
CURRENT STATE OF DEVELOPMENT OF READING COMPETENCIES IN FUTURE ENGLISH LANGUAGE TEACHERS

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ABSTRACT: The process of developing reading competencies among future English language teachers is very complex, and its components are not very interrelated. The development of reading competencies among future English teachers is characterized by its instability and requires great willpower and hard work on the part of teachers and teachers of English. The article describes the current state of development of reading competencies among future English language teachers.

KEYWORDS: Development of reading competencies, assimilation of information, personality formation, educational and age characteristics, education and training, development of cognitive activity.

INTRODUCTION

In recent years, publishing houses have been promoting the initiative to publish the best examples of domestic and world literature. The Yangi Asr Avlodi publishing house, as the leader of this initiative, published 50 rare examples of national and world literature under the heading “Library of Excellence” [3].

Creative publishing houses of the Press and Information Agency of Uzbekistan launched the “Book by Mail” campaign together with the “Uzbekistan Post”. As part of the campaign, at least 2 social advertising banners of modern design dedicated to promoting books were placed on the streets, avenues, markets, metro, bus stations, schools, lyceums, vocational colleges, higher educational institutions and other public places in Tashkent, Nukus and regional centers. Banners in the “Recommended by Press and News Agency” column read “Give your child a book!”, “Read a book to your child!”, “Read a book to your grandson!” contributed to increasing the culture of family reading on conscription [4].

The National Television and Radio Company of Uzbekistan is actively participating in the initiative aimed at promoting reading and reading in society. “Preparation and broadcast of social advertising with the participation of famous artists, theater and film actors, masters of sports” has been launched on central and regional television and radio channels [4].

The participation of famous linguists and practical teachers in the promotion of books and reading, which has taken the form of a national movement, helps young people acquire theoretical and practical knowledge about the methodologically correct organization of book reading. As part of the cultural and educational event “Classical Literature and the Culture of

Reading” [5], young people will be able to understand the role and significance of books in the development of society and personal development, as well as enrich their ideas about choice. useful and interesting works of art, understand their main idea and analyze their content.

Psychologists argue that in the development of cognitive activity of future English language teachers, familiarity with examples of reading fiction is of particular importance. At this stage, the role of each teacher is to help future English teachers think deeply about their relationship to the book.

The development of each national society is directly related to the overall development of humanity. In this regard, now in the republic “April 2 is International Children’s Book Day” (the birthday of the famous fairy tale author Hans Christian Andersen), “April 23 is World Book and Copyright Day” (introduced by UNESCO in 1995), “February 14 is Public “Book Festival” on dates widely celebrated throughout the world, such as “International Book Giving Day” [1], republican seminars [2] on the topic “Education of book reading and reading culture among youth.” people” [2]. acquires important practical significance in determining the interest and need for reading books among students.

Unstable interest in reading samples of fiction is associated with the influence of external factors. Future English teachers may be interested in examples of fiction:

- Positive and negative;
- External and internal;
- Stable and unstable.

Reading preferences are social, narrowly personal and cognitive in nature. Social inclinations are manifested in a sense of duty, the desire to keep up. Narrow personal inclinations are reflected in the recognition of others, the path to personal success, and the desire for self-improvement. The desire to know arises in connection with the desire to gain new knowledge and the need to expand one’s worldview.

The criteria for interest in literary samples include:

- Positive attitude towards reading;
- Reading based on the orientation of future English teachers towards active cognition and personal activity;
- The stable nature of these areas.

Achieving a high level of interest of future English language teachers in examples of fiction is manifested in:

- Positive attitude towards reading activity;
- Interest in certain works of art;
- Expanding the reading process and involving future English teachers in it;
- For example, share the feeling of satisfaction in the process of communicating with a book with classmates, teachers and parents.

Interest in literary examples can be developed through teaching activities outside of class. We try to highlight its components: extracurricular work, work with cultural institutions, and in the process of working with parents.

. Our analysis and observations have shown that certain difficulties faced by future English language teachers in the process of developing reading competence have their own pedagogical and psychological foundations, and the development of unique methodological tools for eliminating them is an urgent problem awaiting solution.

As a result of overcoming the difficulties encountered in this process, it will be possible to comprehensively develop future English language teachers.

It is advisable for future English teachers to identify all the factors that have a negative and positive impact on the development of reading competence and look for ways to eliminate them. Future English language teachers overcome all the difficulties that arise in the process of developing reading skills, acquire the competencies of independent thinking, communication with books, skills of expressing their thoughts in writing and orally, as well as the development of personal qualities, which allows them to achieve effectiveness in this process.

In the course of our research, we tried to present specific pedagogical and psychological directions and forms of work to develop reading competencies among future English language teachers.

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