

LIST OF USED LITERATURE

1. Гусевская Н. Ю. Эволюция методов обучения иностранному языку / Н. Ю. Гусевская // Ученые записки ЗабГУ. Серия: Профессиональное образование, теория и методика обучения. — 2013. — № 6(53). — С. 167–171.
1. Зайцева С. Е. Проектная наглядность на занятиях по английскому языку в юридическом вузе // Сборник избранных статей по материалам научных конференций ГНИИ «Нацразвитие». — Санкт-Петербург, 2019. — С. 42–46. URL: <https://elibrary.ru/item.asp?id=37059014>

TEACHING READING COMPREHENSION BY USING SOME METHODS IN HIGH SCHOOLS

Khamrayeva Shahlo Shukhratovna,

Senior lecturer,

Foreign languages department, Tashkent State University of Economics

Annotation: *The main purpose of reading is to extract and comprehend the information contained in the written text. In the process of reading, the reader not only perceives information, but also carries out its semantic processing. The relevance of this article should be overestimated, since today there is a tangible need for teachers-practitioners working at universities to get acquainted with both modern theoretical approaches to teaching reading and practical experience - in different educational contexts, in different foreign languages, for different purposes and learning objectives.*

Keywords: *teaching reading, specific reading situation, vocational guidance, skills and abilities, reading strategy, subsequent translation, scientific texts, speech tasks.*

One of the goals of teaching a foreign language in higher education is teaching to read texts in a specialty for obtaining information and its further processing. A student at the end of a foreign language course must have professionally oriented skills and abilities, all types of scientific text processing for

independent work. Depending on the task to be solved in a specific reading situation, in the learning process, introductory, in-depth and translated-abstract reading are considered, taking into account the strengthening of the vocational guidance of the content of the texts.

The study of texts should contribute to the formation of students' skills and abilities of the so-called "flexible" reading, in which the reading strategy changes in accordance with changes in reading tasks.

The main task of teaching reading at the beginning of the course is to show the way, following which the student can understand the content of any studied text, the main elements of introductory, in-depth and translated-abstract reading are studied. The student should be aware that reading tasks change.

At the next stages, the types of tasks that are directly correlated with the studied information become more important. The study of texts in the specialty should teach how to master certain types of reading, develop the ability to independently change the way of reading, using certain types of reading or their combinations. During introductory reading, special attention is paid to the rapid coverage of the main content of the text, the development of the reading speed skill. Speech tasks are used in full when working with the first texts; when studying further texts, the student must independently extract text information. The success of the initial acquaintance with the text largely depends on the vocabulary, as well as on its ability to thoughtfully and quickly analyze the vocabulary, to guess the meaning of words in context. Here, attention is paid to the methods of determining the meaning of words and phrases by context. The leading role is played by tasks aimed at analyzing the grammatical structure of the text: groups of words, sentences, paragraphs. The article deals with the most important grammatical indicators necessary for understanding the relationship between various structural units of the text. The volume of grammatical phenomena can increase or decrease, but it should be remembered that this is only one of the means of understanding the content of the text

At the second stage, one of the main directions in teaching introductory reading is the development of the ability to quickly "grasp" the main meaning of the text. It consists of a certain speed of reading, reliance on known elements, understanding the connection between parts of the text, which allows you to see the text as a whole. To improve the mastery of linguistic material, it is necessary to summarize the information, offering to draw up a general plan, to present the content in the form of a retelling. The student must himself determine what prevents him from understanding the content of the text, be able to cope with these difficulties, and ask for help only in certain cases.

At the last stage, it is advisable to devote time to discussing prepared annotations, abstracts, and translations. One of the forms of conversation about the information received is the description of diagrams and drawings. It is advisable to give each student individual texts for translation and abstracting. You can consider some reading strategies that help you comprehend the content of the text with a minimum of time. The type of reading depends on the purpose for which it is being read.

The choice of reading strategy depends on the purpose of the reading. English study guides provide the following reading strategy guidelines:

1. What visible and graphic markers call the subject of the text? For example: title, subheadings, pictures, graphics, captions under pictures.
2. What type of text are we talking about (poem, newspaper article ...). For whom and by whom this text was written, what can be discussed in this text.
3. What keywords are found in the text? Key words - words that are often repeated in the text, as well as in the form of synonymous expressions. Keywords carry basic information.
4. The presence in the text of numbers and numbers, which often contain important information on the content of the text.

Other sources name the following text understanding strategies:

- at the word level (recognition of words - internationalisms, single-root words, recognition of the meaning of complex words);

- at the sentence level (bold, numbers, negation, punctuation, point, question, point and familiar grammar activation);
- the text as a whole (which defines the text as a whole, the type of text, the separation of the text, the highlighting of the main questions in the text, the finding and recognition of the bundles in the text, which indicate the argumentation, recognition and identification of text links, marking of speech registers);
- the level of the cultural context (recognition of "false" friends of the translator, associagrams for key concepts of the text that have different concepts in a foreign language and in a native language, comparison of information in texts in the native and foreign languages on similar topics).

The more common text processing is translation. To translate means to convey the content and stylistic features of the source by means of another language. Accuracy of translation is a basic requirement for the translation of a scientific and technical text. Adequate translation is a translation that ensures the equivalence of the meanings of the original and the translation, the identity of the semantic and stylistic functions of the translated texts and the original, when the choice of translation is carried out taking into account the specifics of the system and structure of languages, the rules for combining words, grammatical forms and sentences.

In conclusion, reading is one of the leading activities of students at the stage of study at the university, since teaching reading allows you to form reading skills and abilities, related language and speech skills, transform the student's knowledge within all studied disciplines. It is interesting that the reasons for the high status of reading as one of the main goals of education at a university are different in the domestic and foreign educational context.

REFERENCES

1. Vollmer H. J. Language across the curriculum. Expertise for the Council of Europe, Language Policy Division.—Strasbourg: Council of Europe, 2006: <http://www.coe.int/t/dg4/linguistic/vollmer>.
2. Trabasso T. Teaching readers how to comprehend texts strategically / T. Trabasso, E. Bouchard // Comprehension instruction: Research-based best practices. — NY: Guilford Press, 2002. — P. 176–200.

CHALLENGES AND STRATEGIES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES: A FOCUS ON LANGUAGE AND SUBJECT MATTER EXPERTISE

Kurganbayeva Aziza Avazovna
Senior GE/Legal English Teacher
MSIIR- Tashkent branch

Abstract. *English for Specific Purposes (ESP) courses pose significant challenges for teachers due to the specialized language and subject matter content involved. This paper explores the difficulties encountered by ESP instructors lacking expertise in their students' professional fields, resulting in the use of unfamiliar texts and complexities in syllabi design. Additionally, challenges arise in text selection and adaptation, requiring a balance of complexity to sustain student engagement. Limited collaboration between content lecturers and program designers exacerbates these issues. Nevertheless, effective teaching strategies such as maintaining a positive attitude towards ESP content and collaborating with subject experts offer potential solutions.*

Keywords. *English for Specific Purposes, language expertise, syllabus design, teaching strategies.*

ESP courses typically involve specialized language, particularly terminology, and subject matter content. However, ESP teachers often lack expertise in their students' professional fields, posing a challenge in mastering both language and subject matter. This results in teachers instructing with texts they may know little about. Furthermore, ESP teachers must design syllabi and select