



## **RULES OF EFFECTIVE READING**

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### **Annotation**

The article considers reading as a type of speech activity and rules for effective reading. The purpose of this study is to get acquainted with the types of reading, learn how to read correctly and effectively, and learn about errors that can occur during reading.

**Keywords:** type of speech activity, ability to read, specific type of communication, types of reading, reading effectively, real communication.

Reading is a type of speech activity. It enriches a person, allows him to gain a deeper knowledge of the world around him, thereby reading takes a significant place in a person's life. The more we read, the more we expand our vocabulary, erudition, writing skills and the ability to speak correctly. Therefore, it is so important from childhood to instill a love of reading, interest in books and show its role in human life, equip the student with the ability to read - the appropriate level of technical skills, meaningful reading aloud and silently and the ability to work with different types of texts and children's books.

This topic is relevant today, because reading belongs to one of the highest intellectual functions of a person. Formed reading as an action is part of his cognitive activity. The essence of the process is the semantic analysis of the sign material, the purpose of which is the perception and comprehension of the information contained in the text. But people of modern society stop reading a lot, this is the problematic of our society. Reading is a specific form of linguistic communication between people through printed or handwritten texts, one of the main forms of mediated communication. It is also not a one-sided influence of the works on the reader.

Reading is one of the main types of speech activity. This form of implementation of speech activity plays a huge role in the preservation and transmission of human social experience; its role is great in cognitive activity, in the education and upbringing of a child, undergrowth, in the formation of his personality, in the education of a person of mature age. Reading as a speech activity stimulates the general intellectual activity of a person, has a beneficial effect on the formation of his worldview, on his social behavior in social activities.





Reading is a specific type of communication, closely related to listening, writing and partly speaking, which, as types of speech activity, complement each other in many ways. As the well-known Russian psychologist D.B. Elkoni, “reading is, first of all, the process of recreating the sound form of words according to their graphic (letter) model”. It is an analytical-synthetic intellectual process that includes sound analysis and synthesis of language elements. The analytical-synthetic character of reading is especially clearly manifested in the early stages of its development in a child, in particular, when he analyzes letters, “translates” them into sounds, combines the latter into syllables, and “synthesizes” a word from syllables.

The reading process has a different, more complex character at the subsequent stages of its formation. It is important to note that the unit of the reading process is the word. Reading as a type of speech activity is a simultaneous perception of a printed text, recognition of lexical and grammatical material in a speech relationship, understanding the integral content and meaning of a message by creating a subject image - the content of the text. In real communication, reading performs two functions: receiving information contained in the text (reading to oneself), and transmitting information extracted from the text to the listener (reading aloud). The first function of reading relates to listening, the second to speaking. As for the reading process itself, it is characterized by the interaction of at least two levels - sensorimotor and semantic, which are in a complex unity. The sensorimotor level, in turn, consists of several closely interconnected "links":

- link of sound-letter analysis,
- link holding, storing the information received (in memory),
- semantic guesses arising from this information,
- comparison, control (correlation of emerging hypotheses with this material).

The sensorimotor level provides the "technique" of reading - the speed of perception, its accuracy. The semantic level, based on the data of the sensorimotor level, determines the understanding of the meaning and meaning of individual words and the whole speech utterance. The complex interaction of these levels ensures the implementation of the reading process both from the side of the speed and accuracy of perception and identification (recognition) of the signs of the language, and from the side of an adequate understanding of the meaning that these signs carry. Speech activity, and therefore reading, has a definite structure, objective content, speech mechanisms. There are 3 levels in the structure of speech activity: The first is the motivational link, the presence of motives and goals of action. The second level is indicative and research, the level of planning, the internal organization of speech activity. In reading, this level is realized in viewing





the text, its heading, defining the topic, making connections, predicting the content. The third level is performing. When reading, the student performs semantic processing of the text, using various actions. The result of working with the text is its understanding.

Books are the most accessible source of knowledge and useful information, however, this does not mean that reading them is an easy task. You need to know how to read books correctly. One of the rules of effective reading is choosing the right book. First, select a handful of reputable authors with a reputation, authority, and hands-on experience in learning and using the knowledge you need. Check out their biographies, visit social media for reading lovers, read reviews from readers and critics. Pay special attention to the content and description of the book (it can be indicated both on the cover and on the spread), find out if it suits you and if it contains the information that you need. One of the main rules for reading books is choosing a book that meets your needs and the corresponding goal setting.

Secondly, in the process of reading it is useful to underline, highlight, comment and write out the most essential and significant parts of the text. When you highlight important information, the material is better absorbed and remembered. Of course, active reading is not about reading fiction that you read just to relax. Active reading is more suitable for specialized and professional literature. Typically, when reading books, you can use mind mapping. They will help structure information that needs to be clearly understood and remembered for a long time. To better understand what you have read, Mortimer Adler, author of *How to Read Books, A Guide to Reading Great Writings*", advises you to follow three rules for reading books:

- Get an overview of the book and analyze its structure;
- While reading the book, look for a common language with the author and delve deeply into the essence of the text;
- After reading, form your own critical opinion of the book.

Correct reading of books presupposes moderation - so that it is clear that you are not just reacting to the quotes and thoughts of others, but also producing something of your own. Also, if unknown expressions, phrases or words are encountered, you should find out their meaning and interpretation. Look at the links and notes, usually there is interesting, and most importantly, useful information.

Basic dynamic reading techniques:

- Practicing the skill of instantly highlighting the main idea of the text, cutting off useless information and reading effective and useful information.





- Elimination, regression, stops, recurrent eye movements. With the classic way of reading, reversions to previous words are common, which significantly slows down the reading speed and reduces the comprehension of the read text.
- Expansion of the field of view. Special exercises are used (for example, the Schulte table) aimed at expanding the angle of view to two or three words, pages. Thanks to this skill, a reader who reads in one gaze can capture much more information than a reader who does not have this skill.
- Viewing reading. Scanning without focusing on text with low informative load.
- Suppression of internal articulation - development of a different reading strategy: I see the word - I see the image of the text - I understand the meaning. The average reader has the skills to read like this.

The word reading technique contains following basic elements:

- Knowledge of the reading direction (from left to right);
- Knowledge of all syllables of fusion inherent in the language, and the ability to pronounce them;
- The ability to break any word into separate letters and fusion syllables.

Ignorance of any element of the word reading technique leads to mistakes, due to which serious difficulties can be experienced. In the process of reading, two sides can be conditionally distinguished: technical (correlating the visual image of a written word with its pronunciation) and semantic, which is the main goal of the reading process. There are several types of reading errors:

- 1) Replacements of letters close in configuration;
- 2) Difficulties in distinguishing letter marks;
- 3) Reading by letter;
- 4) Distortion (permutations, insertions, omissions);
- 5) "Jams" 6) Errors when reading by guessing;
- 7) Difficulty reading comprehension;
- 8) Slow reading pace;
- 9) Difficulties in reproducing text;
- 10) Regression, i.e. going backwards in order to clarify a previously perceived word;
- 11) Along with a positive meaning, the use of a semantic guess often leads to word substitutions, omissions, permutations of letters in a word, i.e. there is a subjective introduction of meaning in the process of reading. This happens when the semantic guess is not sufficiently controlled by the visual perception of what is being read.



## Conclusion

Summing up this work, we can say that reading plays an important role in the life of every person. As a result, reading turns into a complex speech skill, which consists in the progressive solution of semantic problems, which in their totality enrich the theoretical and practical experience of the individual. It turned out that it depends on the technical and semantic side. Without making mistakes in these aspects, you can be fluent in reading, which will contribute to personal development and increase your horizons.

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