

РОЛЬ КОРОТКИХ РАССКАЗОВ ДЛЯ УЛУЧШЕНИЯ КУЛЬТУРЫ ЧТЕНИЯ У МОЛОДЫХ ЛЮДЕЙ

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Аннотация: *эта статья посвящена отношению молодежи к книге и чтению. Снижение читаемости теперь рассматривается как неотложная проблема. Поэтому в этой статье приводятся некоторые полезные предпосылки для улучшения культуры чтения с помощью коротких рассказов. Кроме того, в статье представлены многие важные рекомендации по созданию коммуникативной атмосферы для чтения книг и рассказов. Вкратце, эта статья полезна для учителей, а также учащихся для расширения культуры читаемости и она помогает составлять базовые знания учеников и критическое мышление. Кроме того, прочитав статью, читатели могут скомпилировать полезную информацию для повышения культуры чтения с помощью использования коротких рассказов и анализа их.*

Ключевые слова: *рассказ, удобочитаемость, повышение, умение читать, способность читателей.*

THE ROLE OF SHORT STORIES TO ENHANCE READABILITY CULTURE IN YOUNG PEOPLE

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Abstract: *this article deals with the youth relationship with the book and to the reading. The decline in readability is now seen as an urgent problem. Therefore, in this article there are given some helpful suppositions to improve reading culture with the help of using short stories. Furthermore, the article provides many significant recommendations to create communicative atmosphere to read books and stories. In brief, this article is beneficial for teachers and also learners to expand readability culture and it helps to comprise the pupils' background knowledge and critical thinking. Besides, while reading the article the readers can compile helpful information to enhance reading culture with the help of using short stories and analyzing them.*

Keywords: *short story, readability, enhance, reading proficiency, reading skill, readers' attention .*

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Concurrently, reading is being one of the most crucial skills for mastery of foreign languages acquisition. Through reading, one comes close to literature. Reading is an effective skill for feeding and enriching pupil's language, adding to their store of vocabulary and sharpening their sense of style. It stimulates their intellectual and emotional lives, generating both cognitive and affective responses to ideas. Moreover, it nurtures pupil's imaginations by providing them with vicarious experiences from exploring the depths of the ocean in times long gone to reaching the remote regions of outer space in times yet to come. Conversely, reading culture affords unlimited opportunities to foster pupil's personal growth, while providing a window through which pupil can examine their own emotions and experiences. Reading literature offers pupil a chance to weigh their own lives against a wide human spectrum and provides for the development of ethical values and insights. Charlotte Huck [6: p. 35] talks about the power of literature to make us "more human (and) more humane." Furthermore, the author also identifies literature's power to educate pupil's hearts as well as their heads, to develop their imaginations, and to provide a lifetime of reading pleasure.

Additionally, Alderson [1: p. 17] defines reading as "...an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed." Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is something that we do everyday, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do.

The reason for reading depends very much on the purpose for reading. Functionally, reading can have three main purposes, for survival, for learning or for pleasure. More clearly, reading for survival is considered to be in response to our environment, to find out information and can include street signs, advertising, and timetables. It depends very much on the day-to-day needs of the reader and often involves an immediate response to a

situation. In contrast reading for learning is considered to be the type of reading done in the classroom and is goal orientated. While reading for pleasure is something that does not have to be done. For Nuttall [5: p. 112] the central ideas behind reading are:

- the idea of meaning;
- the transfer of meaning from one mind to another;
- the transfer of a message from writer to reader;
- how we get meaning by reading;
- how the reader, the writer and the text all contribute to the process.

The problem of reading among pupils and young people is one of the urgent problems of our time. Nowadays, reading of pupils is in a state of ambiguous exposure (positive and negative), managed by the Institute of higher education, sociocultural space, subjectivity of youth, the information revolution under the systemic transformation of the late 80-ies of XX – beginning of XXI c.

So that, the main goal in improvement of the quality of reading among pupils is a culture of reading, to foster interest in reading (especially classics), the development of reading and information culture. In certain way, this provides major life decision problems of youth: learning, development of professional activity, self-education, formation of world outlook, moral foundations of the individual; promotion of reading to non-reading or low reading environment for pupils and youth. Therefore, it is a bridge through which a learner gets the exposure of the target language which is an important to increase foreign language teaching. Hence, there is a lot of consequences lay behind using short stories in teaching young people, likewise enlarging vocabulary range and building sentence along with idea arranging. Readability tends to be the most objective teachers aim to reach the reading competence. Furthermore, short stories have a great influence to improve reading skills, so that teachers commonly use funny short stories to enlarge the pupils' readability. Thus, reading culture helps pupils to understand and respect people's differences. When using literary texts, instructors must be aware that the culture of the people (if different from that of the pupils) for whom the text was written should be studied. As pupils face a new culture, they become more aware of their own culture. More clearly, in order to get interest to the readers teachers use funny and twist-ending short stories. Surely, this is the best way to enrich the pupils' attention to develop reading culture. Thus, some pupils refuse reading books, yet they think that it is useless and boring activity. Indeed, in this kind of situations teachers should try to accomplish with compulsive short stories in order to encourage the pupils' interests.

Besides, using the short story to enhance pupils' reading proficiency has another privilege. The short story is a compact literary genre in which much is left unsaid in order for the reader to draw implications. Therefore, it makes pupils sensitive to the hidden and implied meaning. While in reading non-literary material pupils learn to read the lines and decode the meaning, in reading short stories they learn to read between the lines. Likewise, according to Arens, Swaffar and Byrnes [2: p. 83] "pupils have greater success with texts that convince, inform and persuade- texts with rhetorical illocution- than they do with readings that are purely descriptive".

On top of that, the short story as a multi-dimensional literary genre can be profitably used in the acquisition of various language skills. In any case, the short story's distinctive features, i.e., its brevity, modernity, and variety make it appealing and interesting to language learners. When the short story is chosen based on the pupils' level of English proficiency, it can offer them adequate linguistic, intellectual, and emotional involvement and enrich their learning experience. Therefore, teaching with the help ops using short story creates the tension necessary for an intellectual exchange of ideas in class discussions around pupils. In addition, the short story pushes the students out of a passive reading state into a personal connection with the text and then beyond, extending the connection to other texts and to the world outside of school.

To recapitulate, enhancing readers readability culture teachers should accomplish with the problems which the pupils face while teaching. So that, in order to enlarge the reading culture teachers should use different short stories, since it comprises the pupils interests and inspire them to learn.

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