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ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

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Chashmi jodui fusunsozingga qurbon o'layin.

Yoki:

Yondim sevarim xoh inon, xoh inonma...

Kuydi jigarim coh inon, xoh inonma...

kabi she'riy misralar yaratdi.

Shoir Ravnaq isyonkor shoir Mashrabdan ham bahramand bo'ldi. Chunonchi, u Mashrabning:

Gulchehralar boshingdin bo'lsin sadog'a dilbar,

Misralarib bilan boshlangan o'ynoqi she'riga nazira bog'lab:

Qurbon o'lay shakardek shirin dudog'a dilbar,

Tushmish azalda zavqim bodom kabog'a dilbar.[1.4]

Xulosa. Ravnaq o'tmish merosidan samarali foydalanishga intildivva she'riyatda mavzu, shakl va badiiy mahorat e'tibori bilan ham mustaqil yo'l tutdi. Garchi uning "Devoni"da ba'zan hukmdorlar sha'niga aytilgan qasida va baytlar bo'lsa-da, bular shoir ijodining asosiy va yetakchi g'oyaviy yo'nalishini o'zgartirmaydi. Shuning o'z faxriyalaridan birida:

Gulshani ma'ni aro murg'i xushilhon Ravnaq deb aytishi bejiz emas edi, albatta. Shoir o'z lirikasida masnaviy, ruboiy, murabba', muxammas, qasida, tarix, mustazod kabi xilma-xil she'riy shakllarining go'zal namunalarini yaratdi. U o'z davri uchun "Bebaho guhari ganjinai irfon Ravnaq" bo'lib, mashhur zamondoshi Roqim ham, 18-asr oxiri va 19-asr boshlarida o'tgan Shermuhammad Munis ham, 19-asr oxiri va 20-asr boshlaridagi shoirlardan Mirzo ham uning g'azallariga muxammaslar bog'ladilar. Demak, Ravnaq o'zidan keyingi o'zbek, shoirlarining ijodiga ham barakali ta'sir ko'rsatgan. Ravnaqning mazmundor she'rlari 18-asr o'zbek poeziyasining go'zal namunasi.

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DEVELOPMENT OF READING COMPETENCE OF STUDENTS AT UNIVERSITY

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Annotatsiya. Maqola zamonaviy oliy o'quv yurtlarida bo'lajak o'qituvchilarning o'qish qobiliyatini oshirish va o'qish muammolarini o'rganishga qaratilgan.

Kalit so'zlar: o'qish, ish, zamonaviylikni rivojlantirish.

Аннотация. Статья направлена на изучение проблем чтения и совершенствование читательской компетенции будущих учителей в современных вузах.

Ключевые слова: компетентность, чтение, работа, развитие современности.

Abstract. The article is aimed at studying the problems of reading and improving the reading competence of future teachers in modern universities.

Keywords: competence, reading, writing, development, modernity.

The status of reading, its role and attitude toward it in many countries around the world have changed dramatically over the past twenty years. Decrease of interest in reading is a global trend of globalization of mass media and the rapid development of the entertainment industry, replacing reading as a prestigious source of information and as a pleasant and prestigious form of leisure.

The opinion of the population shows that not only students, but also those categories of citizens who have higher education, have significantly decreased interest in reading books.

Since the advent of electronic media a new era of neotribalism has begun, a "global village" in which the human world will once again become shared, but this time only at the global level. The means of communication and information are changing, the way of thinking is changing, behavior and forms of association are changing," conclude foreign scholars .

The problem of reading among students and young people is one of the current problems of our time.

In foreign literature scientists emphasize the importance of reading in human development. Reading contributes to the development of a complete intellectual and emotional personality, capable of self-development and self-realization .

The younger generation has ceased to see the sense in reading books and magazines, though earlier almost any family used to subscribe to periodical literature for the children, visits to libraries, theaters, museums, implementation of lessons outside the classroom, for example, in the school yard or in a museum of a famous person, project and research activity, group or personal expositions of student works - all this excites the interest of students to the study.

Extracurricular activities broaden the horizons of students, develop creativity, encourage extra information about the subject, the self-study of literature. Formation of expressive reading in the process of education of reading competence. Expressive reading implies the development of a certain minimum of skills related to the pronunciation culture of speech.

The quality and level of reading culture is mentioned in pedagogical, library, bibliological, bibliographic, cultural, socio-psychological studies of reading problems of future teachers: Akimova A. G., E. A. Volkova , I. V. Vorontsov , G. G. Granik , S. M. Bondarenko and L. A. Kontseva, D. S. Likhachev, V. A. Kozyrev and V. D. Chernyak, N. N. Svetly and Persik-ool, T. S., I. I. Tikhomirova , V. P. Chudinova . On ways to improve the quality of development of reading competence and reading culture written by foreign scientists M. Adler, M. McLuhan D. Pennac.

Ability to read is defined by specialists as a skill of reading, in the process of mastering which a person passes four stages of development: on the first stage a person learns to put letters into words and read; on the second stage one learns to read aloud; on the third stage - to read to oneself; on the fourth stage - to read critically. To become a complete, competent reader, one must master all four stages of reading skills .

Reading is a body of knowledge and skills that allows a person to select, understand, organize information presented in sound and letter form, and successfully use it for social and personal purposes. This definition reflects the information-cognitive approach to reading. Reading is viewed as a type of cognitive activity and is aimed at extracting information from texts, understanding and interpreting it. In this interpretation, the concept of "reading competence" is close to informational competence. The new standards refer both these types of competences to the meta-disciplinary educational outcomes [1].

A modern university teacher has a clear goal - to educate a qualified, talented, creative reader. Reading is a constantly developing body of knowledge, skills, and abilities that should be improved throughout life.

"Reading is an interactive problem-solving process associated with making sense of texts. "Reading is a complex interaction between text, reader, and reading goals that are shaped by the reader's prior knowledge and experience [2].

The development of personal creativity, creative abilities, creative thinking is a very topical issue in the educational process. In today's rapidly changing world there is a demand for a personality not only possessing the sum of knowledge, but also capable of creative creativity, to make

unconventional decisions, to be able to prognosticate, to invent, to show initiative, to predict, to think out, to show initiative.

The person with a creative way of mind finds it easier not only to change a profession, but also to find a creative "zest" in any business, to be enthusiastic about any work and achieve high labor productivity. One of the main goals of Russian language and literature: to awaken the students' need for creativity, to develop their creative abilities, which will contribute to success in learning and later in labor activity.

An important condition for creative activity is a sense of surprise, novelty, and also readiness to take a non-standard decision.

Tasks that teach students not to be afraid of fantasize, help them look at ordinary things from a new, unusual perspective.

The necessity of developing a personality with a broad intellectual potential to develop creativity as the basis of innovative activity is reflected in the State Standard of the RU and government documents, decrees, resolutions, orders and

and other regulatory legal acts on school and secondary special education.

The goals can only be achieved in a systematic and integrated, i.e., integrative. One of the ways to implement the integrative in school education is to use the methods of scientific creativity methods in the process of teaching schoolchildren different subjects, which allows you not to teach a subject, but to teach a subject.

Looking at books their reading, reading and looking is the way by which through the study of books - objects in all their diversity the educator leads children from ignorance to knowledge, from helplessness to independence. The basic processes that characterize the path to the book and the world of books, and gave the name of the leading method of shaping beginning readers' interest in books and reading independence - the method of reading - considering.

The method of reading-viewing is a continuous chain of interconnected successive mental and practical actions, as a result of which the child independently identifies the external indicators of the content of each book, mutually correlates them and makes a general but fairly reasonable conclusion about the subject, nature, quantity and specificity of the works placed in the book, and then based on a general preliminary assessment of the book, sets the purpose of reading and immediately, really includes himself in the development of this content, choosing the approach.

When reading a new book with new content, its content is revealed page by page, and in order to grasp it in its entirety, it requires viewing the entire material through a narrow prism of perception. For us another way of perceiving subjects is usual - from the general impression to the details. A preliminary acquaintance with the book before the actual reading and working through it usually gives a great saving of labor time and better results. In addition to being a comprehensive, synthetic method of reading-reading books is designed to organically, merge for child readers both sides of the perception of the book when reading.

Text and out-of-text information, equally designed for the reader to comprehend the human experience contained in the book in a meaningful and purposeful way. This information helps the child, left alone with the world of books without anyone else's interference, by means of feasible and independent reading activity, to choose the book consciously, to discern the author's program in it, perceiving and recreating for himself the content of what he has read.

This method helps children involuntarily and for a long time, if not forever, to remember books to which they turned, and at the first stages of learning appreciably facilitates them and the difficulties associated with the imperfect technique of reading, activates the necessary vocabulary and ideas, stimulates imagination, sets the necessary focus and concentration of thoughts, allows you to allocate your reading circle.

With the method of reading-examining retains its importance and the method of the living word in a variety of forms in the form of reading aloud especially by heart, in the form of reflections on the book read, and various kinds of conversations, stories, retellings.

The method of reading-reading allows a system of a wide and solid range of general and specific knowledge, skills and abilities necessary for full-fledged independent communication with the world

of books, and as a result translates consistently reproduced by the child reader and mutually complementary, reading activities into an internal plan. . Work of libraries to develop reading interest in children. The modern librarian has a well-established traditional forms and methods of library work.

A professional librarian, striving to meet the expressed and unspoken needs of readers as much as possible, cannot but act in accordance with the "laws of librarianship". The first of these states: - to every reader his book; -to every book his reader. For practical work, the librarian needs to have an idea of the specific readers of his library. For this purpose there are well known, proven by science and practice methods. Each method has its advantages and disadvantages, each of them has a place in solving the problems of studying readers.

Primary information on the level of reading culture librarian, of course through observation. Thus, a group of readers who do not use other means in the selection of books, other than the librarian's advice and viewing the books handed in by other readers can be identified. [3]

Librarians take note of such readers by making appropriate notes in the form. Based on the results of the observation the librarian determines the method of further work. Sociologists note that there are always readers who are reluctant to enter into a conversation with the librarian, negatively related to his recommendations. Thus, the method of observation is extremely important.

The most common method for studying readers is periodic qualitative and quantitative analysis of reading materials. It allows collecting valuable material on the dynamics and content of reading, identifying the circle of reading interests, the systematic nature of reading. In the library, in particular in the reading rooms (of which there are several in the library: the children's reading room, the hall for young people, the hall of literature on art) come to do school homework.

And, of course, come to the aid of librarian-educators, advising and applying the whole rich palette of possibilities of the library. Librarians try to teach children to use different media in preparing homework. Actually, the very concept of homework is interpreted much wider than the preparation for the lesson, especially since the librarian has to deal not only with schoolchildren, but also with the kids. It is the development of speech and thinking, reading competence, providing access to literature, revealing the variety of uses of print and electronic media, and writing school assignments.

Librarians, while solving the important tasks of fostering reading competence, do not neglect working with teachers and educators. Teachers and educators can be offered a variety of information days, specialist days, recommendation and bibliographic reviews. In many ways the librarians draw attention to the library, the variety of media and the possibilities of instilling in children an interest in literature and reading. An important condition for effective work is to know the reading interests of children and adolescents.

This is facilitated by the "Book Days" conducted by the library (Children and modern reading, Value orientations of young people, Your favorite magazine, The best book of the year). The library itself should determine the priorities of library services, to identify those reading groups that are in particular need of its assistance and services.

A significant part of libraries are libraries in rural areas. It should be noted that today the reading interests and needs of rural readers are becoming more complex and deepened, and their whole reading profile is undergoing a noticeable change today.

However, among the various reading needs a significant place continues to be taken by the need for information to help education, as well as - self-education, understood widely enough: as assistance in solving many problems of life. With regard to children and adolescents rural and school libraries have accumulated vast experience, managing, despite all the difficulties, in most cases, to realize its main function - to create the conditions of education and development of personality in the library.

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