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**CURRENT DIRECTIONS OF WORK OF FUTURE TEACHERS ON THE  
FORMATION OF READING COMPETENCE**

*Salikhova Zamira Aminovna*

*teacher of the department of Russian language and literature, BSU  
[zamirasalixova1972@mail.ru](mailto:zamirasalixova1972@mail.ru)*

**Abstract:**

**Introduction.** *The article is devoted to the issue of teaching the development of reading competence among students. The article substantiates the need for future specialists to master the skills of various types of reading, since in their work in their specialty they will inevitably have to face the need to use foreign literature.*

**Methods.** *The authors consider three main types of reading, highlight the conditions that determine the success of teaching various types of reading, the basic skills that underlie them, and also provide a number of exercises aimed at their development.*

*The article is also devoted to the problem of developing reading skills among students with insufficient language training, studying at universities. The types of reading and their functions are affected: viewing, introductory, studying, search. The text is considered as a unit of communication and one of the basic units of the organization of educational material.*

**Results.** *The importance of teaching student's various methods of working with text is noted. The need for independent work with the text is indicated. Examples of exercises for working with text are given. Reading and learning cannot be separated from each other, and the ability of a reader to receive information as quickly and better as possible at a modern level is synonymous with his ability to learn, his ability to improve.*

**Discussions.** *Therefore, instilling reading comprehension skills is one of the goals of teaching foreign languages. In modern methods, reading is considered as a type of speech activity aimed at the perception and comprehension of written speech, and the extraction of information contained in the written text. The role of reading scientific texts in the process of teaching foreign languages as a means of increasing the level of language proficiency and as a source of information is dictated by the tasks of today, tasks that students will have to solve as future specialists in the context of rapid technological progress.*

**Conclusion.** *The flow of foreign information is growing every day, and students will inevitably have to face the need to use foreign literature in their work in their specialty. When working with both domestic and foreign literature, a specialist most often requires the ability to fluently read the material for general acquaintance with the information contained in it. Taking into account the limited terms of teaching a foreign language in a non-linguistic specialty, it is advisable to set the task of developing a minimum but sufficient number of skills in students, complex application provides the possibility of practical use of introductory reading.*

**Keywords:** *speech activity, introductory reading, learning reading, exploratory reading, learning success.*

**Introduction:** The book plays a huge role in the spiritual development of a person. Special its significance is great during the period of intensive formation of the personality - in children's years. A book read as a child often leaves an indelible mark on soul, is remembered for a lifetime. When they enter first grade, children are different level of training, therefore, starting with literacy lessons, I think over differentiated work, applying methods and techniques learning to read, and also arouse interest in reading not only through lessons literary reading, but also through extracurricular work and work with parents.

Previously, work with a book in our school was carried out in the framework of educational process. We relied on the recommendations of the defectologist V.F. Machikhina. In his monograph "Extracurricular educational work in auxiliary boarding school "she used to use the powerful influence of the book not only for the purpose of teaching, but also for the upbringing and development of a child with a personality mental retardation. Depending on the age of the students, V.F. Machikhina recommended various methods and forms of working with them.

Reading a foreign work is considered to comprehend the spirit of authorship expressed in the text. The ability to read, according to these researchers, is an integrative personal characteristic, manifested in the ability of a person to read and use the information extracted from the text in practical activities. A qualified reader performs a twofold act: "getting used" to the world developed by the creator, he tries to see everything that happens "through the eyes of the author", finds the proper author's "milestones "and" pointers", and recreates the author's"model". This peculiar conversation between the creator and the reader, mediated by the artistic text, M.M. Bakhtin called "the co-quality of understanding." The most serious obstacle to the awareness of the author's position is considered to be the difference between the system of moral values, the current and reading skill (V.V. Prozorov, M.M. Kedrov, A.I. Beletsky, M.B. Strapchenko et al.). The above leads to adoption, in fact, that the present "the creation of understanding" will happen only if it is possible to organize the greatest involvement of a student reader with a topical, cultural and artistic "context" of the writer's creativity. Decisive in the culture of communication of the reader with an artistic word, takes the absolute or practically absolute effort of the reader, his right to freedom of perception of the poetic work, free from the Creator (V. Gumboldt, E. Ennecgen, A.A. Plebenza, A.G. Gornfeld, N.A. Rubakin, Yu.I. Ayhenwald, R. Bart, etc.). A.G. Hornfeld declared a proper theory of foreign work: "The artist's work we need just because it is the answer to our questions, ours, because the artist did not make them for himself and failed to predict them ...". Yu.I. Ayhenwald advanced his own point of view: "Never read the reader as one such, actually wrote a writer." Roland Bart declared the word zone of language interests that could give the reader a gaming pleasure: "... The birth of the reader has to pay for the author's death." The provided communication concept with an artistic word is principled for the conclusion of the difficulty of forming reader competence.

**Methods.** Based on the main provisions of all sorts of concepts of literary science, we define elements of reader competence.

1. Conversations about books and writers. Discussion of a book or series of books related to one topic.

2. Literary matinees or evenings.

3. Literary quizzes.

4. Specially organized quiet reading to oneself (in our school on this activity was allotted 10-15 minutes daily in the interval after breakfast before the first lesson).

5. Special classes to instill interest in the book (in our school such a lesson was conducted weekly by the teacher).

Now in the educational program of the school a section has been introduced, which bears the well-established name - "Working with a book". It includes a complex various activities aimed not only at education and training, but and to develop the social skills of students.

The term "work with a book" was introduced in the Soviet auxiliary school. Since then, he continues to live, expanding in directions and filling with new goals and objectives.

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The twenty-first century is the time of the active development of science and technology, and at the same time the weakening of people's interest in reading literature. All kinds of gadgets are used mainly for entertainment purposes, but how do you turn the younger generation to books?

During the formation of the information society, the problem of the development of the reading competence of an individual is especially relevant, since, on the one hand, on the one hand, there is low prestige among university students, its deformed character, due to the presented screen culture, characterized by polysemy, mosaicism, synchronous presentation of both audio and video channels of perception.

On the other hand, a competent specialist is one who is able to productively assimilate large amounts of information, use them in his "personal" knowledge and actively use them to solve diverse problems in professional activities.

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**Results.** An especially important role of reading competence lies in comprehending a multi-perspective socio-cultural space, updating and transforming the student's general cultural experience. The requirements for the level of reading competence, which can be determined by the qualitative possession and operation of sociocultural codes in their written representation, are also being rethought; the ability to use information effectively; operate with large amounts of information that involve balancing verbal and figurative ways of organizing.

The tasks of forming the reading competence of university students include: - development of communicative, intellectual and reflective abilities; - enrichment of personal and professional experience; - adaptation to the conditions of life and activity in the information society. In the National Program for the Support and Development of Reading, reading competence is defined as “a set of knowledge and skills that allow a person to select, understand, organize information presented in printed (written) form and successfully use it for personal and public purposes” [2]. Thus, the emphasis is on the operational, activity-based components of reading competence.

How can young teachers' reading skills be improved so that they can be examples for their students? To nurture a reading generation, young teachers must improve their own reading skills. Reading contributes to the development of thinking, and, consequently, to an increase in the level of intelligence.

Thus, according to Denis Diderot, "people stop thinking when they stop reading." In addition to thinking processes, working memory and stability of attention are also being improved. Reading skills perfectly expand horizons, which will help students of a pedagogical university in the future to build interesting and exciting classes.

That is why future teachers of a foreign language should read many-part literature in their native and deceased language. For a decade, many works have been devoted to the study of the reading process and the features of its development.

However, the need to optimize the process of improving reading skills, to increase its efficiency remains.

In a pedagogical university, future teachers get acquainted with various readings that require them to read a large amount of literature, but in our opinion, reading without delving into the context and going beyond the framework is superficial and not so effective. "Home reading", as one of the compulsory disciplines in teaching future teachers of a foreign language, provides an excellent opportunity to push the 4 boundaries of thinking and diversify the process of improving various types of speech activity.

The problem of reading competence is more relevant today than ever: reading is associated with literacy and education, forms ideals, enriches the inner world that forms a person.

The growing deficit of knowledge in society is largely due to a decrease in interest in reading among adults and children. Therefore, one of the main tasks of the modern school is to arouse an interest in reading among the younger generation, to create conditions for educating a competent reader who is able to select, understand, organize information and successfully use it for personal and public purposes.

At the moment, society is increasingly asking the question: "Why did children begin to read less?" or "is it more difficult for the young generation of today to perceive fiction in comparison with past centuries?"

This problem has become one of the most pressing at the present time.

The attitude of pupils to reading books can be considered a modern complex of many issues in comparison with past centuries. This is due to the fact that the life of the last century greatly simplified the choice. Now university graduates can express their thoughts competently and concisely, without stumbling in speech and without getting confused in words. The current generation has much more freedom and independence than the previous one.

State standards of higher education, which is based on a systematic activity approach, involves the upbringing and development of high-quality individuals who meet the requirements of the information society, a person who is free to navigate in information flows, who is able to constructively communicate, cooperate, and effectively solve educational and cognitive tasks in the process of life. This will become possible provided that all students master reading competence .

But as practice shows, children and their parents have no interest in fiction books, a low level of speech literacy, communicative culture, a preference for the Russian word in foreign vocabulary, and the use of profanity.

In the context of the modern transition to the new standard literature as an academic subject, a special mission is assigned - the upbringing of a spiritually moral personality with a high degree of consciousness of himself as a citizen of Uzbekistan.

It puts before educational institutions the training of a thinker capable of actively participating in creative life, showing initiative, independence and responsibility. In solving this problem, fiction plays an important role. Learning to read is an integral part of a person's general education. It is reading that is the most important way of mastering and maintaining any vital knowledge.

Therefore, it became necessary to develop and implement experience in the formation of reading competence as the basis of key competencies using the means of modern technologies [3]

A mature introductory reading follows the skill review. Therefore, the main skills are those related to understanding the content of what is being read.

**Discussions.** Information is perceived by the reader through the prism of linguistic phenomena. Accordingly, all the skills of introductory reading can be combined into two large groups: 1) skills related to understanding the content of the text, and 2) skills related to understanding the language material when reading. There are three types of reading: 1) introductory reading; 2) exploratory reading; and 3) exploratory reading. There are different learning methods for each type of reading. Introductory reading training 1. Conditions that determine the success of training: spending in time deficit mode (fast pace); organization as a one-time reading to oneself; checking understanding of basic information; exclusion of translation into the native language, because "Translation is contrary to the nature of introductory reading." 2. Skills underlying this type of reading: to predict the content by title , introduction, visual clarity; define the main idea; to separate basic information from secondary, factual from hypothetical; use footnotes (keywords, realities, etc.) as

support for understanding; establish a logical, chronological relationship between facts and events; summarize the data presented in the text; to draw conclusions from what has been read; write out the most significant information in order to use it in other activities (in project work, communication games, etc.); classify, group information on a specific basis; evaluate the novelty, reliability of the facts stated in the text, etc. 3. Exercises for teaching introductory reading: read the plan, statement, determine if it, it corresponds to the facts stated in the text; choose the correct answer from 3-4 options (multiple choice); find in the text the answer to the question posed in the title; make an outline of the text; find the main idea at the beginning, middle and end of the text; view the text and give it a title; list the facts that you wanted to remember; make an annotation, short abstract of what you read; convey the content of the text orally, in writing; draw conclusions based on what you read; name the most interesting questions, data contained in the text; indicate where this information can be used; express your opinion about the possibility of using information in your future profession, etc.

**Teaching learning reading** 1. Conditions for successful learning: a slow kind of reading to oneself without restriction; reading with a solution to the problem of the time of new tasks; translation into the native language of the entire text or its fragments; reading lightweight texts, difficult; independent reading, related reading, related reading, related texts. with reference to the dictionary. 2. Skills underlying this type of reading: to determine the importance (significance, reliability) of information; fully and accurately understand the content of the text; paraphrasing interpreting difficult words, sentences; disclose causal relationships; anticipate further developments ,actions; draw up a plan ,diagrams, tables; pose questions to basic and secondary information; to separate objective information from subjective, i.e. facts from reasoning; understand the content based on background knowledge, broader context; translate the text in full or selectively (orally or in writing). 3. Exercises for teaching student reading: arrange the facts that contain in the text, according to the degree of importance; add facts without changing the text; find in the text data that can be used for conclusions, annotations; compose an abstract ,abstract; ask questions about the basic and detailed information of the text; make a written assessment (review); read the shortened version of the text, fill in the gaps with the missing words (closed test); translate the basics of paragraphs,parts of text, etc. into your native language.

**Learning search reading** 1. Conditions that determine the success of teaching this type of reading: the main purpose of the search is informative information; carrying out reading in conditions of lack of time (the pace is fast, very fast); Using the methods of extralinguistic and cognitive supports; the beginning of teaching this reading is associated with already studied texts, i.e. read from acquaintance or study; carrying out reading on large-volume texts in the form of reading to oneself. 2. Skills underlying this type of reading: determine the type , structural and compositional features of the text (magazine, brochure); highlight information related to a current topic; find the facts you need (data, examples, arguments); select and group information according to certain criteria; predict the content of an entire text based on realities, known concepts, terms, geographical names and proper names; navigate the

text by putting forward a number of hypotheses; Conduct a cursory analysis of sentences, paragraphs; find paragraphs, fragments of text that require detailed study. 3. Exercises to teach searches to: define the topic, problem of the text (article); read the text, determine if it covers the issues; Find the main reason for the heading in the text; read two texts on the same topic, name the discrepancy in the content (in the given facts, the difference in estimates, etc.); instructions, recipe, recommendations, etc.; review the annotation, determine if it corresponds to the content of the text; find paragraphs on the topic; find in the text the answers to the questions (giving grounds for conclusions); look at the picture, name the paragraph it shows; find in the text the facts that the author refers to as positive; negative; divide the text into parts in accordance with the points of the plan;

Educators who work with students know how difficult it is to teach students how to read, but it is even more difficult to educate an enthusiastic reader. The main thing is to organize the process of the personality so that reading contributes to the development of the personality, feels the need for further development.

Among the many ways and means of developing reading competence, the most significant for students are enthusiastic teaching, the novelty of the educational material, the use of innovative forms and methods of teaching, the creation of a situation of success in the classroom.

These tools find their implementation when introducing unconventional methods of working with text into the learning process. With the help of non-traditional methods of working with text, it is possible, having the traditional content of academic disciplines, to make the learning process a developing environment.

Thus, the issues of the formation of students' knowledge, skills and methods of activity, which determine reading competence as one of the main ones that form the basis of the ability to learn, are relevant in a modern university and are a priority in teaching literary reading to students.

Work on the formation of the reading competence of students should be carried out systematically within the framework of lesson and extracurricular activities, in work with parents.

In literary reading lessons, use all kinds of methods and techniques to activate cognitive interest; complementing the existing system of speech development with a theoretical language, to acquaint students more widely with various speech genres that they will use in their lives.

The process of introducing students to reading and educating a qualified reader is a two-way process.

On the one hand, purposeful pedagogical activity, on the other hand, the internal process of introducing a student to reading, forms a persistent need for regular reading.

As a result, I would like to see a student who has the skill of teaching the technique of reading activity, who is able to think independently, to organize his own cognitive activity.

One cannot but agree with the great teacher V.A. Sukhomlinsky that "reading is one of the ways of thinking and mental development", as it teaches us to reflect,

think, speak. If we learn to read, we will learn to think! Let us learn to think - we will become successful both in learning and in life!

Scientific conclusions and proposals are supposed to be used to improve the process of enriching the educational process. The structure of the research work. The dissertation will consist of a manual, three chapters, recommendations, bibliography, appendices.

Orientation in the content of the text in foreign literature and understanding of its general meaning is revealed in the definition of the leading topic, a single purpose or purpose of the text. For this next tasks: come up with a heading for the text, express the general meaning of the text in one a sentence, to explain the meaning of the prescriptions proposed in the text, the main components of a table or graph to determine the purpose of the image or map, the type of edition of the book and the nature of the included texts, etc.

To determine a general understanding of the text, future educators can be asked to find the relationship between a particular text and a specific footnote, given by the author, part of the text and its general idea. From the key ideas of the text you can choose the most common, dominant, brilliant for the future teacher the ability to distinguish basic ideas from minor or find them in the title of the text and the wording of it main.

It is desirable to determine the ability to find information in the text with with the help of questions, why the future teacher will need "Skim through" the text with your eyes, understand its general content and start search for the necessary unit of information, which is sometimes expressed in text in a different (synonymous) form than in the question.

The ability to interpret the text, to determine its hidden meaning can be the offered pneumatic pneumatic canopy! Match the information contained in the text, find the arguments in it to confirm the assumptions made, make a side conclusions and determine the conclusion about intent about the author or about conceptual representation of the text.

Speaking of defining the content of a text, we can invite the future teacher to connect the information obtained from the text with available knowledge obtained from other sources, evaluate the conclusions, made by the author, based on his own ideas about the environment peace and find arguments to defend your point of view.

Determining the reflection of the tek form for the future teacher, it is necessary evaluate not only the content and meaning of the text, but also its form.

For comprehending this understanding needs adequate development critical thinking and independent judgment. For the future teacher knowledge of the structure of the text, genre features, skill recognize humor, irony, hidden meaning, the author's attitude to the problem, set out in the text.

**Conclusion.** In the course of the research conducted by the author, at the theoretical level, the definition of reading as a socialization mechanism for familiarizing with material and technological culture was clarified. The main content of reading, therefore, is the implementation of the educational, educational, self-educational and communication function, the formation of ideas, standards and the spiritual world of the younger generation.

The results revealed that research students mostly read books from the "grandmother's" library. Despite the abundance of fashionable and expensive modern literature in bookstores, parents have not stopped trusting the books on which they themselves grew up, and continue to educate their children on their basis, laying traditional norms and values. According to individual studies, home book collections, as a rule, are made up of classics of domestic and foreign fiction, Soviet books for children, remain one of the main sources of knowledge about the world around them.

For the family, as a reading regulator, it gradually fades into the background. The revealed trends in the genre-thematic preferences of students indicate that in the presence of a traditional, interesting at this age, reference to literature about nature and animals, adventures, a small number of choices of national classics (writers and poets).

The excessive enthusiasm of students for literature containing a minimum of text with a large number of pictures, often based on plots of visual products, was noted. The typology of reading practices proposed by the author, based on two grounds: by the way of reading (traditional, new); in terms of the degree of autonomy (controlled / channeled, independent / free) is intended to facilitate the sociological interpretation of empirical data on the topic of children's reading.

From our point of view, the results of this study give a versatile idea of the state of children's reading in modern society. The research results can be useful not only for the leaders of children's reading - teachers, libraries, educators, but also in the work of various organizations dealing with childhood (including associations, public associations, etc.). They can also be useful for the creation of new concepts, projects, specialists in their development work in the field of research and support of children's reading, including for improving library work with children.

### **The degree of knowledge of the problem.**

Today, in order to adapt people to the complex and dynamic conditions of the development of modern society, it is necessary to be able to work with different information, most of it is acquired through reading. Accordingly, the development of a competent educational institution among future teachers. Not just mastering the technique of reading, but learning to read so as to understand what you read, extract the necessary information, interpret it, correlate it with personal experience.

Reading competence is not running along the lines, a constantly evolving body of knowledge, skills and abilities, that is, the quality of a person, which improves throughout his life.

The reading situation is that students began to read less, and this is obvious. Early introduction to visual mass culture, games on the computer form superficiality, fragmentation as features of perception. This makes it difficult to read in the traditional sense.

The ongoing process of modernization of education, a change in its target orientation - from socialization to the formation of a person who is the bearer of the culture of his time and people.

A new category of learning outcomes is proposed - competence.

The competence-based approach is not completely new; it has been used in teaching methods for a long time. In addition, the classification has not yet been fully

determined. In recent years, in the methodological literature of the entrepreneur, the definition of the concept of "competence" in relation to specific subjects.

In teaching literature as an academic subject, this (competent) approach is also most in demand as the most significant for the content of literary education in a modern university.

It should be indicated what components of intellectual competence in future teachers are formed in the process of analyzing a literary text. Analysis presupposes the achievement of a literary work, its aesthetic integrity, when subjective impressions are verified by objective methods.

In the process of analyzing the representations of this property and the qualitative screening out of the insignificant, the process of generalization-analysis is going on. Future teachers get an idea of the leading aesthetic principles of constructing a given literary text, on the one hand, and on the other hand, in the process of analysis, heightened attention to details that elude the first reading.

The object of the research is the process of forming the reading competence of future teachers (on the example of foreign literature) of students of the Navoi State Pedagogical Institute, Bukhara State University and Samarkand State University.

In the process of writing the thesis, we relied on the following studies of well-known researchers of the problem of the formation of reading competence: Asmus V.F. "Reading as labor and creativity", Astafyeva N.N.

"Formation of communicative competence in literature lessons", Bermusa A.G. "Problems and Prospects of Implementation of a Competent Approach in Education", Vygotsky L.S. "Pedagogical Psychology", Galizina E.G. "Linguodidactic Features of the Formation of Professional-Oriented Reading Skills", Lebedeva O.Ye. "Competence approach in education", Polkina S.N. "Competence-based approach as a methodological basis for updating the content of education", N.Yu. Rusovoy "Literacy and competence as parameters of the quality of education."

Subject of research: scientific, pedagogical and theoretical content, form, means, methods and technology for improving the pedagogical mechanism based on the competence approach.

**Research methods.** The study used the methods of pedagogical testing, electronic survey and testing, modeling, comparative, experimental testing, aimed at its goals and objectives.

**Expected scientific results and their novelty.** To increase the level of reading competence in future teachers, a number of effective techniques and principles of forming reading competence are required, as well as the possibility of using literature in the classroom. Among the principles, the principle of visibility, the principle of consciousness and actualization of personal creativity, the principle of aesthetic significance, cultural congruity, the principle of connection with the life experience of future teachers are necessary. Also:

1) formulate guidelines for the formation of the foundations of the reading competence of future teachers;

2) new types of lesson: educational - a lesson in reading foreign literature and control, testing and assessment of knowledge - a lesson in reading independence,

allowing to ensure the formation of the foundations of reading competence in future teachers;

3) use the results obtained in the development of special courses, programs of internship sites, curricula, electives aimed at developing speech; 4) reveal the essence of the reading competence of future teachers, substantiate its structural (personal-value, educational-cognitive, information-communicative competences) and procedural (educational, developmental, communicative, informational, hedonistic and social functions) components;

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