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FORMING THE INTEREST OF YOUNG STUDENTS IN READING

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Abstract:

In this article, the aim is to form the interest of young readers in reading. It is aimed at promoting reading among students and thereby raising the spiritual and moral level of young students.

Keywords: Books and book reading, honesty, reasoning, justice, ability to think logically, spiritual-educational, expansion of worldview.

In today's developing and growing country, our people, especially the young generation, are paying attention to increasing their interest in reading books, which is of incomparable importance in raising the spiritual and intellectual potential, their thinking and worldview, and in raising a well-rounded person who matures with a sense of love and loyalty to the Motherland and its people. It is necessary to emphasize that independence has opened the door of incomparable opportunities for us, such as our human value, self-awareness, the blessed names and heritage of our great scholars, our traditions and values, and the upbringing of our young generation in the spirit of national and universal values.

In this regard, to deepen the study of noble values and traditions in our country, in particular, to increase the interest of our people, especially in the reading of books, which are of incomparable importance in raising the spiritual intellectual potential, self-thinking and worldview of our people, in raising a well-rounded person who lives with love and loyalty to the Motherland and its people, attention is paid.

In this regard, the Decision of the President of the Republic of Uzbekistan Shavkat Mirziyoev dated September 13, 2017 No. PQ-3271 "On the program of comprehensive measures to develop the system of publishing and distributing book products, increase interest in book reading and book reading" for development that the best factor is books, that well-chosen books make a person educated, but also guarantee that he will be happy, first of all, to publish high-quality books that meet spiritual-educational, artistic-aesthetic requirements, to deliver them to educational institutions, to translate the best examples of national and world literature, to read books to our young students from childhood recognized the formation of skills, raising the culture of reading in our society as an urgent task. We cannot think of books as the only source of knowledge. Because we will not fully understand its essence. Books give us great strength to lead a happy life and reach great heights during our life. In no pharmacy can you find a strong, strong-willed, patient, humane, hard-working, just medicine that will bring a person out of depression.



However, this medicine is a book, in which the reader will find what he is looking for. The book serves as a source of knowledge, spirituality and enlightenment.

It is advisable to study books by types. The concept of book culture essentially includes what kind of books to choose, what kind of books to read at what age, how to choose Uzbek and foreign literature, what kind of knowledge to acquire to choose a profession, and most importantly, to find one's place in life. In today's rapidly developing age, the importance of books and reading is important in bringing up our young people with high spirituality and good qualities.

At the heart of the reforms carried out by our country, we can see that they are aimed at forming interest in reading books. As a result of the reforms, an opportunity is being created for every section of our people, every student to get acquainted with the world of books. "Young Reader" contests cause students to increase their love for books, expand their worldview, and form the ideal of a reader in their thinking. Young people are realizing that the best sponsor for their future is the book. Indeed, the only thing that makes a nation a nation, a state a state, and a people a nation is the book. As our president said: There is no future without books.

We believe that this decision will raise the spiritual world of our people and achieve high achievements in the development of our country and the education of our youth.

But what aspects of preparing students for natural engagement in independent reading activities with acquisition of traditional reading skills and competencies are lacking? What is the functional role of children's independent studies in primary grades?

How justified is the requirement to form interest in independent study in all children without exception in the general primary education system? What general and special laws are decisive in the education of "love of books" and "love of reading" in 7-10-year-old children? Under what conditions are these laws manifested?

In the scope of such questions that defined the problematic situation, we needed to solve the following tasks:

1. To clearly distinguish the main aspects of students' independence in reading, but not to contrast them, but to combine them into a single set of special reading training.
2. In our opinion, in the process of pedagogical guidance of children's independent studies, the significance of the purposeful and motivational ustanovka of referring to books that may have personal content for students of 1-3 grades (ages 7-10) is checked in an experimental test.
3. Paying attention to the analysis of children's reading and organization of the educational process in order to identify and create conditions for the formation of personal interest in reading and independent reading among primary school students.

The following tasks arise from such research:

1. To envisage the possibility of gradually introducing each beginning reader to the increasingly complex independent reading activity in order to acquire the experience of personal behavior suitable for this social role.
2. To determine its central and additional elements in building the foundations of the organizational-methodical system of the independent reading course.
3. Establishing communication and interrelationships between the elements of this system.
4. Identify and describe the leading teaching method in the formation of independent reading.



This article discusses the objectivity of the existence of independent reading, the presence or absence of which determines the role and place of a book in human life, the necessity and possibility of forming this characteristic in all students without exception in the first days of reading and with the help of special methods, and the course of independent reading developed during the experiment. we expressed the main arguments (evidences) testifying to the expediency of inclusion in the modern school education system.

In the article devoted to the formation of independent reading in students, the book is of interest to us as a means of educating a "social person" and self-education, because it opens up to an educated reader through the art of words the subtleties of the psyche and human behavior, and thus realizes the true value of other people and oneself.

But in order to master this weapon, the student must learn it as a tool under the guidance of a pedagogue, master it as a separate object of activity that opens to the reader an unlimited and unobstructed possibility of selective communication with the reader just like himself. Therefore, since a seven-year-old child is an individual, learning books as a means of communication, mastering reading as an opportunity to gain experience accumulated by mankind in the process of historical development, turning this activity into an intellectual ability, and forming a need for books in order to make communication based on choice - all this is education. and are the steps of reading preparation that form the quality of independent reading that we are interested in.

But are they the final results of this, and if they are considered organizational components, how are they related to each other?

To answer these questions, we turned to the method of modeling the process of reading activity, which describes an educated or skilled adult reader and which we can accept as a model and consider correct based on the goals and tasks of the research.

Before imagining and analyzing the model of the correct reading activity, we note that the modeling method has been used for many years in science (including natural science) for the study of complex processes and phenomena in the case of studying the pedagogical problems of primary education in the 60s, and therefore the modern researcher will have a set of different models and explanations of the theoretical and methodological functions of modeling.

Summarizing all the productive variants of the above-mentioned and analyzed model of perfect reading activity, we got a general model that ensures the independence of the reader in carrying out activities with books and among books. In this case, physical activity with books alternates with thinking activity, and the "book browsing" component serves as a "data bank" or a kind of "logical bank" where the reader gets the information he needs when choosing the right book for him. But a sufficiently competent reader cannot consolidate and update the contents of the "logical bank" in the usual way for a long time, otherwise the reader's competence will weaken. Thus, according to the model, the natural regulator of the continuity of the functioning of the correct reading activity system is only the reader's mastery of a wide range of books - the books can be perfectly or superficially known.

he fact that the external and internal functioning of the model depends only on the personal preparation of the reader, that the model is built in accordance with the process under study, that all its components and connections are absolutely necessary for the realization of the



independence of the reader in choosing and reading a book, and that they can be taken as an example in modeling the process of forming independent reading in students. made sure. In fact, the component of "reviewing books" in the practice of independent reading activity of a skilled reader can be omitted if the range of books suitable for one or another purpose of reading is well mastered by him.

In this case, the model will look like this.

According to the conclusions from the logical analysis of the model of students' reading activity, if, on the one hand, it is necessary to focus on the formation of independent reading, and on the other hand, to put forward a hypothetical solution for solving the issue of how to build the reading of readers-students, taking into account the situation where the purpose of reading books in the 1st grade is determined by someone else real conditions arise for. The only possibility for this is that such a "specified" goal directs the readers to get acquainted not only with a single book, but immediately with the world of all existing books, because, as noted above, someone's will, someone else's request, and interest are the leading ones in choosing a book. , without the experience of orientation to get acquainted with one book or a limited range of books, leads to undesirable consequences for the reader - reluctance to read books at all, including those recommended by the school. After such a theoretical analysis, it was not difficult to schematically describe the general educational model of correct reading activity. Direct connections - simultaneous feedback - connections that occur with independent acquaintance with the world of books, that is, as a result of performing a task that guarantees the reader according to this model, and then the activity in the direction of the model. But the approbation of the model cannot happen only in the practice of educational work in the process of general education, and for this it was necessary to solve all the issues related to the content and organizational-methodical system of teaching readers-students, which arose in front of us at the stage of forming working hypotheses.

At all stages of the section of the historical period studied by us (from 2017 to the present), attention is paid to the following directions in the preparation of a reader-child in the reading literacy program:

- work with the text read independently by children;
- getting to know the book;
- getting to know the world of books;
- familiarization with library-bibliographic tools;
- socially beneficial activity with a book.

By distinguishing these directions and using conditional symbols (color intensity as an indicator of the maximum level of attention to them during the educational process at each of the seven stages described above), we got the following diagram:

Note:

- activity;
- familiarization with library-bibliographic information;
- getting to know the world of books;
- getting to know the book;
- independent work;



- socially beneficial activity

Guidelines for preparation of the read text.

We believe that attention to the processing of independently read text by students is clearly expressed at all developmental stages of primary education (requirements in stages 3-4 are even higher than the capabilities of children aged 8-11 or 7-10), but, unfortunately, in a number of stages (2 and 7) this direction remained the only one in the general education reading program.

Attention to the book as an object of learning with children is expressed in stages 3 and 4, and then gradually disappears.

A socially useful activity with a book that helps a junior high school student understand the importance of independent reading, engages in it, and creates a need for improvement in it, loses its meaning from the mid-30s compared to the 20s. In the post-war years, this activity in its previous forms was not needed at all, and the question of its new forms, unfortunately, is not asked.

Developing skills in new material in children's books shown by the reader, rather than in works from the reading book, often does not lead to the achievement of the goal, because it does not arouse interest in independent reading in students. Developing skills in new material - not in the works of the textbook, but in the given work in the children's book shown by the teacher, often does not lead to the achievement of the goal, because it does not arouse interest in independent reading in students.

It is worth noting that when this diagram is filled with another "circle", it allows to observe the existing relationships between the content of education and its organizational form.

Out-of-class lessons as an organizational-methodical form of guiding students' independent reading occur only at the stages when the reading of the readers-students is maximally close to working with the text.

CONCLUSION

In conclusion, it is necessary to increase the interest and outlook of every student towards books.

In this article, dedicated to the formation of independent reading in students, the book is of interest to us as a means of educating a "social person" and self-education, because it opens up the subtle nuances of the psyche and human behavior to an educated reader through the art of words, and thus other people and their own. realizes his true worth.

In this case, physical activity with books alternates with thinking activity, and the "book browsing" component serves as a "data bank" or a kind of "logical bank" where the reader gets the information he needs when choosing the right book for him.

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