

## THEORETICAL BASIS OF THE DEVELOPMENT OF LIBRARY COMPETENCIES IN FUTURE ENGLISH LANGUAGE TEACHERS

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**ABSTRACT:** In modern conditions, systematic work is being carried out on the improvement of library-information networks, development of innovative forms, methods and tools for the development of reading competencies of future English language teachers, taking into account gender and age characteristics. This article describes the theoretical foundations of the development of reading competencies in future English language teachers.

**KEYWORDS:** Reading competence, interest in fiction, future English language teachers, personal activity, fiction.

### INTRODUCTION

Development of reading competencies of future English language teachers in world educational institutions, establishing effective cooperation with the family in order to make them active readers, development of programming and project activities in the field of reading, and a way to form interest in examples of fiction oriented socio-pedagogical mechanisms are presented in practice.

Development of reading competencies in future English language teachers in world educational and scientific research institutions, teachers, parents show their positive attitude towards books and become role models for future English language teachers. Scientific studies are being carried out on the development of strategic strategies and the design of their implementation methods. In this, special attention is paid to the organization of educational processes aimed at the development of reading competencies in future English language teachers, taking into account the psychophysiological characteristics of future English language teachers, working with books, understanding the content of artistic works special attention is paid to researches on development of communication skills, expansion of the scope of innovative activities of pedagogues based on the requirements of the cooperation strategy, development of the competence of organizing reading moments.

In recent years, in our republic, the priority normative frameworks for the development of reading competencies of future English language teachers and the improvement of the reading culture of young people have been created. Priority tasks such as "Educating physically healthy, mentally and intellectually developed, independent-thinking young people with a firm outlook on life, loyal to the Motherland, deepening democratic reforms and increasing their social activity in the process of civil society development" are defined. This, in turn, will develop reading competencies in future English language teachers, clarify the pedagogical-psychological aspects and didactic

possibilities of using the strategies of encouraging future English language teachers to be interested in the personality of the author, to know the content of the artistic work, and Lajak English requires the formation of knowledge interests of teachers taking into account gender and age characteristics.

Problems of developing the skills of reading, working with books, understanding the content of artistic works in our republic A. Abdulazizov, Q. Yoldoshev, E. Yoldoshev, S.I. Kambarova, M. Mirgosimova, O. Musurmonova, R. Kh. Niyozmetova, I. R. Rakhimova, N.Sh. Rozigluva, R.G.Safarova, O.A.Torakulova, A.O.Umarov, Sh.Khasanov, Sh.K.Khojamberdieva, Q.P.Husanboeva, S.A.Chinieva, S.Shermuhamedova, Yo.Qayumkho'jaeva, D.Kh. Kasimova, It is expressed in the works of B.I. Ganieva.

Problems of development of reading competence in future English language teachers, motivation to know the content of artistic works A.A. Abdullina, A.A.Alekseeva, Sh.A.Amonashvili, L.I.Afanaseva, G.D.Boraznova, M.P.Voyushina, T.G.Galaktionova from scientists of the Commonwealth of Independent States (CIS) , Ye.N.Goncharova, O.V.Dzheley, T.N.Kaptan, Ye.V.Karsalova, A.P.Kashkarov, P.B.Kochetova, N.I.Lifinseva, L.V.Nitalimova, M.N.Omorokova are covered in the works.

At the same time, issues of improvement of library-information networks in modern conditions, development of reading competences of future English language teachers were discussed by foreign scientists A. Burns, L. J. Dorn, S. Ehlers, G. Genette, J. Grzesik, Kristin M. Merga, Researched by E. Ortlieb, A. Perrin, G. Westhoff, H. Willenberg.

Thus, each person has an experience of a personal attitude towards the existence that surrounds him. It is this attitude that brings him to certain situations and creates interest, need and desire to learn certain things.

Interests related to knowledge help to ensure the dynamic development of the educational process. It helps future English language teachers to actively master learning activities. Interests related to knowledge will form initiative in future English language teachers. In this process, future English language teachers themselves will find ways to acquire new knowledge. As a result, the effectiveness of education, upbringing and development increases. Teachers should have a strong influence on students who are not active and are not interested in anything, and direct their interest in learning to a specific goal.

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