

## CREASING THE READING COMPETENCE OF FUTURE TEACHERS

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### ANNOTATION

This article discusses methods of working on reading strategies.

**Keywords:** Reading competence, reading, book, foreign literature, strategy.

"The delivery of books to the regions is good, but the level of reading propaganda is insufficient. It is necessary to introduce our children to reading from kindergarten age, to primary school, to instill in them a love for the book. Only then will a reading culture be established in our society, people will return to the book."

Sh.M.Mirziyoev.

### INTRODUCTION

At present, in our republic, special attention is paid to increasing interest in reading, especially among the younger generation. The role of the book in the upbringing of an educated and intellectually developed generation is invaluable. After all, through reading, knowledge, and information are transmitted, the spiritual world of a person is enriched. President of the Republic Uzbekistan Sh. M. Mirziyoyev has repeatedly noted the need for special attention to ensure that, in addition to mastering the latest achievements of information and communication technologies, young people are interested in reading books, raising the reading culture of the population, placing the best samples of national and world literature on the Internet and promoting them. Modern educational standards of higher education are trying to regulate the requirements for professional knowledge and skills of a modern teacher as much as possible.[1]

In the course of educational activities (the discipline "Foreign Literature") and extracurricular work with a group of students, an assessment was made of the development of their reading competence as a set of knowledge, skills, and abilities that allow a person to select, understand, organize the information presented in a character-letter form, and successfully use for personal and professional purposes. The methods used (observation, questioning, conversation) showed that the students of the group rarely read aloud, have a low level of motivation for reading aloud, make intonation errors, mistakes in pronouncing sounds and words, read "technically" and not emotionally.

At the same time, competent, emotional reading aloud is a necessary skill for a future teacher who must organize systematic reading aloud.

In the psychological and pedagogical literature, it is detailed and scientifically proven that regular reading aloud develops the speech of students, increases their horizons, contributes to moral education, but it is impossible to achieve such results if they do not know the technique of expressive reading and are not motivated for such reading.

To solve the problem, it was necessary to create conditions for students to more often read aloud texts of various genres (fiction, scientific literature, journalism) and understand the importance of reading aloud as one of the components of the future teacher's professional skills. In search of a choice of a tool for solving the problem, we studied the characteristics of young people, representatives who were born and raised in the digital world. Numerous studies show that young people cannot imagine their lives without mobile devices, totally follow the recommendations of online media that form trends, and passionately crave recognition through social popularity [2].

Reading is a basic component of upbringing, education, and cultural development. It is an activity that forms and develops a personality, a tool for obtaining education and spreading culture, evidence of the formation of the communicative and professional competence of a specialist, a tool for achieving a person's success in life. The role of reading in the development of a child's imagination, mastering the language of classical literature, developing speech, and building one's model of culture is enormous.

"Why do many children read reluctantly and little, and literature lessons become boring for them?" - all methodologists ask a question and quite accurately determine the reasons for this sad phenomenon: "... a general decline in interest in teaching, an abundance of sources of information besides reading. Mass media (primarily television), video, and computers have an increasing influence on the growing personality. Passion for television and computer communications leads to passive perception, consumption, entertainment, but not development. Mass media information (primarily television), video, and computers. Passion for television and computer communications leads to passive perception, consumption, entertainment, but not development. The mass media with their strong emotional impact already creates a certain stereotype of perception, to oppose something to it, quite vivid, diverse aesthetic impressions are needed.

How can one make sure that a student can discover for himself all the riches of literature as an art form, learn to get aesthetic pleasure from meeting wise and cheerful books, and be able to extract the spiritual potential that writers, great thinkers, and humanists, laid in them?

The efforts of teachers should be directed not only to the formation of reading skills. This is a necessary condition for the formation of full-fledged reading activity, but working only on the skill of reading cannot fully ensure the development and formation of other equally important qualities of the reader. More and more modern methodologists conclude that it is necessary to focus on the formation and development of the student's reading skills.

In the structure of the reading competence of students, the following interrelated components can be distinguished: motivational, emotional-evaluative, cognitive, and activity. The motivational component is one of the main components of reading and includes the needs, motives, interests, desires of the student, which he is guided by when choosing work. The motivational component shows the formation of students' need for reading and, at the same time, the presence of the reader's independence in working with the book. [3]

The emotional and value component is associated with the degree of development of a personal emotional and value attitude to the works that children of primary school age get acquainted with. The cognitive component indicates the formation of the ability to fully perceive the literary text and interpret it, as well as the presence of the reader's outlook and literary ideas.

The activity component is manifested in the students' productive ways of reading; it is also determined by the quality of reading skills, as well as the level of independent possession of skills and abilities that contribute to the solution of communicative problems.

The content of the components of reading competencies indicates that none of them can be fully formed at school since this requires a wider life and literary experience. That is why, for students, it is advisable to talk about the formation of the foundations of reading competence.[5]

Synonyms are formed from the combination of the Greek words *syn* "together" + *onoma* "name", which is an important means of increasing the effectiveness of speech, a clearer, more vivid, logical, and diverse expression of thought. In the existing scientific literature, it is reflected that synonymous words in the working definition belong to the same category, are written, pronounced differently, but have the same or similar meanings.[6]

Now studying scientific heritage, socio-political activities, and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of modern intellectuals.[7]

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