

EXTRA-CLASS READING AT THE LESSONS OF LITERATURE IN THE MIDDLE CLASSES

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ABSTRACT

The article discusses the feasibility of extracurricular reading in literature lessons in the middle school. The problem of the fact that teenagers began to read less due to computerization, and ways to solve this issue are analyzed.

Thoughts are expressed that in the methodology of teaching literature, the position that literature lessons associated with extracurricular reading more actively contribute to the development of reading independence of students is firmly established.

Keywords: out-of-class reading, methods, techniques, debate, culture of reading, reader's interests.

INTRODUCTION

Literature acquires a special role in the formation of personality - in the education of the younger generation, in its development and education. At present, more and more often, "the first acquaintance with modern literature occurs through TV, computers and the media" [5] "raising the prestige of children's literature" is becoming one of the main tasks of the school.

Modern Russian literature, with its heightened emotionality and timely response to the events taking place in the country, is oriented towards the creative imagination of the younger generation. In this case, mastering the basics of teaching schoolchildren reading becomes one of the most important tasks of teacher training.

The question of whether it is necessary to acquaint schoolchildren with modern literature, today goes beyond the scope of the discussion, affecting only the compilers of programs, authors of textbooks and language teachers. In the age of television and computers, children, especially teenagers, read less and less, and society does not try to correct the situation, sometimes even aggravates it.

In the methodology of teaching literature, the position that literature lessons related to extracurricular reading more actively contribute to the development of students' reading independence, the formation of their reading interests, stimulate interest in reading, which, in turn, is the backbone of the school course, has firmly established itself in the methodology of teaching literature.

The purpose of extracurricular reading in literature is to introduce students to fiction, which is part of the reading circle of a modern student, to form an interest in the book and a positive attitude towards independent reading.

In the content of the program of extracurricular reading lessons at each stage of education, two main sections are distinguished:

1) reading circle - an indication of which books and in what order children should be introduced to at this stage of work;

2) knowledge, skills and abilities that are formed on this educational material.

An extracurricular reading lesson or a conversation on modern literature is the result of a large independent work of students.

The object of the study is the influence of extracurricular reading in literature on the formation of a schoolchild's worldview, interests, on the process of development and formation of a personality.

The subject of the research is the lessons of extracurricular reading in literature as one of the ways of personal development of schoolchildren.

The purpose of the study is to identify the features of the preparation and conduct of extracurricular reading lessons in high school.

Tasks:

- Consider the scientific literature on the methodology of extracurricular reading;
- To reveal the features of the preparation and conduct of extracurricular reading in literature lessons.

Extracurricular reading in literature in the middle classes.

Extracurricular reading lessons have long been included in the practice of teaching literature. They were organized by many teachers. A noticeable revival of extracurricular reading lessons was observed at the end of the 80s, when additional hours were introduced in the middle classes to discuss books read by students on their own. It became possible to conduct whole cycles of extracurricular reading lessons. The methods of extracurricular work (games, quizzes, crosswords, concerts, performances, competitions, etc.) began to be used more widely in the classroom.

Psychologist A.A. Leontiev identifies the following main areas of guidance in reading from a socio-psychological point of view:

- Education of the need for reading;
 - Expanding the content of reading and the direction of reader interests;
- improving the culture of reading;
- Organization of the information flow, target orientation of a certain type of book to a certain category of readers.

At each stage of literary education, all these areas are realized, however, each stage has its own specific tasks [3]. In the middle classes, the task of developing a personal approach to a literary work, the independence of aesthetic assessments, becomes especially important. The interests of schoolchildren, including those of readers, have already been formed. Underestimation of this fact when planning extracurricular reading lessons, choosing works for discussion and forms of conducting lessons can result in alienation between the student and the teacher.

Extra-curricular reading, if it is competently pedagogically and aesthetically oriented, opens up special opportunities for the realization of regional and individual needs, the general tasks of education. It gives freedom to choose a work, contributes to its holistic aesthetic perception and subsequent individual creative interpretation.

Extracurricular reading is a system of active diverse creative extracurricular activities. It includes a lively personal interest in visiting the library, classes in circles, studios, various reading clubs, literary, theater studios.

An extra-curricular reading lesson is a lesson held during the time allotted by the schedule, with the participation of the whole class, and each participant must do a certain job. But this name can be considered conditional, because in addition to the methods of a regular lesson, methods and techniques of extracurricular work in literature are widely used here.

Thus, it is possible to single out the tasks of extracurricular reading in literature:

introduce students to the riches of fiction;

cultivate a love and habit of reading;

To form in schoolchildren the knowledge and skills that ensure the independent development of artistic values;

To form ideas about literature as a sociocultural phenomenon that occupies a specific place in the life of mankind;

Develop artistic and creative abilities, imagination, aesthetic sense of schoolchildren;

Develop the skills of competent and fluent literary speech.

In the general system of extracurricular reading lessons and in the methodology for constructing each lesson, some regularities have been identified that make it possible to distinguish several types of lessons, in accordance with the goals and objectives that they solve, and also to determine the place of each lesson in the general system of extracurricular work in literature.

Introductory lessons.

These are lessons devoted to general issues of reading, elementary bibliographic training of students, and education of a culture of reading. N. K. Krupskaya spoke about the need for such lessons, calling them "library lessons". Students get acquainted with the history of the book, the organization of libraries, acquire the skills to use the catalog, receive advice on how to choose a book, how to read, what system to follow in reading.

In the middle classes, you should be taught how to use various kinds of bibliographic indexes. This would largely free students from wasting their time reading books of little art and little content.

You should carefully prepare for the introductory lesson so that it is a celebration of the book, its triumph. Preparation should begin from the very first days of the school year, if possible, with a short questionnaire: what students read during the summer, what they especially liked, what books they would like to read and discuss during the year. This enables the teacher to take into account the interests of students when planning extracurricular reading lessons for the academic year.

Book recommendation lessons.

The purpose of these lessons is to promote a good book among schoolchildren. In recent years, classes and conferences devoted to book recommendations have become widespread in the guidance of independent reading of students. They are often conducted orally, which allows the teacher to involve music, painting, photography and drawing. Such lessons and conferences have become not only a way to promote the book, but also an effective means of aesthetic education of students.

The methodology for conducting such lessons requires the use of various techniques: the teacher's own story about a book or writer, students' speeches with a story or report, artistic reading of passages, staging of individual episodes, accompanying the story with music, painting, film, reading annotations for new books, etc.

The first book recommendation session should be held at the beginning of the school year to point students to the best books and set a reading perspective for the year. These recommendations can include what some students have already read. Based on the results of a survey of students, the teacher selects a few of the best works read by a minority and recommends them to everyone.

The second lesson can be held in the middle of the school year. Often lessons in recommending a book should not be taught. The abundance of information is just as harmful as the lack of it. Recommendation lessons can be devoted to works of one topic or one genre. The work of one writer or poet can also be given a separate lesson. Students' speeches should be preceded by an introductory speech by the teacher, which will prepare students for the perception of new information and include them in the general system of knowledge.

Another means of recommending books is the exhibition of the books themselves. Beautifully designed showcases with books, posters with images of covers attract the attention of students. Such an exhibition can be used in the lesson and serves not only as an auxiliary element of the lesson, but also becomes an independent part of it. You can exhibit books on a recommendation list or on a single topic.

Thus, we can conclude that the recommendation lessons not only introduce a new work, but also, with the widespread use of music, painting, cinema, are also a means of moral, aesthetic development of students, broaden their horizons.

Lessons to deepen reading comprehension.

In the general system of extracurricular reading lessons, these lessons should occupy a leading place, since the main task of a language teacher is to teach students to deeply perceive what they read. The practice of conducting such lessons is varied. This is a lesson-conversation, a lesson-dispute, a conference, a competition of readers. In these lessons, expressive reading, artistic storytelling are widely used, students prepare dramatizations, literary compositions, quizzes, scripts, independently work on the composition and language of the work, etc.

The central place among the lessons of extracurricular reading should be given to the lesson-conversation and the lesson-debate, because. It is these forms of organization of reader's perceptions that provide the greatest activity and independence of students' judgment.

By talking with students about what they have read, the teacher can pose complex ethical and aesthetic problems for students and solve them, taking into account the degree of preparation and age characteristics of students.

The success of a conversation or dispute is determined by a number of conditions. The main one is the nature of the work itself, chosen for discussion. The work should meet the interests of students, their spiritual aspirations. The moral questions posed by the teacher should find the most lively response among the youth.

The success of the conversation is also determined by the quality of preliminary preparation, how the teacher managed to prepare students for the perception of the work, how vivid were the impressions from the initial reading. "We must help students to form their initial

impressions in the proper direction” [2]. Reading will be directed if students clearly imagine what problems of the work will be at the center of the discussion in the lesson.

The discussion should be structured in such a way that students not only test their initial impressions of reading, but also learn new things. With the help of a teacher, students should penetrate into those deep recesses of the work that were inaccessible to them during independent reading, comprehend the details that they had not noticed before, think about new questions posed by the teacher during the discussion.

Preparation for a lesson-conversation and a lesson-dispute can proceed in different ways. Most often, the teacher gives the students advance questions that they should answer in the process of reading. During the discussion, controversial points of view are clarified, answers are clarified and deepened. Questions should be given after reading the work, shortly before the discussion. Finally, students can be invited to make up questions themselves, the answers to which would reveal the main ideological and artistic merits of the work.

Drafting questions for a conversation or debate is far from an easy task. In the educational process, it is important for students learn not only to memorize and reproduce educational material, but to master the skill of establishing a causal relationship [1]. Questions should cause maximum activity of students, suggest an analysis of the behavior and actions of the hero, to compare their actions and thoughts with them. They should make students think about the main idea of the work and the position of the author, follow the plot, comprehend all the details, i.e. to help students master the work in terms of social utility and artistic truth. To compose questions and answer them means to analyze the work. Thus, we can conclude that the lesson-conversation and the lesson-dispute are the most significant among the lessons of extracurricular reading. It is these lessons that ensure high activity of students when reading and reviewing a work, moreover, they help students to clearly form their own point of view on the work and compare it with the position of the author.

Lessons for teaching annotating and reviewing skills. Formation of such skills and abilities as writing a summary of the work, making annotations and reviews. All these skills are evidence not only of the reader, but also of the general culture of the student.

The ability to tell and write down a summary of a work is taught from about the fifth grade. This skill is constantly improved in subsequent grades. In the eighth grade, there is a transition to a more complex type of work - annotation.

Abstract is a brief description of the work, indicating its theme, ideological content and a brief assessment of artistic merits and demerits. The annotation may contain information about the time of creation of the work and the historical era reflected in it.

Sometimes the teaching of annotation skills is successfully linked to the practical work of students in the library. On the instructions of the library and the teacher, students should read essays about outstanding writers, poets, public figures, scientists, and on a card write an annotation for the systematic catalog on the read essay. At the extracurricular reading lesson, drafts are read, after discussion and comments, they are polished and rewritten cleanly, then transferred to the library. The unity of the genre of annotated books greatly facilitates the efforts of the teacher and helps students quickly grasp the essence of the requirement for an annotation.

The second stage is peer review. A review is a more detailed judgment about a book, in which the opinion of the reviewer must be motivated. The review requires not only an indication of the theme and ideological meaning of the work, but also a brief analysis of it, an indication of the main artistic advantages and disadvantages of the book. Reviewing teaches conscious reading, helps to develop the skill of self-assessment of the merits and demerits of a work, contributes to the development of thinking and, most importantly, contributes to a deeper perception of fiction.

Students are brought to review gradually, in the eighth grade focusing their attention on the excellent examples of analysis of a work of art given in the articles by V. G. Belinsky and N. A. Dobrolyubov. There is an acquaintance of students with reviews of critics about modern works of foreign literature. Then there is a selection of reviews of works known to students, reading and analysis of them in the class, the attention of the audience is drawn to the questions that the critic poses and resolves in his article. The reviewer provides brief information about the author of the work and talks about the features of his work. Further, the main theme of the work is indicated and the main idea is revealed. Then the content is traced, the main scenes and episodes are analyzed, their ideological and artistic role is explained, the advantages and disadvantages of the work are indicated. The attention of students is drawn to the originality of each review, the teacher tries to convey to the students that this is a creative type of work, the individuality of the reviewer, his personal perception of the work and his own assessment should be manifested here [4].

Thus, we can conclude that reasonably organized extracurricular reading lessons can largely determine the nature of students' home reading. The reader activity awakened by them, in turn, will give rise to a variety of other forms of extracurricular work - literary evenings, debates, conferences, competitions. Everything taken together will contribute to the formation of the reading tastes of schoolchildren.

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