The Use Of Authentic E-Texts To Develop Reading Skills Of The Students Of Non-Linguistic Specialties

Sabohon Abdillajonovna Sharipova
Lecturer Of Namangan State University, Uzbekistan

ABSTRACT

The article discusses with the problem of the development of students' academic skills necessary for reading and understanding texts on professional topics in electronic format. The exercises for pre-reading, while reading, and post-reading tasks were given to analyze the information extracted from the authentic texts.

KEYWORDS

Authentic e-text, activity approach, non-linguistic course, practice, reading, reading skills.

INTRODUCTION

The development of students' academic skills necessary for reading and understanding texts, extract information from authentic texts is one of the key directions in teaching students of non-linguistic specialties of the university, the purpose of which is to train competent specialists, competitive professionals who are able to find, analyze and use high-quality information in a foreign language in their professional activities.

MATERIALS AND METHODS

Before, translation was an actual form of work with information in a foreign language. With the advent of electronic means of information processing, this type of educational activity has lost its former meaning and purpose at all. Students actively use Yandex and Google applications, which greatly facilitates and speeds up the process of extracting information "encoded" in a foreign language. However, its quality is lost, the meaning is often distorted, a superficial attitude is formed both to the source of information itself and to the study of a foreign language in general.

Since a modern person has to increasingly deal with electronic media, the Internet, it is necessary to teach students not only to understand a foreign language text in the original, but also to develop the ability to critically evaluate information received from an electronic resource. In this regard, it is necessary to form the students' ability to determine the genre characteristics of the text, to distinguish opinion from facts, to draw their own conclusions, comparing the information received with the already existing knowledge, personal experience, to express their own attitude to what they have read.

In order to develop students' the academic skills necessary for reading authentic electronic texts, we should begin with the selection of sites, containing information that is interesting for students. Text materials should correspond to the main sections of the basic course in a foreign language for freshmen, be adequate in terms of complexity, motivate students to read electronic foreign language sources in their specialty, and also serve as a basis for the development of

receptive and productive types of speech activity [3].

The process of developing students' reading skills in the format of an authentic electronic text includes a system of special tasks for classroom and independent work.

The first stage is devoted to mastering the lexico-thematic basis of an electronic text, which includes:

- Nouns that reflect the interface and structure of the site (search engine, link, homepage, layout, tab, section, hyperlink);
- Verbs of actions on the site (surf the Internet / Net, visit a website, go to www, work online, enter a password, log in / on / off, click, scroll up / down, download files, browse, find) …

After mastering this group of lexical units, students have to explore independently the foreign language portal proposed by the teacher with the search for information that reflects the structure and quality of its source: what kind of site it is, who owns (organization, country), what kind of information it contains, to whom it was addressed, when the latest publications have been made, etc. Site navigation tasks and questions are formulated in a foreign language:

- Go to www … What kind of media is it? (News, travel, advertizing, review).
- What is its structure? (Use the homepage tab)
- What's the target audience? (Teens, students, travelers, scientists, music fans)
- Who does it belong to? (Analyze information at the bottom of the homepage)
- Go to … rubric and find the information about …

➢ What's the style of the text? (Formal - informal? Facts - opinion?)

While having determined the address and nature of the electronic source, students search for the necessary text information using the heading list of the main page. Then they will carry out a detailed analysis of the content of a specific electronic text, to determine the semantic relationship between its individual elements. The sequence of exercises for independent work may look like this:

1. Read the text, define the topic of each paragraph, choosing from the proposed options (one of them is superfluous).
2. Highlight 3 keywords of each paragraph fill in the table:

Paragraph number:

Word meaning;

3. Answer the questions about the content of the text.
4. Complete the tasks to identify true / false statements.
5. Which of the following sentences reflect the main message of the text?

Depending on the level of preparation of students, tasks for the text can be formulated in a native language or in a foreign language.

RESULTS AND DISCUSSIONS

In the classroom, the understanding of the text read by the students is monitored, the quality of the assignments for independent work is checked, the lexical and grammatical constructions necessary for discussing and expressing one's own opinion are worked out. Next, the exercises are performed, the purpose of which is to develop the ability to generalize the information received and express value judgments.

Job options:

• Express what you have learned new from the text in one sentence,. (Five learnt about / that …)
• Describe briefly the content of the article (3-5 sentences). (The article deals with information / tells / informs about … / describes …)
• Look through the text again, what did you already know from what you read, what information is new? Fill the table below:

KNEW	WOULD LIKE TO KNOW	HAVE KNOWN
1 2 3	1 2 3	1 2 3

We know that the information received is updated mainly through the use of discussion forms of organizing educational activities.

According to studies on the peculiarities of the formation of critical thinking in education and

business, the most effective form of organizing activities is group discussions. [2].

Situationally conditioned communicative activity in the classroom mode motivates students to communicate in a foreign language, provides an opportunity to exchange opinions and to express their own point of views.

Group forms of educational activity allow students with a low language level to feel more confident. Students with stronger basic knowledge have the opportunity to realize their potential, productively influencing the overall result without unwanted dominance. Students of the "beginner" category it is advisable to allow the discussion in the group in the native language with the condition of the subsequent presentation of the conclusions in a foreign language by each participant in the discussion.

The next stage includes expanding the information extracted from the text with information and facts from other sources. As the assignment for independent work, students have to independently search for additional information on the topic under study.

After discussing the information received at the next classroom lesson (in pairs, groups, in a discussion format), information is transferred to a new context by performing tasks aimed at expressing one's own opinion and attitude to the information received.

At the final stage, students create (orally or in writing) their intellectual product in a foreign language (in pairs, groups, individually):

- Pros and cons in solving the problem (table "pros" and "cons");

- A description of one's own attitude to the topic concerned;
- Making a forecast for further research in a particular scientific area;
- Proposing other ways to solve the problem;
- An official letter to the author of the publication;
- Composition, essay, etc.

The degree of complexity of the final product is determined based on the interests, needs and level of preparedness of students. This article does not claim to be a complete description of the process of forming academic skills to work with authentic electronic text when teaching a foreign language to students of non-linguistic specialties, but it is a system of exercises that has been tested in practice, which gives a positive result in teaching students of the Faculty of Natural Sciences of Namangan State University. We need to select authentic texts taking into account the interests, needs of students and their language level, contributes to the formation of motivation both for reading authentic electronic texts and for studying a foreign language in general.

CONCLUSION

The use of the above-described system of exercises allows students to teach them how to search and work on reading authentic professionally oriented information in electronic format, to optimize the independent work of students with text materials, ensuring the effectiveness of learning foreign language, and also serves as the basis for further professional and personal development of university graduates.

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