

FORMING CHILDREN'S LOVE FOR BOOKS WHILE INCREASING THE EFFECTIVENESS OF READING CLASSES

Inoyatova is daughter of Dilnoza Kunonboy

QDPI Master's student of Theory of Education (Primary Education)

ABSTRACT

In this article, the organization of reading lessons in the primary grade with the help of pedagogical technologies, the formation of love for reading in children to increase the effectiveness of reading lessons.

Keywords: book, reading, efficiency, pedagogical technologies, didactic games.

The importance of reading and reading for society and the individual, social-individual aspects of the development of reading, the formation of reading skills and qualifications in children, pedagogical, psychological, methodical requirements of reading, family reading and reading outside the classroom. Winter organization issues are an important current problem in human socialization. The subject "Mother language and reading literacy" of general secondary education in the primary grades teaches students to read consciously, accurately and expressively, while developing reading and speaking culture and the ability to think independently. forms, serves for comprehensive development of students.

The main goal of teaching the science of reading in primary grades is to form the spiritual and moral world, literary and aesthetic taste of students by teaching rare examples of national and world literature, as well as the knowledge of independent thinking, figurative thinking, formation and development of skills, qualifications; It is to expand and strengthen the spirituality and worldview of students by making students interested in fiction, by forming the world and human nature, national and universal values, as well as reading culture in the process of teaching works.

The main task of teaching the subject "Native language and reading literacy" (grades 1-4) is to ensure the formation and development of oral speech in students based on the standards of literary language, to develop and cultivate speech competence. ; formation and development of literacy in written speech, compliance with norms and norms of literary language, ability to use stylistic diversity, and familiar and then unfamiliar texts are taught expressively, skills and competences of the student are determined. At the same time, a quantitative indicator - reading speed, conscious and fluent reading, how many words can be read in one minute is also determined.

In the 3rd and 4th grade curriculum, the scope of topics is much wider. Most of the reading lessons in these classes focus on reading and working on the text. In the lesson, using methods that increase the activity of students and enrich their imagination, use positive tasks such as reading works based on the content of the genre and dividing them into roles, retelling the story on behalf of the heroes, continuing the story about the fate of the hero, creating an oral story on interesting topics. such things are done. Extracurricular studies are conducted in connection with classroom studies. According to the content of reading outside the classroom, it is divided into two main sections at each stage of education: In the first stage, the scope of reading, that

is, the books to be taught and the order in which they are introduced to the students will be instructed.

In the second stage, knowledge, skills and competencies are formed on the basis of these educational materials.

Pupils acquire knowledge about books and their authors directly during their practical activities, in the process of working on the book. Under the guidance of the teacher, the students first get acquainted with several books on the topic, then they get acquainted with the works of children's writers, and then they go on to independently choose books of different authors on the same topic that match the children's interests and are close to their psyche. Based on the reading and analysis of national and world literature, students encounter different interpretations of goodness and evil, good and evil, beauty and ugliness.

It creates a foundation for the formation and development of their moral and spiritual qualities. Oral and written speech of the student will develop after reading. The skills of the child to fully read and retell the content of the text, as well as to listen and understand the speech of others are formed. In developed countries, reading books is considered a new social and cultural practice, and its analysis is carried out on the basis of historical gradualism. At the same time, book reading is defined as an indicator of socio-cultural process. For this reason, scientific research is being conducted to study the retrospective indicators of the nature of reading books. In Uzbekistan, on September 13, 2017, the President of the Republic adopted the Decision "On the program of comprehensive measures to develop the system of publication and distribution of book products, to increase and promote the culture of book reading and reading". . In the decision, "reading is of incomparable importance in raising the spiritual and intellectual potential, consciousness and thinking, worldview of the young generation to deeply resolve noble values and traditions in the life of the society, and in educating a well-rounded person who lives with a sense of love and loyalty to the Motherland and its people. increasing culture" is shown to be appropriate.

It is desirable to use the effects of reading books on the intellectual, psychological, and physiological development of a person in elementary school students. Therefore, learn by reading books: speech develops; speech (vocabulary) is enriched; imagination grows; thinking develops; memory is strengthened; feelings (emotional qualities, in particular, empathy) are cultivated; "social perception" is formed.

Also, the formation of "social perception" in a person ensures the development of his ability to survive. This confirms that it is one of the urgent tasks to achieve a positive attitude of students to reading books in primary grades. By solving this pedagogical task, it allows consistent and correct orientation of students to social relations from the period of primary education. Certain situations that are being resolved in our modern society are an obstacle to the rapid development of the education sector. In particular, the demand for books and print media remains low, despite the increase in the real incomes of certain members of society; the change in the structure of free time required for reading books leads to a decrease in its influence; in the field of education, the attention to the development of literacy and reading culture is decreasing:

a) in general secondary education - a reduction in hours allocated for teaching one language (for example, Russian language and literature, working with written texts) as a subject of study;

b) in secondary special education - the lack of systematic programming for the development of reading competence and the ability to work with written texts at the level of professional training (higher secondary education, additional education); the intensive development of information technologies leads to the narrowing of the socio-cultural environment representing book reading; theoretically, the lack of demand for the quality of books and book products (artistic, informative, scientific-popular, special literature, local and regional works) prevents the formation of a modern socio-cultural environment for reading books in many regions; The lack of qualified personnel in educational institutions, libraries, publishing houses, and book trade, who raise the prestige of reading, support and develop the movement in this regard, is an obstacle to expanding the circle of readers.

Based on the essence of philosophical categories, the emergence of any consequence does not happen by itself, but it happens on the basis of some reasons. From this point of view, the formation of a negative attitude towards reading among young people in Uzbekistan, especially students and pupils, and their lack of reading skills can be explained by a number of reasons. These are:

1) a well-thought-out system of publishing artistic, educational, scientific-popular, educational, literature aimed at increasing the intellectual potential of young people, providing educational institutions with them, sorting and translating mature works of representatives of national and world literature on the basis of the lack of activity at the community level in order to attract funds for the purchase of books for educational and cultural institutions from the available sources;

2) holding presentations of new books in educational institutions, libraries and neighborhoods by enterprises specializing in book sales, promoting reading culture. In the current environment where information technologies are rapidly developing, the number and type of mass media distributing information that meets personal needs is increasing, and the scope they cover is expanding, confirming that two aspects can be seen in the topic of books and readers becoming more relevant: "the good side, reading that the need is increasing and becoming more transparent; the worrying side is that mass reading is decreasing, and the number of non-fiction books is increasing on the shelves.

In the conditions of global information, the creation of book products that do not have social, spiritual-ethical, cultural value, the fact that artistic and even scientific literature does not have a high level and practical value, in turn, it is a social need to achieve the ability of a person to think, thinking potential ensured circulation. As an important factor in achieving consciousness, thinking and a broad outlook of society members, the issue of reading books and wide promotion of reading is becoming more and more urgent.

According to M.Yu. Gudova's approach, reading should be studied in three ways, i.e. as an activity, a social institution, and a cultural practice.

Reading is a process and a specific form of personal activity, and reading is considered to be mastered on the basis of purposeful, consistent and effective organization of reading activities. Based on its essence, the process and activity require its organizational-methodical correct, rational, systematic organization. For this reason, the process of developing reading skills in elementary school students should be purposefully, consistently and systematically organized according to pedagogical and psychological requirements. To reveal the general essence of the

problem of developing reading skills in elementary school students, it is necessary to first distinguish the basic concepts and to be aware of the content of the study, to correctly determine the direction of pedagogical activity of a research nature, to test the theoretical clearly expressing the idea and hypothesis provides an opportunity to fully imagine the expected result in advance. In the field of pedagogy, "book", "reading", "reading a book", "reading literacy", "reading", in highlighting the interaction between a person, including elementary school students, and reading. The concepts of "reading activity", "reading skills", "reading competence", "reading competence" and "reading culture" are accepted as basic concepts - basic categories.

REFERENCES

1. Askarova O', Muminova D "Modern Pedagogical Technologies in Reading Lessons" study guide, N., 2009
2. Lex.uz/docs/3338600
3. Orlova E.A "Rekomendatsii po povisheniyu urovnya chitatelskoy kompetentsii v ramkax Natsionalnoy programmi podderjki I razvitiya chtenii// http://ifapcom.ru/files/publications/rekomend_obr_1.pdf.
4. Osnovi chitatelskoy kulturi // <https://studfiles.net/preview/6812001>
5. Decree of the President of the Republic of Uzbekistan "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan"// http://lex.uz/pages/getpage.aspx?lact_id=3107036#3109146
6. Khofizov D.M. Sotsiokulturniye praktik povishene chitatelskoy activitimolodeji: stimuliriyushie vozmojnosti modi: avtoref. - Cheldibinsk 2017