



STUDY OF FUTURE TEACHERS OF ENGLISH METHOD OF IMPROVING COMPETENCE BASED ON THE WORKS OF CHARLES DICKENS

Aliqulova Feruza O'ktam qizi

Lecturer, Termez State Pedagogical Institute

feruza@gmail.com

Abstract

Teachers should make students understand that the process of reading literary works gives a great sense of satisfaction. In addition, as a result of the teacher telling his future English language teachers what is thought about in the selected work, they can arouse interest in this work. The article describes methods of developing reading competencies in future English language teachers.

Keywords: Reading literary works, developing reading competencies.

INTRODUCTION

The role of pedagogues in the formation of interest in the examples of fiction in future elementary English language teachers is incomparable, they are familiar with Uzbek folklore, examples of children's literature and recommend for extracurricular pedagogical processes and independent study at home by choosing examples of fiction that are interesting for future English language teachers. It is desirable for students to organize regular, group and individual interviews, discussions and debates about the artistic works they read. Future English language teachers who are closely acquainted with examples of literary work develop memory and focus on one point. In addition, future English language teachers will develop figurative thinking and literacy. They will understand the main idea of a work of art and the skills of speaking. As a result, they develop analytical thinking effectively. If they are regularly engaged in reading examples of fiction, their outlook, intellect, cognitive activity will develop, and positive moral qualities will be formed. In the image of the heroes of the play, they learn the experience of careful attitude towards the environment, understand the subtleties of interpersonal relationships. After entering school, students need to learn more information every day. Therefore, teachers should gradually increase the time spent on reading minutes, cooperate closely with parents in this area, and recommend literary works for future English teachers to read according to their age.

Various activities are organized in cooperation with cultural institutions: library hours, trips to museums, participation in exhibitions, participation in readers' contests, staging fairy tales, etc. Based on the orientation of the reading lessons first





of all to the personality of future English language teachers, the possibilities of forming interest in the samples of artistic works will be expanded. On this basis, pedagogical tools, methods and methods serving this purpose are presented. They are:

- 1) Method of personal experience activation. In this, the teacher offers prospective English teachers to enter the situation of the characters of the play. In this process, Prospective English teachers choose specific situations related to their personal lives. Prospective English teachers are tasked with writing about their feelings and experiences and comparing them with those of their classmates.
- 2) introspective analysis method - is a unique method of teaching works of art to future English language teachers. Certain situations are always described in works of art. These situations are related to human life. It expresses human experiences and penetrates into the hearts of future English language teachers. One of the teacher's tasks is to challenge prospective English teachers to express their personal experiences.
- 3) Person-oriented theatrical method. This method is to interest future English language teachers in theatrical art work. In this place, it is thought about the use of the elements of dramatization of the artistic work in the formation of interest in the art work in the future English language teachers, in awakening their emotions. With the help of this method, future English language teachers feel the feelings and experiences of the protagonist of the work of art.
- 4) Method of self-creative expression. With the help of this method, future English language teachers imagine their place in the world of culture. For this purpose, the teacher should prepare future English language teachers for appropriate participation in various contests and stage performances. In addition, it is appropriate for teachers to use various interactive technologies in reading and education lessons to interest future English language teachers in primary school. Teachers must install Mimio Studios on interactive whiteboards. Various art games can be placed and presented in it. Such technologies increase the effectiveness of reading lessons and develop the interest of future English language teachers in the works of fiction. It should be noted that today there are many interactive technologies that serve to form the interest of future English language teachers in relation to examples of fiction. Teachers have the opportunity to develop the artistic taste, creative activity, speech, intelligence and logical, imaginative thinking of future English language teachers by using them effectively in reading lessons. The use of the following set of methods is of particular importance in ensuring the successful solution of the tasks related to the formation of interest in the examples of fiction in future English language teachers. In school practice, the following forms of work can be used to interest future English language teachers in examples of artistic works in reading lessons and extracurricular processes: Debate refers to a discussion of specific





issues among a group of prospective English teachers in relation to a work of art that has been read. It serves to form a general opinion about the work of art in future English language teachers. Discussion cannot be confused with discussion. Finding the right solution is the basis of any dispute. Does not represent a general judgment. Readers' selection consists of a selection of theatrical plays. Their regular attendance at the library is of particular importance in the formation of interest in works of art among future English language teachers. During the interviews, future English language teachers are introduced to new examples of children's literature. Practical classes on book selection will be held. The use of information technology serves to form a special interest in books by introducing future English language teachers to mass media. By exposing future English teachers to examples of fiction, a special love for books will be instilled in them. It is proposed to use a number of effective methods for formation and development of reading skills in primary school students in foreign experiences. The didactic possibilities of some of these methods are discussed below: Cassil's method. According to him, the teacher or parents stop reading the book at the most interesting part of the work. They say they don't have time to continue their studies at this point, they have other important things to do. In the end, the child wants to know how the life of the hero of the work was and takes the book in his hands. In elementary grades, children who are familiar with the letters of the alphabet try to read the rest of the work by themselves, although they are hesitant. But children who are not yet able to read well are forced to ask for help from other family members or the teacher at school. Then the answer of the family members or the teacher should be as follows: "Okay, I will help, but let's do it this way: I read two paragraphs, you read one!" The children, who are very interested in the development of the event, agree to this proposal. "Ancient peoples" method. It is also called "People of books" (or "People of books" method). According to the essence of the method, the child was not only allowed to read a few lines or even half a page of an interesting work as a reward if he behaved in an exemplary manner, but also prepared cookies with the appearance of a book. The boy received such cookies in honor of the happy event of reading a book, because, in ancient times people accepted reading books as joy and celebration. The child had to remember this every time he picked up a book. If the child does not behave in an exemplary manner, then he is not allowed to read the book. This method is based on when children start reading the book. Most researchers emphasize the advantage of the "Short-term" study method. The advantage of the method is that it is recommended to parents to read with the student for 10 minutes every day before bedtime without tiring him. If this method is followed, the students of the 1st2nd grade of the primary school will have the opportunity to read a book for about 1 hour a week.





Reading the work expressively, in a tone appropriate to the character and actions of the characters, making short stops at certain places of the work, and asking the child "What do you think will be the next development of the story" (it is necessary not to scold or rebuke during the conversation), as well as, after reading, it is advisable to organize a small conversation with the child about the events and events read [5]. "Carefully study the cover of the work" method. Another method recommended by foreign pedagogues is to carefully study the cover of the work. This method is used in the following order: 1) students are required to look at the cover of the work of art, pay attention to the main notes - the author's name, initials, and the name and illustration (decoration) of the work; 2) students examine the cover of the work; 3) students are invited to remember what information they have about the writer or poet who is the author of the work, his works; 4) students provide information about the author and his works; 5) a cartoon or feature film based on the work is watched under the guidance of the teacher; 6) students are given a task to compare the plot of the work and cartoons or feature films based on it; 7) under the guidance of the teacher, the performance of the task by the students is discussed [8]. "Verbal drawing" methodology. In the experience of foreign countries, not only methods, but also methods are based on effective methods in the formation of reading skills in children. One of such methods is the "Verbal painting" method. This method arises in the reader's mind during the process of reading an artistic work and serves to express the description of the images and plots in it [7]. This method is also known as "Word image". It is directed to the development of students' skills to clarify the images according to their specific characteristics with the help of words, according to which the student should not use words, adjectives, verbs that are not used in the process of reading the work to illuminate the images and plots [5].

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