UDK: И 37.02

PSYCHOLOGICAL AND DIDACTIC PROPERTIES OF READING COMPETENCE IN THE PREPARATION OF A FOREIGN LANGUAGE TEACHER

Mirsalikhova Robiya Timurovna
Student of Uzbekistan State World Languages University

The development of reading competence holds significant psychological and didactic properties in the preparation of a foreign language teacher. These properties intersect to shape a comprehensive approach to language pedagogy, emphasizing the multifaceted nature of reading skills acquisition and its implications for effective foreign language instruction.

This article: *examines reading competence from the point of view of didactics and psychology, where the most important role is played by such properties as the formulation of goals, communication and the motivational nature of the material being studied. It discusses the issues of goal setting, communicative competence and the motivational component for the implementation of a full-fledged educational process.*

Key words: *Internal motivation, external motivation, cognitive domain, affective domain, formulation of goals, communicative competence, Benjamin Bloom*

INTRODUCTION

Today in modern education there is an acute issue of not only teaching schoolchildren, but also nurturing the personality of the future graduate: proactive, active and motivated for success and a career in the future. To do this, the teacher should not give the student completely ready-made information. The student needs to be introduced to methods of obtaining information that would require him to select it, comprehend it, so that in the future the student can apply the acquired knowledge in life, profession, etc.

In this regard, the teacher must structure the educational process in the classroom in such a way that students who accumulate new knowledge develop skills, the ability to demonstrate their knowledge on a topic, the ability to express their thoughts, ideas, and question certain assumptions. The teacher must understand how to organize the activities of students in the lesson to improve their understanding and awareness of what they are doing and why. Schoolchildren must be able to think, analyze the level of their achievements in learning, and be responsible for their own education. They must be able to talk about what they have learned, be able to connect new knowledge with past experiences and apply it in everyday life.

What should be the methods and techniques of educational and educational activities? A psychologist from the University of Chicago, Benjamin Bloom, thought about this in the 50s of the last century. He believed that if there were no special

methods and techniques of training and education, it is unlikely that people could reach those heights, having conquered which, they became famous.[4]

Benjamin Bloom's research led him to create a model of educational and educational techniques that helped develop the talents of people who later became outstanding. This model was called "Benjamin Bloom's Taxonomy of Levels of Cognition" and was later proposed by a group of American scientists led by B. Bloom for use in pedagogical practice.[5]

MAIN PART

The process of professional training of a foreign language teacher is studied as a multifactorial process, all components of which are in complex relationships with each other. One of the most important competencies in the linguo-didactic level of students of philological universities is professional competence, where the following conditions are considered as the most important factors in the didactic features of reading competence.

The didactic properties of reading competence extend to the integration of language skills, as evident in the research of Richards and Rodgers (2001). It emphasizes the seamless integration of reading with listening, speaking, and writing skills, offering foreign language educators a framework for the creation of cohesive, well-rounded learning experiences informed by communicative language teaching methodologies and the communicative competence paradigm.

When determining the psychological and didactic properties of reading competence, we can distinguish

1. Formulation and system of goals;
2. Communication skills;
3. Motivational nature of the material being studied.

The formulation of goals, issues of goal setting and goal formation directly and directly relate to any branches of knowledge that study and describe the conscious activity and behavior of a person (or other organic system). As a general scientific category, a goal is characterized as an idea of the state to which a given system strives and for the sake of which it exists; the definition of a goal as an anticipation in thinking of the result of an activity and the way of its organization using certain means has the same meaning. A goal integrates various human actions into some sequence or system.

A review of the works of didactics and psychologists showed that there are many variants of definitions that depend on the generality of the approach when the author formulates this definition of the goal. The common understanding of the goal is the fixation of a new qualitative or quantitative state in which either the system itself or the person himself should find himself as a result of certain actions, self-changes, external influences, etc., i.e. The goal, according to the general understanding, is the desired state of the system in the future.

---

[4] https://educationaltechnology.net/blooms-taxonomy/
[5] http://www.bibguru.com.s3-website-us-east-1.amazonaws.com/blog/blooms-taxonomy/

In the process of learning as a special human activity, the category of goal performs the function of dynamic orientation of this process. At the same time, in the basic connections "end-means" it is necessary to express the general concept of "means" with specific pedagogical and didactic concepts: "educational material", "methods" and "organizational forms of teaching".

Human cognitive development represents the unity of knowledge, beliefs and practical actions. It is the change and development of the student's personality as an anticipated, future result, a product of educational and cognitive activity that acts as goals - the effects of this individual activity. In a single cognitive activity, motivational-value, conceptual-logical and operational-cognitive components are distinguished. Cognitive structures formed in a person are both the result of a person's active reflection of objective reality and the basis for the regulation of activity. This regulation of practical activity presupposes: a person's understanding of the properties and relationships inherent in real objects (a person's conceptual relationship to an object); assessment of this object from the point of view of the needs and goals of society and people; the standard of the personality being formed, allows you to adjust the educational process based on comparison of the practically obtained results with this standard. The degree of coincidence of the results obtained with the set goals characterizes the effectiveness of the pedagogical process. If there is no such coincidence, it means that means of achieving them that are adequate to the goals have not yet been found and, therefore, further work is necessary to identify them.

One of the most famous ways of setting goals is offered today by pedagogical technology, the essence of which lies in the idea of complete controllability of the educational process. It consists in the fact that learning goals are formed through learning outcomes expressed in the actions of students, and those that the teacher or some other expert can reliably identify.

The practical implementation of this method is solved through the construction of a clear system of goals, within which their categories and successive levels are identified. Such systems are called pedagogical taxonomies. One of the most famous pedagogical taxonomies belongs to B. Bloom. This taxonomy covers the following areas of activity:

Cognitive (cognitive) area. These include goals ranging from memorizing and recalling learned material to problem solving, which involves rethinking existing knowledge;[6]

Affective (emotional-value) area. It includes the goals of forming an emotional and personal attitude towards the phenomena of the surrounding world, ranging from simple interest and readiness to respond to value orientations and relationships, their active manifestation.[7]

Currently, before a researcher solving the problem of modeling the content of education and the learning process itself, in methodological terms, the priority task is

---

[6] https://psichologyanswers.com/library/lecture/read/56240-what-is-the-difference-between-cognitive-and-affective
[7] https://psichologyanswers.com/library/lecture/read/56240-what-is-the-difference-between-cognitive-and-affective

to build a system of activity goals, which, on the one hand, would reflect the relationship between the cognitive and affective areas of pedagogical tasks, and on the other, would have direct access to the main components of educational content.

The multifaceted nature of goal setting dictates the need to define the goal of teaching a foreign language as a set of competencies. The concept of communicative competence, which assumes a hierarchical relationship between its constituent components, makes it possible to clarify the connection and correspondence between the stage of learning and the hierarchy of language education. Appeal to the system of descriptors formed by competencies gives the student a real opportunity to obtain an objective idea of the results achieved in relation to each type of speech activity. The degree of development of competence determines the level of foreign language proficiency relevant for various learning conditions. The problem of determining proficiency levels as goals is extremely relevant in connection with updating the content of language education. The reorientation of the Russian language education system to the new educational program of the 21st century led to the transition from the two-level Russian model (I.Ya. Bim, A.A. Mirolyubov) to the six-level pan-European model of language education (Council of Europe). In accordance with the purpose and objectives of teaching a foreign language at a language university, based on the research of Russian scientists (V.V. Safonova, K.S. Makhmuryan, V.S. Tsetlin, A.S. Karpov, etc.) on the student's communicative competence (CC) -philologist we classify as KK Threshold (B1) and Advanced (C1).

To implement level-based teaching of a foreign language, it is necessary to ensure the interpenetration of communication and motivation.

The motivating factors of this technique are: - the text is focused on a specific reader; — information richness (conceptual, emotive, axiological, factual); — communicative nature of the text; — the universal nature of the text; - the ability to achieve understanding; — motivated independence (E.I. Passov); — organization of reading an authentic practice-oriented text according to the model of a real act of communication; — demonstration by the teacher of his own reading interests; - connection with the future specialty.

The motivational component is the initial one from the point of view of implementing full-fledged educational activities, because reflects the individual's attitude to the process and result of his educational and cognitive activity, and also contributes to the integration of external and internal motivation. The correlation of the levels of presentation of language material with motivation factors is extremely relevant in the context of the new educational paradigm (J. Piaget, L.S. Vygotsky, V.K. Vilyunas, B.I. Dodonov, L.I. Bozhovich, S.L. Rubinstein, and etc.).

Logical-semantic model of motivation B.I. Dodonova served as the basis for identifying and developing motivational orientations in the process of teaching a foreign language. The proposed methodological system for working on an authentic practice-oriented text is organic for the language educational process, because is based on the idea of text perception as a communicative act and represents the

activity of a foreign reader in mastering the text as the implementation of basic strategies for understanding (cognitive, social, affective) and the application of basic types of reading in accordance with target settings.

In the context of traditional didactics and methodology, the following main criteria for selecting a text are defined: suitability of the text to the age of the students, content, information content, problematic, cognitive, linguistic accessibility, etc. These criteria have not lost their relevance.

However, due to the expansion of targets in the field of teaching reading, changes in the qualitative and quantitative spectrum of types of reading, and the identification of the main types of reading (introductory, search, study), the above criteria for selecting text are not enough.

Claiming to have a complete and unambiguous solution to this problem, we adopted in our study a set of criteria for selecting text that correspond to the goals of teaching reading in the context of modern language education for language specialists.

CONCLUSION

In conclusion, the literature illuminates the psychological and didactic landscape of reading competence within the preparation of foreign language teachers. The synthesis of psychological properties—such as cognitive engagement, linguistic empowerment, and cultural understanding—with didactic properties—such as experiential learning and integrative skills development—underscores the pivotal role of reading competence in shaping effective language pedagogy.

Based on B. Bloom's taxonomy, which identifies cognitive and affective areas of activity as the main criterion for selecting a text, we identify a number of text features that contribute to the development of cognitive and affective strategies for understanding the text.

These studies collectively underscore the transformative potential of reading competence, enriching the learning experiences of foreign language educators and their students.

REFERENCES:

1. Bloom, B. S.; Engelhart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Vol. Handbook I: Cognitive domain. New York: David McKay Company.

2. Bloom's taxonomy. https://educationaltechnology.net/blooms-taxonomy/

3. Dzemila Okanovic (2023). What is Bloom's taxonomy?. Paperpile LLC.

4. Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching. Cambridge University Press

5. What is the difference between cognitive and affective?. https://psichologyanswers.com/library/lecture/read/56240-what-is-the-difference-between-cognitive-and-affective

6. Бим И.Л. Методика обучения иностранным языкам как наука и проблема школьного учебника: опыт системного структурного описания. -М.: Русский язык, 1977.-288 с.

7. Додонов Б.И. Структура и динамика мотивов деятельности//Вопросы психологии. 1984. № 4.

8. Карпов А.С. Психолого-методические проблемы в подготовке будущих учителей // Иностранные языки в школе. — 1997. № 3. — С. 62 — 67.

9. Махмурян К.С. Проблемы и перспективы подготовки учителя ИЯ // Преподавание и изучение ИЯ: традиции и новации. М.: МГЛУ, 2002. — С. 65 - 68.

10. Юнусов, М. М., Бахромова, Б. Х., & Мирзошарипова, М. Ш. (2022). ФАРҒОНА ВОДИЙСИ ЧЎЛ, ТОҒ, АДИРЛИКЛАРИДАГИ БИОТОПЛАРДА УЧРОВЧИ ЎРГИМЧАКЛАР РЎЙХАТИ ВА УЛАРНИНГ СИСТЕМАТИК ТАҲЛИЛИ. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 2(6), 223-229.

11. Мирзошарипова, М., & Ахмаджонова, С. Ш. (2022). ЎРГИМЧАККАНАНИНГ БИОЭКОЛОГИК ХУСУСИЯТЛАРИ. O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI, 2(13), 707-711.

12. Mirzosharipova, M. S. (2023). TUYAQUSHLARNING KASALLIKLARI VA TUYAQUSHCHILIK SIRLARI. Solution of social problems in management and economy, 2(6), 70-73.

13. Ma, M. (2022). TUYAQUSHLARNING BIOEKOLOGIK XUSUSIYATLARINI O'ZIGA XOSLIGI. IJODKOR O'QITUVCHI, 2(24), 317-323.