



DIFFERENT WAYS OF ENCOURAGING YOUNG LEARNERS FOR READING LITERATURE

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Abstract

Highly spiritual and well-educated people can undoubtedly be worthy successors of the future of our great nation. To do this, it is important to start education and upbringing in the family and continue it effectively. And reading plays an important role in the upbringing and development of our children.

Keywords: education, enlightenment, intellectual potential, scientists, homework, animations, worldview, classroom.

I. Introduction

If we want our young people to grow up to be a harmoniously developed generation, we need to instill in them a love for books. Because reading a book sows the seeds of goodness in a person's heart. Whether we like it or not, times are changing rapidly. In ancient times, no matter how simple life was, no matter how simple the worldview of people, our ancestors, who aspired to science and enlightenment, and were interested in new discoveries, were recognized among scientists of the world for their intellectual potential. Many sources state that the reason for this height is that the source of knowledge is primarily the desire for books and libraries. In the past, books, no matter how rare, were of interest to all scholars. Nowadays, the interest in books has decreased due to the fact that information is available in different forms, sources and forms.

II. Literature review

If we discuss some of the questions that arise as a problem, the approximate appearance of these questions is as follows:

"Why don't the kids read?"

- What should we do for this?
- What does reading give a child?
- How do we teach children to read...?

WHY DON'T CHILDREN READ BOOKS?

Many parents complain that their children do not read books at all, are not interested in books, and waste their time watching various videos instead of reading books.



We think that the first reason is not interested in reading. The reason I'm not interested in reading is because I can't read. When a person can't do something, he loses interest in it.

So, first of all, we need to develop students' reading skills.

The second reason is the example of parents in the family. The family environment also affects children. It is important to remember that reading in the family encourages children to read as well. When a mother or father assigns a child the task of reading a book, even if he or she is busy tickling his or her cell phone, the child becomes uncontrollable and loses interest in reading. The child will also find the secret messages on the phone more interesting and, of course, will lose interest in the book.

III. Analysis

WHAT SHOULD WE DO TO DO THIS?

First and foremost, we need to teach children to do their homework responsibly. The task should be to give the child a happy mood. You can't finish reading this story, we can't quench the children's interest in reading. Instead of saying, "Read this text quickly," "Put a title to the text," "Find words that start with vowels in the text and quickly underline them with a pencil," "How many consonants in the text?" We need to allow the child to gather information about the text, the story, to get acquainted with the text. We must not forget that text-based images or animations also help to understand the content of the text. If the child understands the content of the text, he can read it. After reading the text at least 3 times, we can suggest that the child read the task faster in one minute. In fact, the passion for books begins at an early age. Parents and grandparents in the family tell stories to young children, and educators and teachers in educational institutions tell different fairy tales and stories to school-age children by telling them different stories and tales from books and making them interested in reading. they go. When students reach the age of 9-10, they should be given the opportunity to choose their favorite book and, from that age on, share their impressions about the story they read or the work of art. Children between the ages of 12 and 13 can read books that suit their interests and tastes, based on their worldview. Only then should parents and teachers help them as a guide and support.

WHAT DOES READING GIVE A CHILD?

One of the most important tasks today is to teach students to read, to educate them in the spirit of love for reading, to instill in them the idea that reading is a necessary tool for achieving their goals and social adaptation to society. Reading to students is not a spontaneous process. Classroom and extracurricular reading classes in elementary school are an important way to engage students in reading from an early age. In particular, the artwork chosen by the teacher in the classroom and in extracurricular activities can also be an important factor in resolving some of the awkward situations and conflicts that occur between students in the classroom. It is also important to



establish a quality partnership between teachers and parents. The educational process is more effective when students' behavior in the family, their relationships with close relatives, and changes in behavior are discussed with teachers and parents.

Because if reading is shaped by teachers in the school, at home, parents need to create a culture of reading in the student. To do this, parents should choose books that are appropriate for the age, inner world and intellectual level of the student and provide their child with a book that suits their interests. Because reading enriches a person's spiritual world, expands his worldview and plays an important role in the formation of a culture of speech.

HOW DO WE TEACH CHILDREN TO READ BOOKS?

Experience has shown that it is important for an elementary school student to be offered books on a particular topic. Reading interesting books makes a student more interested in reading. Students will also develop independent thinking and purposefulness.

During primary education, teachers and parents need to encourage students to read more as a result of the educational process. It is important to note the number of books that children read, to positively assess their efforts and behavior, to set an example for peers and others around them, and to praise and encourage them from time to time. Classroom reading competitions, innovative exercises based on a particular book or story in a book, various tests and simulations, conversations, discussions, readers' awards celebrations, book exhibitions, new book introductions, book annotations, read book corners, most it is advisable to organize events such as a collection of new books. Involving students in such activities, building their self-confidence, builds the qualities of responsibility and commitment.

Another purpose of developing reading and reading skills in primary school students is to acquaint them with the cultural, historical, spiritual and moral heritage of our people, to cover the exemplary life and work of our great thinkers, the rich cultural and cultural heritage of our great ancestors; cultivating a sense of devotion to a noble heritage, a wide range of arousal of feelings such as understanding the essence of our sacred values, the creation of advanced methods and mechanisms of upbringing through books. In the formation of reading and reading skills of primary school students, it is important to choose books and offer literature that suits the student's worldview and level.

IV. Discussion

Expressive reading of works of art, conversations about books read, speaking on the basis of pictures, explanation of the content of unfamiliar words, increase of vocabulary, literary evenings and other topics in order to develop reading and reading skills in the classroom, various methods are used, such as the organization of a dedicated book exhibition. Such methods help to develop the student's personality, his creative abilities, to acquaint him with universal values, to form a creative imagination, to develop curiosity. Expressing the books, he reads to students through graphic organizers,



recognizing the students who read the most books or works of art separately, asking the reader to express his attitude to the heroes of the work of art, asking for a detailed explanation, discussing the behavior of the protagonists, and giving examples based on other similar events in life make students more active.



It is also important to explain the educational value of the works read. In particular, the artwork chosen by the teacher in the classroom and in extracurricular activities can also be an important factor in resolving some of the awkward situations and conflicts that occur between students in the classroom. Many of the works of art and stories included in the elementary school textbook are characterized by students' lives and the expression of positive and negative qualities. In lessons and reading circles, students can read books that are appropriate for their age and interests, tell stories from works of art, feel the events and experiences, poems that sing about love and affection for the Motherland, kindness, compassion. - to recite proverbs and sayings praising human qualities such as fate, morality, humility, diligence in a way that is understandable and understandable to the reader, to compile a list of readings - to give students a look at the works of writers calls. Providing printed or electronic versions of books (using slides) and effective use of multimedia also encourages the reader to read involuntarily. This approach to education stimulates students' interest and interest in fiction and develops their thinking skills. Because the psychological factor in the development of reading skills is reflected in the ability to take the reader into the world of books, to motivate him. Motivation motivates a child to read. It is important for adults to open the mysterious world of the book to the child and support him in this way.

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V. Conclusion

In conclusion, students' interest in reading should be established not only at school, but also in extracurricular families and neighborhoods. The perfection of humanity can be revealed by enjoying the unique examples of Uzbek and world literature. To this end, it is important to involve everyone in reading through events such as "The most reading family", "Reader's children's street", "Reader's marathon", "Reader's town", "Gift campaign for readers"; being a spiritual role model and can be the basis for bringing them up in the spirit of reading. "When people stop reading, they stop thinking," says the French writer Denis Diderot. In fact, the primary school student is primarily interested in the reality of the book.

Gradually, this curiosity affects his emotions and mental abilities, prompting him to compare the reality of life with the reality depicted. As a result, the reader begins to think about the actions of the protagonists and their characteristics, and is affected by the state of the protagonists. The main idea of the works of art is that the expression of a person's happiness or ruin as a result of the struggle between good and evil encourages the reader to draw conclusions. A reader who reads a lot of books will be able to draw the necessary conclusions. As a result, he expands his knowledge, worldview, and becomes an educated, literate, cultured, spiritually mature, spiritually active, and strong-willed person.



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