WAYS TO IMPROVE THE TECHNIQUE OF EXPRESSIVE READING OF TEXTS IN ENGLISH

Muminova Mahliyo
PhD student at Namangan State University

Annotation
This article presents some thoughts on the ways to improve the technique of expressive reading of texts in English, the ability to distinguish the complexities of interference associated with translation in any context, regardless of the thematic orientation of the text, using grammatical formulas and commonly mistranslated words, combinations, sentences and turns.

Keywords. Expressive reading, polysemy, linguistic landscape, semantic structure, receptive lexical units, speech activity.

The study of lexical polysemy requires improvement in terms of the typical complexities of polysemy based on reading English texts. The fact that lexical polysemy has so far been studied only within the framework of one language, and none of them has been conducted in connection with reading English texts, once again confirms the relevance and necessity of the study.

The difficulty of mastering polysemous vocabulary when perceiving graphic material is that students of non-philological faculties, when mastering the polysemous vocabulary of a foreign language, try to isolate a separate segment of the linguistic landscape of the world that is still unfamiliar to them and generalize it with the world landscape of their native language. This is precisely the situation that hinders the teaching of a foreign language (in this case, English) and is considered one of the main difficulties in understanding the meaning of polysemantic words in English. In the analysis of the types of primary and derived (related) meanings of a polysemantic word, in order to practically master the language, it is necessary, first of all, to know the main, primary meanings of the word. The related or derived meaning of the word does not give a complete picture of the semantics of the word and does not allow for the correct interpretation and appropriate use of the word in

E CONF SERIES

International Educators Conference
Hosted online from Toronto, Canada
Website: econfseries.com   7th June, 2025

speech. It is known that polysemantics exist in every language, including English, Uzbek and Russian. When comparing these units, it can be seen that some meanings of polysemantics are very far from each other and are not related to each other2. Sometimes it seems difficult to understand exactly which meaning a particular word has when reading and teaching polysemous words. The regularity of polysemy, confirmed by extensive empirical material, reflects the deep essence of this concept, which is not limited to demonstration, but also shows that it is a separate system that affects the essence of the organization of natural languages, as well as human consciousness and thinking.

Taking polysemy as a universal phenomenon as a basis, it is assumed that the system and regularity of lexical polysemy are implied. In turn, these aspects of polysemy are a specific reflection of the relative systematization of the lexicon in English, Uzbek and Russian. Based on existing research, it became clear that the reasons for the emergence of polysemy are as follows: the first is the principle of economy, and the second is its dependence on human cognitive activity. The inevitability of polysemy in language can be explained by two contradictions: on the one hand, the infinity of consciousness, and on the other hand, the limitation of language units, due to which the same sound complex with an expanded semantic structure turns out to be multifunctional. The primary and secondary meanings of polysemantic words that students of non-philological faculties may encounter when reading texts in English were studied.

Reading as an independent type of speech activity, the process and product of recognizing receptive lexical units in reading English texts, the specific aspects of perception, recognition and understanding of polysemantic units were studied. The study of types of reading and types of materials for reading was determined by the State Educational Standards and curricula of foreign languages, the level of reflection of materials allocated for the English language in them. By analyzing the English curriculum from the perspective of the problem under study, it was determined that upon completion of the foreign language teaching course, the final result is to extract the necessary information from the given graphic material. However, the program does not provide for the study of lexical polysemy in the mastery of graphic material. This article also identifies specific tasks for preventing

student difficulties in learning polysemantic vocabulary; some methodological recommendations are given to prevent such difficulties and errors. The practical focus of teaching reading requires focusing on the task of extracting relevant, necessary information from a text related to the subject.

During the research, we determined the main task of the student - to be able to distinguish the difficulties of translation interference in any context, regardless of the thematic orientation of the text, using grammatical formulas and commonly mistranslated words, combinations, phrases and turns. To avoid such difficulties, it was proposed to adhere to the following methodological recommendations:

pay attention to words that are often mistranslated due to their polysemy, incorrect analogy with other words or cognates, or incorrect graphic perception, and lead to a misunderstanding of the original thought;

pay special attention to functional words and combinations that provide logical coherence and clarify the thought within a single sentence;

analyze each new text as if it were a complex text related to a specialty, while considering all linguistic phenomena occurring in this text, even when the content of the text or sentence is self-evident;

focus on mastering the general laws of the language and the style, pronunciation, vocabulary and grammatical structure of this text, rather than on revealing the meanings of specialized terms specific to specialized literature;

translate texts not mechanically and intuitively, but by identifying all the features specific to specialized literature. To train to work on developing the skills of a conscious approach to the text, to improve the ability to distinguish all its forms, turns and constructions.

The formation of such skills and abilities at the first stage of language learning ensures the correct perception of the meaning of polysemantic words when reading English texts. In the study, we proposed the following conclusions aimed at ensuring the effectiveness of teacher activities in teaching students to use the dictionary rationally:

Improvement of motor movements associated with searching for words in the dictionary;

Performing operations to identify words by category;

E CONF SERIES

International Educators Conference
Hosted online from Toronto, Canada
Website: econfseries.com   7th June, 2025

Re-transforming the highlighted words into their dictionary form during reading;

Teaching students to use the dictionary in a limited way with the acquisition of receptive grammatical skills;

Teaching students to compress the text and understand the meaning of words based on the context.

As a result of the above conclusions, some methods were proposed that ensure independent understanding of the meanings of polysemantic words and help overcome the difficulties of interference in the reading process:

It is necessary to use monolingual (explanatory) dictionaries: they do not translate words, but describe the meaning of words, in which the meaning of the word is perceived as it is understood by native speakers of this language;

Perceiving the meaning of a word in a foreign language through translation, rather than interpretation, often creates a false idea of the semantic possibilities of the word, leads to a misinterpretation of its main, primary meaning, which hinders the correct use of the word;

Instead of mechanically memorizing the translation of all related words, one should try to clarify the main meaning that connects them;

It is necessary to develop the ability to determine the main meaning of a word, which will help to correctly use the word in the desired sense.

In our opinion, communication is inevitably reflected in the language, including in the polysemy of words, to express the accuracy of human experience with language tools, the lexicon expands not only quantitatively, but also qualitatively. Thus, the following conclusions were drawn:

Reading, like writing, is a complex psychic process, which includes several interconnected levels ("syllables"). On the one hand, reading is a process of direct sensory cognition, a process of "specialized" perception, and on the other hand, an indirect reflection of reality. At the same time, reading is, first of all, a process of meaningful perception of written speech. Reading is a specific form of communication, inextricably linked with listening, writing and, to some extent, speaking, which, as types of speech activity, complement each other in many ways. If writing is a kind of "re-transcription" of an oral text into a written form, then reading is a form of transferring written speech into oral.

International Educators Conference
Hosted online from Toronto, Canada
Website: econfseries.com   7ᵗʰ June, 2025

Students should acquire the skills of working with a dictionary, and also rely on language intuition to determine the contextual meaning of a polysemantic word.

Reading is always aimed at perceiving a ready-made speech message (not at creating it), at obtaining information.

A distinctive feature of reading is that the assessment of the success of its implementation is subjective and is expressed in the student's satisfaction with the result obtained - the achieved level of completeness and accuracy of understanding. The student must be able to imagine the internal form of a polysemantic word and, on this basis, determine its relationship with other words.

Special exercises are required to develop the mechanism of associativity in students.

REFERENCES

1. Mirtozhiev M. Uzbek tilida polysemy. – Tashkent, 1975. – 140 b; Alikulov T. Polysemy of nouns in the Uzbek language. Abstract of Cand. Philological Sciences Dissertation. – Tashkent, 1966

2. Zimnyaya I.A. Key competencies – a new paradigm of educational results // Higher education today. 2003. – No. 5. – P.12-13

3. Breal M. Semantics. Studies in the Science of Meaning. – N.Y.: Dover. Publ., 1964. – 217 p.

4. Afanasyeva S.P. Regular polysemy of abstract nouns with the meaning of a process. Abstract of Cand. Philological Sciences Dissertation. – L., 1984. – 15 p.

5. Vinogradov V.V. Basic types of lexical meanings of a word / Vinogradov V.V. Selected works // Lexicology and lexicography. – M., 1977. – P. 162- 189

6. Apresyan Yu.D. Lexical semantics: synonymous means of language. – M.: Science, 1974. – 464 p.