

## Development of Reading Competence in Future Teachers

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### Abstract:

The ability to read is a set of knowledge and skills that allow a person to choose, understand, systematize information presented in printed (written) form, and successfully use it for both personal and public purposes.

The article is devoted to the actual problem of the formation of reading competence in future teachers (on the example of foreign literature). The methods used are the analysis of foreign literature and a practical study of the formation of reader's competence in teaching literature to future teachers.

The study shows that the formation of the ability to read consists of several successive stages and is carried out in certain pedagogical conditions. The assessment of reading ability is carried out according to the following five indicators, the presence of which requires a complete understanding of the text: orientation in the content of the text and understanding of its general meaning; information identification; improvement (development) of interpretation; reflection of the content of the text; reflection of the text form.

**Keywords:** Development of student's personality, formation of reading competence, reading, reading competence.

Today, in the structure of higher education in Uzbekistan, serious work is being done to reform the teaching strategy based on the design and implementation of holistic educational technologies for specific academic subjects, including the development of the speech competence of future teachers.[1]

Currently, young people and students are losing interest in reading. This is due to the emergence and active development of new information technologies, electronic media and the mass entertainment industry. All these societies But since reading plays an extremely important role both for the full development of the individual and the country as a whole, attempts must be made to eliminate this problem.

If we consider reading as a social phenomenon, we can find a number of its specific features. Reading contributes to the formation of a personality full of intellectual and emotional plans, capable of development and self-realization. Reading activates the development of the most important socio-cultural qualities of a person, which can be identified in a comparative analysis of people. reading and not reading. According to Plotnikov (1999), a recognized authority on the sociology of culture and reading, people who read: can think in terms of any problem, cover everything and highlight controversial points; adequately assess the situation and find the right ways to solve them; have a good memory and are prone to creative thinking; their speech is beautiful, expressive and rich in vocabulary; freely formulate their thoughts and express them in writing; easier to interact in society; more independent, critical, have their own personal opinion. It

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has been proven that the more cultural experience a person has, the richer and more expressive his language is (Plotnikov, 1999).

Thus, the culture of personality depends on the culture of reading, which reflects various aspects of personality development: psychological, ideological, philosophical, and is an indicator of its holistic development (Kozyrev, Chernyak, 2007).

One of the key competencies, the formation of which requires a clear understanding of the requirements for relevant knowledge and skills, is the ability to read.

For the development of reading competence, it is important to create conditions for the activation of reading activity, that is, to form the ability to apply knowledge and skills in practical experience, and thereby ensure the general cultural, cognitive and holistic development of the individual, in other words, to form competence.

At the end of the 1970s, the term "ability to read" began to be widely used in foreign scientific literature (S. Ehlers, J. Hiezik, G. Westhoff, G. Wallenberg).

As a result, communicative competence is manifested in the performance of various types of speech activity, namely: in listening, speaking, reading and writing. Leading domestic methodologists (L.I. Bim, N.I. Gez, N.D. Galskova) propose to distinguish four components of communicative competence, namely the ability to speak, listen, read and write. Thus, the ability to read is one of the most important components of communicative competence.

Reading competence was considered by researchers of general linguistics, psychological and pedagogical aspect. The methodological basis for the study of reading competence was the psycholinguistic theory of speech activity (L. S. Vygotsky, I. A. Zimnyaya, A. A. Leontiev,

S.L. Rubinshtein and others), The main positions of the competence-based approach (O.D. Tomilin, I. D. Frumkin, B. D. Elkonin and others). The ability to read, according to these researchers, is an integrative personality characteristic that manifests itself in a person's ability to read and use the information extracted from the text in practical activities.

Under the competence of reading, according to Razuvaeva (2010), we mean a set of knowledge and skills that allow a person to select, understand, systematize information presented in printed (written) form, and successfully use it for both personal and public purposes.

We are interested in the pedagogical nature of the concept of reading ability in general and how it is formed in future students in particular. Another issue that needs special attention is how the ability to read is structured. In addition, it is necessary to determine the stages of the formation of reading competence and find out the indicators of the formation of reading competence.

The research methodology included an analysis of foreign literature aimed at forming key ideas about the concept of reading competence, a study of actions to form reading competence when teaching literature to future students.

Reading competence of future teachers has a number of features. Due to its meta-subject nature, the ability to read in the context of university education contributes to the formation and development of professional competence. In a modern university, the ability to read becomes the basis of individual and research work of students (Babkina, 2016). In the information environment, the content of the reader's competence is qualitatively changing. The information environment contributes to the formation of new cognitive structures in the process of reading, which have both a positive and a negative impact on the reading literacy of students. Negative trends in reading due to the influence of screen culture include: the superficial nature of reading, the presence of semantic

gaps and the incompleteness of the formed picture of the world. According to Razuvaeva (2010), the formation of reading competence among future teachers is “a purposeful process of developing their reading motives and reading interests, organizing the development of their system o The following interrelated components are distinguished in the structure of reading competence:

- motivational (needs, motives for reading, reading interests);
- cognitive (a system of language, country knowledge, knowledge of the text, knowledge of oneself as a reader);
- activity (a set of skills: predictive, analytical, interpretive and evaluative).

The motivational component is one of the main components of reading and includes motives, needs, interests, desires. Realizing the need to read, the reader finds the information of interest to him, makes efforts for its qualitative selection.

The cognitive component is characterized by the ability to understand the lexical units of the language, build phrases according to the laws of grammar and semantics. This component includes knowledge of the language.

The activity component is determined by the mastery of skills and abilities that allow solving various communicative tasks (Sapukh, 2016).

According to Klychnikova (1983), in the process of reading, the stages of understanding involve first the perception of individual words and phrases, then individual sentences, as well as communication plans: logical, emotional and motivational.

These categories reflect the nature of the literary text in foreign literature: the relationship between the characters, their behavior, the author's position and revealed in the language characteristics that are indicators of these relationships. Therefore, they serve as guidelines for extracting information from a literary text. These actions contribute to the formation of semantic forecasting skills: to highlight clear semantic information; set events in a constant sequence; to distinguish the main facts from the secondary ones; by context, grammatical structure, word-formation elements to determine auxiliary clues about the meaning of "semantic milestones". These skills are typical for reading texts of different genres.

The characteristic features of reading literary texts in foreign literature are the skills of language forecasting: to identify landmarks that determine the relationship of a literary text, as well as the ability to find landmarks using "strong positions" that allow one to penetrate into the real content of the text. This group of skills is the starting point for penetrating the semantic content of a literary text. The formation of these skills helps to alleviate and overcome the difficulties experienced by the future teacher when perceiving the text (Dubova, Larina, 2018).f reading knowledge and skills” (p. 68).

There are special methods for developing these skills, taking into account the peculiarities of a literary text in foreign literature and the expected difficulties that future teachers may encounter when “entering” the content and meaning of the text (Orlova, 2008).

Techniques for identifying the "strong positions" of a literary text are objectively correlated with a group of texts that cause difficulties due to their genre conditioning. The texts are dominated by difficulties with the accessibility of episodes and author's lyrical digressions, i.e. branches from the main narrative line, it is important to use techniques aimed at finding supports (signal words and phrases that reflect the topic of the statement).

The process of developing reading competence in future teachers consists of several successive stages (Krasnoshchekova, 2016) and is implemented under the following pedagogical conditions:

- preliminary diagnostics of the level of formation of reading competence of future teachers is carried out (taking into account the experience of their reading activities);
- the educational process is based on a differentiated approach to future teachers, for which a system of multi-level tasks has been developed, which makes it possible to individualize the selection of tasks depending on the degree of formation of one or another component of reading competence and on the personality and personality characteristics of future teachers (type of temperament, nature of the course of cognitive processes, etc. .);
- the teacher organizes pre-protective work aimed at updating the knowledge of future teachers, necessary for deep and complete penetration into the readable text and expanding the horizons of students;
- text materials include texts of different genres: artistic, scientific, technical, office, business, household; and different types: instructions, announcements, menus, schedules, advertising;
- the reflective position of future teachers in relation to reading activity is provided by the system of proposed tasks and keeping a reading diary, which allows students to develop a trajectory for the formation of their reading competence (Annenkova, 2016).

The assessment of reading ability is carried out according to the following five indicators, the presence of which requires a complete understanding of the text: orientation in the content of the text and understanding of its general meaning; information identification; improvement (development) of interpretation; reflection of the content of the text; reflection of the form of the text (Pletyago, 2016).

All selected indicators are interconnected: the successful formation of one depends on the formation of another. Full understanding of the text implies the achievement by the student of a certain level of competence for each of the indicators. The level of competence is determined by the teacher's questions and assignment settings.

Orientation in the content of the text in foreign literature and understanding of its general meaning is revealed in the definition of the leading theme, a single goal or purpose of the text. To do this, the following tasks are proposed: come up with a title for the text, express the general meaning of the text in one sentence, explain the meaning of the instructions proposed in the text, highlight the main components of the table or graph in order to determine the purpose of the image or map, the type of publication of the book and the nature of the texts included in it, etc. d.

To determine the general understanding of the text, future educators can be asked to find the relationship between a part of the text and a specific footnote given by the author, a part of the text and its general idea. From the key ideas of the text, one can suggest choosing the most general, dominant one, which will demonstrate to the future teacher the ability to distinguish the main ideas from the secondary ones or find them in the title of the text and the formulation of its main topic.

It is desirable to determine the ability to find information in the text using specific questions, for which the future teacher will need to "go over" the text with his eyes, understand its general content and start searching for the necessary unit of information, which is sometimes expressed in the text in a different (synonymous) form than in question.

The ability to interpret the text, determine its hidden meaning can be revealed if future teachers are invited to compare and contrast the information contained in the text, find arguments in it to

confirm the assumptions made, draw certain conclusions and formulate a conclusion about the intention of the author or the conceptual representation of the text. Speaking about determining the reflection of the content of the text, we can offer the future teacher to connect the information obtained from the text with the existing knowledge obtained from other sources, evaluate the conclusions made by the author based on his own ideas about the world around him and find arguments in defense of his point of view.

Determining the reflection of the form of the text for the future teacher, it is necessary to evaluate not only the content and meaning of the text, but also its form. To comprehend this aspect of text understanding, adequate development of critical thinking and independent judgments is necessary. The future teacher needs knowledge about the structure of the text, the features of the genre, the ability to recognize humor, irony, hidden meaning, the author's attitude to the problem presented in the text. For this, tasks for critical analysis of the text, for the correspondence of the text to its purpose, stylistic commentary and a number of others are suitable.

Thus, indicators of the development of the reading competence of future teachers are their ability to penetrate the content and meaning of what they read, as well as the analysis and interpretation of what they read. These characteristic skills, as they are formed, are superimposed on the skills that future teachers of foreign literature already have in the process of reading texts of various genres. They are transformed, reconstructed, complement each other and, ultimately, contribute to the formation of reading skills in future teachers.

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