

METHODS OF FORMATION OF READING CULTURE

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ABSTRACT

The article discusses the need for Russian-speaking students to improve their oral and written literacy through the analysis of works of art, the formation of cultural communication competencies through the creation of dialogic and monologue texts, and the fact that works of art are spiritual nourishment.

KEYWORDS: *Reading, Comparative Analysis, Monologue Text, Dialogical Text, Creative Thinking, Speech Literacy, Spelling Norms, Intercultural Competence.*

INTRODUCTION

Today, in the process of education, we give priority to the formation of a culture of reading. Implementing several measures in this area in educational institutions will allow achieving the expected results. Resolution of the President of the Republic of Uzbekistan No. PQ-3271 "On a comprehensive program of measures to develop the system of publishing and distribution of books, increase and promote the culture of reading and reading." This decision highlighted the role of book culture in the spiritual life of members of society. This will make the students more interested in reading. Because the book is a means of spiritual and cultural development.

From year to year, deeper knowledge of the state language is becoming an urgent need for any specialist. There is also a strong emphasis on the need to move to the study of Uzbek literature in Uzbek language classes in higher education institutions, and to approach the literary text in Uzbek as a work of art. It is well known that all the cultural and historical experiences of mankind are recorded in books. Students will be able to master this experience by reading a book. To do this, students need to be mentally and emotionally active. As a result of mental and emotional activity, students strive to master the cultural riches and knowledge expressed in books.

Indeed, fiction is a source of spiritual and moral education, aesthetic pleasure, and intellectual activity, as well as an important tool in language learning.

Let's take a look at how to conduct a comparative analysis of Uzbek and world literature in order to increase students' vocabulary, the boundaries of thinking, ie the use of the state language, and the formation of intercultural competence. The Story in the epic and L.N. The comparative analysis of excerpts from Tolstoy's epic "War and Peace" can use technologies such as "Brainstorming", "Cognitive Map", "Insert", "FSMU", and "Cluster". These methods are used in the classroom to help students think freely, and feel the meaning and power of words. As

students work with literary texts, they also develop spelling patterns through their visual memory.

Some Russian students in educational institutions are not able to communicate freely if they know enough Uzbek words and are able to converse on a specific topic. This is because students are not able to feel the speech situation in the first place. In addition, they do not have intercultural competence. Only if students get acquainted with the examples of Uzbek literature as a literary text, they can develop intercultural competence. they can also feel the task assigned to them by the Uzbek word.

Alisher Navoi's epic "Lison-ut tayr" is one of the most complex works of the writer. This work was written in 1498-1499. There are so many good stories in this book. The small volume of the poet's works, as well as the stories of historical figures, have a great influence. One of the philosophical stories in this epic is about a chessboard:

“Two chess players opened a chessboard, sat down on opposite sides, and in the middle poured chess pieces. A king was assembled on each side of the throne, and they had servants and armies like kings. Each had one straight minister and one crooked fard.

One of the two kings was the king of the Romans (whites) and the other was the king of the Zangs (blacks). The master gathered the king and the other pieces and lined them up on the board, giving them ornaments.

After that, the opponents rode on the field, where they played a variety of games. It was like a battlefield and a fortress. One side is trying hard to beat the other. There were elephants, giraffes, ghosts, bears and pheasants in the ranks of the battlefield.

The armies were fighting each other according to the rules of war. One side was ambushing the other, while the other was trying to dismantle the army.

There was a lot of fun and games in the middle, but there were a lot of tricks and activities. The warriors and the commanders also attacked each other. It was as if two heroic kings were fighting an army.

There are so many armies and luxuries, castles, squares and cavalry, battles, retreats, on the right-wing, on the left-wing, and in the advanced part of the army, the same commotion. 'was fighting the Poles.

The son of each commander would go to the front lines and go to war before his father. He would take his father's place when the battlefield was occupied. An infantryman came from one direction and, with the help of a rotating wheel, showed heroism on the field, and alone could repel an entire army.

The battlefield was full of many coincidences, as if two angry kings were fighting. Each of them had a hundred young men who were born to fight. This kind of battlefield is rare. The wars are not so violent and the people are not so well-armed.

So much creativity, space, mutual animosity, and warfare — all — if the player decides to pick up the pieces and lift one end of the chessboard — all of them rise from the middle, or It's coming out!

Then neither war, nor enmity, nor the rules of warfare will remain. All the situations and rituals that take place, that is, the attack on each other on the battlefield, if you think about it, all this is nothing in the eyes of a sharp-minded person.

Because when the situation changes and the game is over for the master who plays it, they don't make any difference. The chess pieces are packed in a bag, the "king" can go down and the "pedestrian" can go up!

All of this is a sign of warmth, but a manifestation of it. So, look at this parable and think that the original warmth is a hundred thousand times more than that. If you come up with something out of the ordinary, then they have to re-think their position.

In class, students work with text. Use the Insert method to read and think about the text. Students use the following designation system in this method. (V) is a sign confirming that I know; (+) - new information symbol; (-) - a sign contrary to what I know; (?) - made me think. This is a sign that I need more information.

During the lesson, the teacher analyzes LN Tolstoy's novel "War and Peace", uses the technology of "Brainstorming", repeats the events and images, and introduces students to an excerpt from the work:

“People Between chariots and cannons, under horses, among the wheels, people in the form of fear of death crush each other, step on people who are dying, step on them a few steps, and so on. Inevitably, they would kill each other, huddle, and get stuck in traffic to move forward.

Every ten minutes, a cannon fired at these sleeping people, cracking and shaking the air, killing people and spraying blood on those who were closer.

The rest of the regiment consisted of Dolokhov, who was shot in the arm and left in the foot. The crowd dragged them to the entrance of the dam, where they stopped in a traffic jam as people were pulling a horse that had fallen under the ball. One cannon came after them and killed someone, and the other came forward and spilled blood on Dolokhov. The crowd pushed forward, squeezed, and stopped a few steps away.

Each of them thought that if I walked 100 steps from here, I would survive, and if I stayed here again, I would die.

The ice, which was barely carrying the soldiers, broke, and about forty soldiers, standing on the ice, plunged into each other and began to move back and forth. The cannons still roared and landed on the ice, in the water, often at the top of the dam, on the lake and on the shore. "

What do great writers like students A.Navoi and LNTolstoy mean to humanity through these works? Tell us about the idea of the chess story. Why did LN Tolstoy call the novel War and Peace? They answer questions such as explaining the hidden philosophy in Navoi's story. They create a monologue text. Students use FSMU technology to answer these questions. FSMU technology: Express your opinion; Give a reason for your statement; Give an example to explain the reason; It consists of parts like summarizing your idea. Students use Cluster in the classroom to ask, "How does fiction affect the morale of young people?" answer the question in writing. They create text. At home, they write an essay on "My favorite work." Homework is also given to form and translate dictionaries from both works.

Organization of literary auctions. This is an effective way to encourage students to read art. We can hold auctions on a specific topic or on a free topic. In both cases, the student's attention is drawn to the work of art. The auction can also include items belonging to the heroes of the work of art created by students, teachers and parents. Literary auctions can be organized in other forms as well. Each class taking part in the auction must present a specific piece of art. As a result, other students taking part in the event will be eager to read this work.

Literary evenings. We can include literary evenings in the pedagogical process of extracurricular activities. These activities help to develop students' reading skills. People's interest in oral art and writers' works of art is growing. It lifts the mood and enriches emotions and impressions. During these activities, students develop the ability to read monologues, role-play, narrate, and listen. The content of the work of art is enriched by songs and dances performed by students. Watching posters and screening books also help to systematically develop students' reading skills.

Since knowledge of the state language is becoming a vital need for any specialist, in this process it is best to move to the stage of studying Uzbek literature in Uzbek language classes, to approach the literary text in Uzbek as a work of art. Because fiction, whether in paper or electronic form, is a source of spiritual and moral education, aesthetic pleasure and intellectual activity, as well as of special importance in language learning. is also the engine. It is known that the culture and national mentality of a nation where any language is studied are fully reflected in the literature of that nation. In addition, the beauty and ingenuity of the language being studied are reflected in its artistic expression. the elimination of cultural alienation between them, the understanding of the national psychology of the people whose language is being studied, and the feeling of the spiritual roots of that people.

In conclusion, we can say that working with literary texts the formation of personality traits of students, strengthens their skills in the orthographic and spelling rules of the language, the formation of dialogic and monologue writing skills and expands their opportunities to use the state language, it is necessary to raise the level of literary education in order to achieve figurative thinking, speech literacy, to establish the teaching of literature in all higher education institutions.

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