidus, G.V. Rogova, T.S. Serova, S.K. Folomkina and others conducted research in this direction.

Teaching foreign languages based on a communicative approach (communicative

language teaching) requires students to use foreign language materials in all types of speech activity, the ability to enter into social relations and have knowledge about the culture and customs of a given language.

Reading is a complex “cognitive process” of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication and of sharing information and ideas. The purpose for reading also determines the appropriate approach to reading comprehension. Reading has become more and more important in modern life as printed language has been growing to a significant way in recent decades. People immerse themselves into reading activities in many ways throughout the day – they read newspapers, magazines, advertisements and messages on their mobiles, tablets and laptops. People read all above-mentioned items because they contain information that they need in their everyday life (Khoshimov, O., Yakubov I., 2003).

Now a highly qualified specialist must have the knowledge that allows him to read and understand professionally oriented texts as well as have an understanding of the basics professional communication. Based on these facts, foreign language teachers in non-philological universities should see as their goal the achievement by students of such a level of competence that would allow them not to experience difficulties in the process of interlingual communication. In other words, professionally oriented teaching of a foreign language at a university is becoming more and more a priority.

Future specialists should be able to work with information from foreign sources in solving social, professional and personal problems in order to adapt to the complex and dynamic conditions of society. Therefore, the formation and development of students’ competence in teaching in a foreign language is one of the most pressing issues. In this regard, many methodologists have devoted their scientific works to this issue.

At the moment, in the system of higher professional education, teaching a foreign language is revealed from various positions:

- teaching a foreign language at a university as a means of communication (Bim I. L., Zimnaya I. A.);

- formation of a professional orientation in the process of teaching the reading of technical texts (Davydova, M.A., Milrud, R. P.);
- communicative approach in teaching a foreign language (Bim I. L., Pasova E. I., Rogova G. V.).

It follows from the above that the requirements for the level of foreign language proficiency are becoming ever higher. A modern specialist has to deal with an ever-increasing flow of professional literature, therefore, he must be able to quickly find the information of interest to him and familiarize himself with it. Thus, it is reading in a foreign language that becomes one of the “basic competencies of a specialist, which allows him to effectively carry out professional activities” (Poxabova, V.M.).

The issue of developing an effective methodology for teaching professionally oriented reading of technical texts is becoming increasingly relevant. The practice of teaching at the university shows that the actual level of knowledge does not meet professional needs. For these purposes, it is necessary now to train future specialists in professionally oriented reading.

Reading, like any speech activity, is purposeful. Its purpose is to extract information assuming an adequate understanding of the text content. The main characteristics of understanding are completeness, accuracy and depth. Depending on the purpose of reading, different methodologists distinguish up to 50 types of it. However, the practice of teaching reading and the analysis of non-linguistic university graduates’ professional activity indicate that four types of reading are relevant for them: introductory, studying, search and viewing.

The professionally-oriented reading is carried out within the professionally-oriented training, which assumes a highly specialized training orientation, the obligatory identification of students’ communicative needs, defining clear learning goals and content, the allocation of specific professional and communicative skills as objects of focused work, the adoption of a technical text as a training unit (Lojkina, N.M.).

The process of foreign language professionally oriented teaching will be more effective under the following conditions:

– the selection of the syllabus for professionally oriented foreign language communication will be performed on a situational and thematic basis;

– the use of authentic texts with regard of the linguistic, methodological, cultural parameters and principles of teaching professionally oriented foreign language communication;

– the use of exercises and techniques aimed at the development and formation of students professional competence.

It is known that at the initial stage of learning a foreign language, students are able to read and understand the text based on familiar language materials, understand unfamiliar words from the context, and express their attitude to the text.

In the middle stage, they will be introduced to some elements of introductory, viewing reading and search reading. At a higher level, they will have the skills to fully understand the text, easily retell the text and independently perform tasks related to the text. For students of non-philological universities, we will have to pay more attention to the professional task of teaching.

### Results

Analyzing the tasks from the reading above, we see that each task complements the other. It is expedient for the teacher to properly organize foreign language lessons with a deep understanding of the above educational tasks. As part of the humanistic culture of a person, reading competence presupposes not only “the semantic perception of a graphic fixed text”, but also a value orientation in the socio-cultural space, a harmonious relationship with culture.

T.A. Razuvaeva offers several successive stages in the formation of reading competence: (Razuvaeva, T.A.).

– a preliminary diagnosis is carried out to determine the level of formation of the reading competence of students (this takes into account their experience of educational activities);

– the educational process is carried out on the basis of a personality-oriented approach, for which a system of multi-level tasks has been developed. This system includes individual tasks based on the person-

al and individual characteristics of students (interest, character, level of knowledge, etc.) and the level of formation of one or another component of reading competence.

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The teacher organizes pre-text work aimed at activating the knowledge of students necessary for a deep and complete assimilation of the read text and expanding their outlook.

– text materials include texts of various genres: literary, scientific and technical, official business, different kinds of instructions, announcements, menus, tables, advertisements;

– The formation of a reflective attitude of students to learning activities is carried out through a system of assignments given to them and a reading diary, which allows students to work out ways to develop reading competence.

### Discussion

We emphasize that the use of the three-stage activity presented in the current modern literature during the lesson gives effective results for the development of students' reading skills and understanding of professional texts. According to him, students can quickly and easily read and understand texts in a foreign language based on exercises in the following stages:

1. Pre-reading.
2. While- reading.
3. Post- reading).

The pre-reading stage is a preparatory work for the reading process: it includes the topic of the text, familiarization with various concepts, elimination of language and speech difficulties.

An important task at this stage is to create a positive motivation among the audience, the orientation of students for independent reading and understanding at the next stages of working on the text.

Pre-reading exercises help students understand the meaning of new words and remember and use grammar rules. Such exercises are considered effective because they are aimed at activating students.

At the same time, the tasks and exercises given in the pre-text phase take into account the lexical, grammatical, semantic, linguo-stylistic and linguo-cultural features of the text.

At the pre-text stage, we suggest using the following exercises: – name the associations that arise after reading the title of the text; determine what type of text material in the text belong to (for example, a scientific and technical article, business letter, resume, etc.); read the first sentences of paragraphs and make up questions to the text; answer the questions before reading the text, select headings for the text; translate the sentences into .....; pay attention to ...; determine the tense of participles in sentences; explain the use of tenses; fill in the gaps with the appropriate words; read the text and find the meaning of the words; choose the appropriate translation of the words; read the following words and pay attention to the pronunciation; define the tense of the predicates in the sentences; explain the use of the tenses; choose appropriate words translation; please tell me from which words these words are derived; determine the meaning of complex nouns by components; find the same root words; name the dictionary form of the following words; determine from which verbs the following nouns are derived and etc.

It should be noted that this stage is carried out in the classroom, since grammar exercises, work on pronunciation, development of sounds, stress, intonation, etc. require the participation of a teacher. In addition, the teacher should organize the process of understanding and try to show the important points of working on this text.

The objectives of the while reading stage are to monitor students' understanding of various texts associated with reading and speaking tasks. The main thing at this stage is to understand what the students are reading. Such exercises help students understand the content of a professional text and perceive the rhetorical structure of the text (Celce-Murcia, M.).

At this stage, we can suggest to use the following exercises: fill in the gaps with suitable words; select words from the text that are relevant to the topic; arrange the sentences of the paragraph according to the importance of information; arrange sentences that differ from each other in their content; choose an appropriate picture, diagram for each paragraph; choose the correct answer to the question; decide whether the sentences are correct or not; read the first and last sentences of each paragraph and guess what the text is about.

The goal of post-reading stage is to use the learned text material to develop speech skills and skills in oral and written speech. Such exercises are more aimed at summarizing the content of the text and exploring the point of view of the writer.

These exercises also teach discussion and analysis of texts and ask students to give their opinion. At this stage, you can use the following exercises: -find out the most important information in the text; write an essay; find the most important sentence in each paragraph; find the paragraph that corresponds to each sentence; find sentences expressing the main idea of the text; paraphrase the text; translate and summarize the text; read the text and say what new information you learned.

Thus, the use of different exercises in the process of working on the text helps to expand the vocabulary of a foreign language, understand the meanings of unfamiliar words, strengthen and expand grammatical knowledge, and develop types of speech activity. At the end of these stages in a practical lesson, students will receive an unfamiliar text on a given topic. They have to read the text at a certain time and answer the questions asked about the text or summarize it.

### **Conclusions**

According to many scientists, the formation of skills and abilities in various types of reading is directly related to the control of the three-stage organization of work on the text:

1) pre-reading stage – control of the formation of prediction (anticipation) skills according to the content of the text, as well as encouraging students to master the information offered;

2) while-reading stage – control of the formation of skills and abilities according to the content of the text;

3) post-reading stage – understanding the semantic content of the text and managing the creation of a new text on its basis, which includes the ability of students to process semantic information and express their attitude to what was said.

The wide use of various exercises in the process of working on a text expands the lexical reserve when reading texts in a foreign language, develops the skills of understanding the meanings of unfamiliar words from the context, strengthens various grammatical

constructions, and develops speech activity. In addition, the educational nature of reading cannot be denied: reading enhances a person's culture, makes him think about various aspects of our life problems.

The new paradigm of education in an information-saturated society is aimed at creating a socially necessary level of reading competence that helps to adapt to today's diverse and mobile information space. It includes the skills of reading, reading comprehension, effective use of information, working with written documents related to the main areas of culture, presented in different languages.

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