

DEVELOPING CRITICAL THINKING THROUGH READING

Tokhirova Iroda

Student of the University of World Languages

Currently, the goal of training a specialist who speaks a foreign language, including an Oriental language, is the formation of not just communicative, but social, intercultural competence, which undoubtedly includes communicative. As the process of globalization progresses throughout the world, there is a tendency to switch to intercultural education, which inevitably entails the need for certain changes in the system of teaching a foreign language. The use of innovative technologies for teaching foreign languages in a modern school is based on the development of relations between teachers and students. The criteria for the selection of methods (technologies) are interactivity, activity-based nature, focus on supporting individual development, freedom to make an independent decision, choice of content, method of teaching.

Improving the system of teaching the Oriental language as a whole, we have to think about changing all its components, particularly: introduce new content, methods, tools and forms of training. Special attention should be paid to the development of tools – textbooks of a foreign, in our case, an Oriental language.

From our point of view, modern methods of teaching Oriental languages should be carried out taking into account the following factors:

Improving the effectiveness of grammar teaching.

With regard to mastering a foreign language, some methodologists, and now sometimes declare that all statements about the specifics of Oriental languages are "from the evil one", it is only necessary to properly master the grammar of the language, learn a sufficient amount of vocabulary, and a specialist will be ready to work with this language. This is certainly a simplified approach to the problem of teaching Oriental languages.

Teaching any foreign language, including Korean, is inevitably associated with learning to translate texts into Russian, regardless of which university and students of which specialization it is taught. It should be noted right away that none of the universities where the Korean language is currently being studied specifically teach literary translation (translation of fiction or poetry), unless it happens in some optional classes.

Forming the right context.

The most difficult moment in the practical development of the Korean language is not the volume of hieroglyphics, symbols, letters or grammatical constructions, but the development of the ability to correctly enter the context. The context, determining the behavior of a person in relation to other participants in communication and the content

of his utterance, affects the choice of certain grammatical and lexical means for the design of this utterance. It is the context that makes it possible to distinguish the external, superficial, lexical and grammatical content of the utterance from its true, deep essence. When teaching Oriental languages, students should understand the difference between traditional and functional grammar. The task of teachers is that in order to successfully teach Oriental languages, it is necessary to create a functional grammar, in other words, such grammatical descriptions of the Oriental language that would be focused specifically on speech activity, both oral and written. When teaching translation, we should orient students to the fact that translation is not just the automatic transformation of certain information from one language to another, but, first of all, it is the transfer of the idea of something from one culture using a certain linguistic system to another culture.

Development of critical thinking through reading.

This technology is an effective means of forming the research position of students.

It is difficult for a student to hear a real Oriental speech, except in the lesson of the language being studied. The given circumstance is really able to slow down the "entry into the language".

Therefore, the text is given a priority role: it is read, retold, analyzed, transformed, interpreted, debated, etc. The student needs to understand the text, develop his own opinion, it is extremely important to be able to listen to another point of view. The role of the teacher in this case is coordinating. A popular method of demonstrating the thinking process is the graphic organization of the material. Models, drawings, diagrams, etc. reflect the relationship between ideas.

Active application of optimal translation techniques.

Indeed, in any language there are layers that are relatively freely translatable — grammatical and artistic equivalence in the translation of such constructions is achieved without much effort due to the presence of adequate appropriate linguistic means in the translation language. So, in the field of the vocabulary component of the language, individual lexical units, collocations, stable cliches, phraseological turns, etc. are transmitted in various ways known in translation science: by calcification, hyponymic and hyperonymic translation, by assimilating or descriptive translation, etc. Eastern languages are "famous" for the hidden content of the text. The study of the "hidden" in texts, understanding the essence of language units will contribute to improving the effectiveness of translation solutions. Therefore, when translating, you should pay attention to various effective techniques that will allow the student to choose the right method of transmitting information from one language to another.

In conclusion, it is worth noting that with the necessary level of training of both teachers and students, with technical support for classes, with mutual interest and

proper motivation, we consider it possible to train highly qualified specialists in the field of Oriental languages.

Literature:

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