
Improving Reading Abilities in Secondary Schools

Chjen Elena Vitalievna
Associate Professor of NamSU,

Toshboeva Munisakhon Otaboevna
Master's Student of NamSU

Abstract:	Keywords:
The article deals with an actual methodological problem – the development of reader perception in literature lessons in the 6th grade of a secondary school.	Reader's perception, teaching methods and techniques, new pedagogical technologies, hero, deed, cinquain

In modern society, we can observe such a phenomenon as the "disintegration of personality", and there is a need to talk and reflect about new social conditions, about changing human psychology, about relationships between people, and finally, about the meaning of life that so worries us and so painfully comprehend the heroes and heroines of A.P. Chekhov's stories. In Chekhov's works we find themes close to modern life, and they help us understand the complexity of this problem.

Anton Pavlovich Chekhov, having created the story "Joy", touched upon a very urgent problem. The story "Joy" by Anton Pavlovich Chekhov, written in 1883, became one of those that we offer to the list of extracurricular reading for students of grades 6 of secondary schools. This work, in our opinion, is relevant in the literature lessons of sixth grade students for several reasons:

- Firstly, A. Chekhov's story raises important moral issues that are important and understandable to students,
- Secondly, there is an opportunity to "call" sixth graders for discussion and discussion,
- Thirdly, it is important to use new pedagogical technologies in the development of reading abilities during the analysis of a literary text in literature lessons.

"In literature lessons, schoolchildren will have to summarize their knowledge and impressions of what they studied and read in middle classes, independently read Chekhov's stories, prepare reading and retellings for the competition ..." [1, 69]. Reflecting on Chekhov's stories, schoolchildren can read additional material in the book "Reading, thinking, arguing ..." about how painfully the writer sometimes searched for the names of stories and conduct a small research work on any work.

Such literary critics as G.P. Berdnikov, N.Ya. Berkovsky, GA. Byaly, P. Vayl, A. Genis, V.V. Golubkov, M.P. Gromov, A.B. Esin, V.B. Kataev, M.V. Kuznetsova, V.Ya. Lakshin, V.Ya. Linkov, Z.S. Paperny, E.A. Polotskaya, G.N. Pospelov, V.M. Rodionova, M.L. Semanova, I.N. Sukhykh, V.I. Tyupa, A.P. Chudakov, L.M. Tsilevich, E.P. Chervinskene.

=====

Semanova M.L. in the book "Chekhov at school" draws attention to "Chekhov's independence as a humorist, the originality of his creative method", considers it necessary together with students to "explore the design features of the story "Joy", to help realize the position of the author and the hints hidden in the subtext, to understand that the story makes not only "laugh, but also to think" [4, 22].

M.L. Semenova advises to consider in detail the details hidden in the subtext, the remarks from the author and the fact that the author is almost eliminated, his remarks are neutral [4, 23].

In V.V. Golubkov's book "The Skill of A.P. Chekhov", such chapters as "Stories of A.P. Chekhov on the stage, on stage and in the cinema", "Stories of A.P. Chekhov in illustrations by artists" can help the teacher [2, 12-13].

Thus, A.P. Chekhov's prose has found deep and comprehensive coverage in the works of domestic and foreign literary critics.

In the discussion of what they read, the impressions of the children are clarified, vocabulary work is carried out: the title of the story, the "talking" names and surnames, the speech of the characters, the comic character, the caricature of a character trait, the simplicity of phrases, the mixing of various speech styles are comprehended.

We applied the "Intellect - map" method at a literature lesson in a secondary school in the 6th grade when studying the story "Joy".

The experiment was based on the works of L.T.Akhmedova, E.A.Lagai and S.S.Magdieva.

An intelligence card is a method of graphic expression of the processes of perception, processing and memorization of information, creative tasks, a tool for the development of memory and thinking.

To create the map, we used colored pencils and markers, identified the main idea and problem, and placed the word in the center. Illustrations were used to depict the central idea. Each main branch had its own color. We connected the main branches with the central idea, and the branches of the second, third, etc. order were connected with the main branches.

The students had to draw or write an image of the theme in the middle of a piece of paper in three-dimensional colored letters. Then the students "put the words in order", associations and grouped them according to meaning.

Sixth graders enthusiastically worked independently and in groups, began to analyze the text, "including" their own understanding, their life experience, understanding the artistic text more deeply and understanding the meaning of the subtext.

The guys came to important conclusions during the reading and analysis: the main thing for the hero is fame. But his fame is negative. The hero has no understanding that it is possible to become famous only by good deeds. A person cannot be proud of something that is humiliating. Glory should be bright. The hero has no meaning in life. He does not distinguish between bad and good, decent and humiliating. The narrative is devoid of details, spatial descriptions, author's reasoning. There is no landscape.

In the story there are no preliminary descriptions of the situation, excursions of the hero. The narrative is fast, dynamic. The author does not demonstrate his attitude, and his point of view is not openly manifested in the text. This is how the objectivity of Chekhov's prose is created.

We have applied the Cinquain technology. This is a methodical technique, which is the compilation of a poem consisting of 5 lines: 1- noun, 2 adjectives, 3 verbs, general concept, conclusion.

Dmitry Kuldarov

Stupid, narrow-minded

Drinking, bragging, shaming

Rejoices in what should not be rejoiced

Fool

The educational value of Chekhov's stories is enormous. After them, everyone will think and ask themselves: is this how I live, what my life should be.

K.I. Chukovsky noticed that Chekhov's humour went through so many world catastrophes, during this time many famous books were forgotten, and Chekhov's "one-dayers" live and live, and readers all laugh at them, and Chekhov's laughter sounds contagious and young, as before. And this is due to the peculiarities of the writer's style, the property of Chekhov's style of writing.

Based on the conducted experiment, we made a number of conclusions:

1. It is necessary to include in the list of works for extracurricular reading in the 6th grade of secondary school the work of A.P.Chekhov "Joy", which expands and deepens students' knowledge about the writer's work.
2. In this story there are aesthetic and moral problems that are close and understandable to sixth graders.
3. Great opportunities are provided by new pedagogical technologies that improve the reader's perception, give an idea of the role of landscape, portrait, deepen the analysis of the work, reveal the role of detail, give an understanding of the meaning of means of artistic expression, etc.

Literature

1. Akhmedova L.T., Lyugai E.A. Modern technologies of teaching Russian language and literature. – T.: Fan va texnologiya, 2016. – 294 p.
2. Golubkov V.V. Methods of teaching literature. – M.: Enlightenment, 1982. - 288 p.
3. Magdieva S.S. Theory and methodology of teaching Russian language and literature. – T.: "Fan va texnologiya", 2012. – 136 p.
4. Semanova M.L. Chekhov at school - M.: Teacher, 2004.- 200 p.