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ОКУУЧУЛАРДЫН ОКУУ МАДАНИЯТЫН ӨНҮКТҮРҮҮДӨ ЖОМОК КИТЕПТЕРДИН АКТУАЛДУУЛУГУ

АКТУАЛЬНОСТЬ СБОРНИКОВ РАССКАЗОВ В КУЛЬТУРЫ ЧТЕНИЯ УЧАЩИХСЯ

RELEVANCE OF STORYBOOK IN PROMOTING STUDENT'S READING CULTURE

Аннотация: Окуучулардын окуу көндүмдөрүн калыптандыруу үчүн жомок китептер абдан маанилүү. Жомок китептери окуучунун чыгармачылык жөндөмдүүлүктөрүн, маданий баалулуктарын жана сөз байлыгын өнүктүрүүдө баа жеткис курал болуп эсептелинет. Бул макалада педагогдор үчүн жомокторду колдонуунун практикалык стратегиялары изилденет жана окуучунун окууга болгон кызыгуусун арттыруу маселелери каралат.

Аннотация: Сборники рассказов играют важную роль в формировании наших привычек к чтению. Разнообразие точек зрения, культурная значимость, языковое обогащение и творческое участие делают сборники рассказов бесценными инструментами. В этой статье рассматриваются практические стратегии, которые помогут преподавателям использовать рассказывание историй и воспитать любовь к чтению на всю жизнь.

Annotation: Storybooks are essential in shaping our reading habits. Diverse perspectives, cultural relevance, language enrichment, and imaginative engagement make storybooks invaluable tools. This article explores practical strategies for educators to harness of storytelling and foster a lifelong love for reading.

Түйүндүү сөздөр: жомоктор дүйнөсү, маданият, шыктандыруу, окуу стратегиялары. Ключевые слова: сказки, сборники рассказов, культура, мотивация, стратегии чтения. Keywords: tales, storybooks, culture, motivation, reading strategies.

In an era marked by digital distractions and shortened attention spans, the role of storybooks remains pivotal in shaping our reading culture. These timeless treasures hold the power to ignite curiosity, foster empathy, and create lifelong readers. Let us delve into why storybooks matter and how they contribute to a vibrant reading culture.

Storybooks introduce readers to a kaleidoscope of characters, cultures, and experiences. As we turn the pages, we step into the shoes of protagonists from different walks of life – whether it's a young wizard navigating a magical world or a brave explorer charting uncharted territories. These diverse perspectives broaden our understanding of humanity and encourage empathy.

Just as a well-tailored garment fits perfectly, culturally relevant storybooks resonate deeply with readers. When characters, settings, and events align with our own cultural backgrounds, the magic of storytelling intensifies. A recent study led by Professor Tanya Christ at Oakland University revealed that minority students' reading comprehension improves

significantly when exposed to culturally relevant books[2]. By weaving relatable narratives, these books bridge gaps and celebrate our shared humanity.

Storybooks are linguistic treasure troves. They introduce new words, idiomatic expressions, and vivid descriptions. Whether it's the whimsical language of Roald Dahl or the poetic prose of Maya Angelou, each book contributes to our lexical repertoire. Reading storybooks aloud also enhances language acquisition, making them invaluable tools for educators. In this article, we will explore how educators can harness the power of storybooks to cultivate a robust reading culture. From selecting culturally relevant titles to creating engaging reading experiences, we'll uncover practical strategies that empower both teachers and learners.

Conception of reading and types of reading

Reading is a receptive (perceptual) form speech communication and consists of two interconnected and indecomposable processes: techniques for reading and understanding the text being read. (Massaro, 2012) Reading in English is one of the most important types of speech activity. Closely related to both pronunciation and speech understanding. (Yun, 2009). Reading in English is a complex psychological process, by which information is extracted from the corresponding printed text. In the psychological and psycholinguistic literature of recent years here are a number of attempts to build a hypothetical model of the reading process. Despite the differences, all these models clearly distinguish two processes: text perception and comprehension, or, in other words, actions and operations of perceptual and semantic processing of incoming information.

The original reading mechanism and its sensory basis is mechanism of perception-comparisonrecognition. Understanding of an adult reader is aimed at the essence, for this reason the language model named after. Visual understanding of the material used is carried out in the time the eye stops moving along the lines. Alternating jumps and stops during rapid reading are of a rhythmic nature in mature reader. (John,2001). In the period of suspension of the eye receives all the information it needs, which is subject to perceptual and semantic processing, thus pause time can be considered as the time required for the purpose the course of the relevant processes. Actually processes perceptual and semantic processing are inseparable from each other, they are not only occurring simultaneously, but also largely predetermine flow of each other. Therefore, their emphasis is exclusively conditional character.

The final link in the mechanism of perception-comparison-recognition is considered to be a comparison of the acquired visual appearance with a specific meaning through comparison of the perceiving data with the appropriate sample (trace method) stored in long-term memory reciting. Movements of perception of a printed word in an adult the reader is as automated as possible. So big level automaticity of perceptual actions and leads to the conclusion about this, then that the conscious linguistic material used is not fixed in any way consciousness of the reciter. This allows the reader to concentrate on mental operations related to achieving the goal of reading comprehension. Semantic processing of incoming information begins from the moment of its perception, which itself can undergo changes under its influence.

Since a word is the minimum unit endowed with meaning, then some researchers consider it possible to consider it as unit of perception. Proponents of the other point of view proceed from the fact that, since perception usually exceeds one word, and the fixation field determined by mental processes, then between perceived words must have a semantic connection, and therefore what is perceived "in one times" represents a syntactic semantic unity - syntagma. (Santiego, 2006)

A competent reader reflects the document with syntagmas - semantic one's units used to designate

single objects and phenomena of reality. This occurs due to developed mechanisms syntagmatic perception. Depending on the purpose of reading, internal pronunciation from extremely reduced can become expanded and even be carried out in external speech (when reading aloud). That's why the speed of silent reading usually 2-3 times the speed of reading aloud.

Classification of the kinds of reading

The following classification of types of reading is proposed and detailed described by S.K. Folomkina. The classification is based on practical Readers' needs:

- viewing a story, article or book,
- familiarization with the content,
- searching for the necessary information,
- detailed study of language and content. Each type of reading is associated with.
- solving certain communication problems.(Isbell, Rebecca & Sobol,Joseph & Lindauer, Liane & Lowrance, April,2004)

The purpose of education in schools is three types of reading: introductory, searching and studying. Introductory and exploratory reading are types of fast reading. The difference between them is in achieving the level of completeness and accuracy of understanding. During introductory reading, the main thing is extracted from the text information with a degree of completeness and understanding within 70-75%. The program relates this level of penetration into the content to general/global understanding. Long texts, light texts are recommended for introductory reading. Linguistically, with a small amount of unnecessary information. Search reading is associated with finding a specificinformation: definitions, conclusions, facts, specific data character. The text can be read in whole or in part if the reader knows where the information is.

Study reading implies the result of a detailed/complete (100%) and an accurate level of understanding of the main and secondary facts, contained in the text. This reading takes a long time, since the student having an attitude towards long-term assimilation, resorts to secondary reading, translation, written recording of content, delves deeper into the essence of the communicative situation. It is advisable to conduct educational reading on texts that have cognitive value and informational significance, sufficient linguistically difficult. (Alodwan, Talal. (2012)

At the end of the initial stage, students should:1. Understand the main content of linguistically simple texts that have a clear structure and logic of presentation (poems, texts, songs, fairy tales, comics, stories).At the same time, guessing the meaning unfamiliar words based on pictorial and visual clarity, linguistic guess. Completely understand the content of short texts (description animal, culinary recipe, poems, fairy tales, comics) built on language material familiar to students (level of full detailed understanding). Find the necessary information in the text, read it aloud, write out (search reading at an elementary level).

At the middle stage of training, introductory and exploratory reading develops on monological/dialogical texts of educational and regional studies topics (publications in teenage magazines, excerpts from works of fiction). Search reading develops on the texts of advertisements, advertisements, newspaper and magazine articles.At the senior stage, introductory reading develops on texts messages, reviews, publications of a scientific and educational nature, excerpts from works of fiction. For the student readings – texts of interviews, reports, samples of fiction. Search reading is carried out on the texts of periodicals.

Understanding a foreign language text is divided into seven levels. The most elementary - the first level of understanding the textcharacterized by understanding only individual words.This level is fragmented. Understood asusually words denoting objects. Less commonly

understood words denoting real world phenomena. Due to the fact that part is understood words of the text, the reader has various conjectures. Based on meaning understandable words, the reader often recreates distorted semantic content individual offers. This level is never followed synthetic perception of text. That's why it doesn't happen adequate understanding of its semantic content. This level is often occurs in low-performing students at any stage of education, and also in the case where students are given a very difficult language text. Basically at this level it is understood only categorically - educational information. Sometimes, however, understanding is possible or emotional or volitional information.

The second level of understanding is understanding individual combinations words This is a more difficult level than the previous one because understanding combinations of words already requires knowledge of grammatical rules and is based on them. Just like the first level, it characterizes, as a rule, fragmentary understanding of the text. Connections and relationships between some objects discussed in the text.

Based on these identified relationships, there may be successful guesses about the content of a particular part of the text. However, since the relations of the objects spoken of in the text are cognized only partially, then the reader does not have a complete idea of its content arises. At this level, the degree to which the reader approaches an understanding of the general the content of the text is different. It all depends on the percentage of understood combinations words Sometimes there are so few of them that nothing is created, not even approximate idea of general content. Remains in the mind of the reader disparate parts of the text that are in no way connected into an overall coherent system. Sometimes the reader understands combinations of words that are basic milestones, based on which he approximately correctly guesses about the general content of the text. Usually at this level it is understood categorically - cognitive and partially situational-cognitive information of the text.

The third level is the level of understanding of individual sentences. This also fragmentary understanding of the text, but higher than two previous ones. At this level it is possible to understand all three planes messages: logical, emotional and motivational. It all depends depending on which sentences of the text are understood. If understood sentences that convey emotional or motivating information, then it is precisely these text plans that turn out to be the mostidentified, even with a very weak understanding of the text, or even with complete misunderstanding of the logical information of the text. In cases where those individual sentences that make up the outline of semantic content text and are "semantic" milestones in the text, in other words, they have determining significance for the entire message as a whole, perhaps adequate understanding of the general content of the text. However this happens extremely rarely. Much more common at this level conjectures, various kinds of assumptions that fill in the links in content of the text.

The age characteristics of story readers.

As children enter adolescence, significant transformations in the nature of motivation for his educational and cognitive activities. Motives that dominated the previous stage ontogenesis, become displaced by others that did not previously occupy such a significant place. Central neoplasms: abstract understanding; self-awareness; gender identity; feeling of "adulthood", revaluation of values, autonomous morality. During the transition from primary school age to adolescence, the student's thinking must change qualitatively. The essence of the change is the transition from visual-figurative thinking and the initial forms of verbal-logical to hypothetical-reasoning thinking, which is based on a greater degree of generalization and abstraction. A necessary circumstance for the development of this type of thinking is the ability to make the idea itself the subject of one's own idea. And directly in adolescence, all the conditions for this

arise. At the age of 11-12, a child develops a desire to have his own point of view, to think and understand everything, a need to think for himself and those around him, to think about objects and phenomena, including those that are not given in direct sensory perception. This need is also met by the emerging new mental capabilities of middle school students. We can talk about the emergence at the beginning of adolescence of a sensitive stage in relation to laying the foundations of hypothetical reasoning (abstract-logical) thinking. (Staff, T. (2024, February 8).)

The general intellectual development of students who cannot operate with abstract ideas, the formation of which is an important sign of mental and speech formation, slows down significantly. Without possessing methods of logical-speech transformations, the student shows an insignificant degree of language formation. At the same time, he expresses his ideas inaccurately, creates incorrect conclusions, and tries to 32 literal recreation of the text of the textbook, especially by forming the teacher's understanding of himself as an incapable, "difficult" student. The immaturity of abstract logical thinking is also associated with a significant number of child difficulties at school, often leading to persistent academic failure. Knowledge of different levels - generalized and specific, acquired through spontaneously emerging processes of mental work - are poorly organized, and therefore in the student's head they often "coexist" instead of developing into hierarchized systems.

The unique features storybook

Literature plays an important role in our lives. Fairy tales, as part of children's literature, are a valuable source in teaching English as a foreign language. Fairy tales are considered one of the auxiliary educational materials for students. It is not only the atmosphere of mystery, mystery, and miracle that turns fairy tales into unique and valuable material. They reveal ancient wisdom, knowledge of humanity, which we often forget. Literature is an excellent material for evoking emotions and fertile ground for involving students in the process as full participants in literary events. Fairy tales can enrich students' knowledge: they teach morals and values. Fairy tales have rich potential as a valuable resource in English lessons. Stories for children contain a language style familiar to poetry and literary texts.

With appropriate adaptations, these stories are suitable for reading by students of all ages and levels. Fairy tales often have universal morals and plots. A student with little life experience will enjoy dealing with subjects that are familiar to him. Fairy tales bring not only pleasure, but also meaning. They enhance human experience and history. Fairy tale texts provide food for further discussions. Small in volume and humorous, they are rich in linguistic material, uncomplicated grammatically than any other literary form. It is a source of vocabulary, grammar and syntax.

In addition to this, fairy tales are small in volume and maintain the interest of students until the happy ending [3]. Thus, fairy tales play an important role in teaching language skills. It is assumed that in foreign language lessons the teacher pays attention to the development of four skills: reading, writing, speaking, listening. These skills are traditionally divided into two categories. Receptive skills include reading and listening. Productive - speaking and writing. It is very important to develop reading skills. Most language production comes from texts that students listen to or see. Skill training will be preceded by a warm-up. It is very important to start with pre-reading activity in order to establish the topic, focus students' attention on the subject of reading, and activate accumulated knowledge on the topic. The task of this stage is to determine the purpose of reading, and also provides all the necessary language training. The teacher can ask questions related to the topic, show an illustration of the plot, and ask what

associations may arise when looking at the picture. The purpose of such leading questions is not to control reading comprehension, but to provide hints on the most important points in the text.

However, checking for understanding of the overall meaning is also important. Sharing suggested responses will help readers infer meaning and motivate communicative practice. The teacher should avoid large amounts of assignments, which may cause loss of interest and energy.

The most important question of all is still the question "Did you like the book (story, plot)?" After all, by concentrating only on language technique, we do not allow students to discuss the content. By giving the opportunity to speak, the teacher fuels motivation to learn the language. Answers to such a question will depend on the students' experience and knowledge, as well as on their understanding of the text.

Roald Dahl and his stories "Charlie and the Chocolate Factory" and "Matilda" are approaches in teaching reading

Roald Dahl (English: Roald Dahl, September 13, 1916 - November 23, 1990) - Welsh writer, author of novels, stories, short stories, and film scripts. Master of paradoxical storytelling. One of his famous books, Charlie and the Chocolate Factory, served as the script for the film of the same name (1971, 2005).

Roald Dahl was born in Cardiff on September 13, 1916. His parents were Norwegians, and Roald himself was named after Roald Amundsen, the national hero of Norway at the time. He studied at a boarding school for boys, decided not to go to university and in 1933 got a job at Shell. At twenty he went to Tanzania. During World War II, he enlisted as a fighter pilot in Nairobi, Kenya.

After the war, R. Dahl devoted himself entirely to creativity: he wrote stories, novels, plays, both for adults and for children. However, it was children's literature that brought him wide fame: novels and stories about children and for children, such as "Charlie and the Chocolate Factory", "Matilda", "James and the Giant Peach", "The Amazing Mister Fox", etc. [Fairy Tales of Roald Dahl].

"Charlie and the Chocolate Factory" (1964) - Roald Dahl's fairy tale about the adventures of the boy Charlie in the chocolate factory of the eccentric confectioner Mr. Wonka.

The story was first published in the USA, in 1964 by Alfred A. Knopf (English) Russian, in the UK the book was published in 1967 by George Allen & Unwin (English) Russian. The book was twice filmed : in 1971 and in 2005. In 1972, Roald Dahl wrote a continuation of the story - "Charlie and the Great Glass Elevator" (English: Charlie and the Great Glass Elevator), and planned to create a third book in the series, but did not realize his plan . The book has been published several times in English and translated into many languages. The plot of the work

A little boy Charlie Bucket lives in a very poor family: seven people (the boy, his parents, two grandfathers and two grandmothers) live in a small house on the outskirts of the city, of the whole family only Charlie's father has a job: he tightens traffic jams on tubes of toothpaste. The family cannot afford the basic necessities: there is only one bed in the house, on which four old men lie, the family lives from hand to mouth, eating only cabbage. Charlie loves chocolate very much, but receives it only once a year, one bar for his birthday, as a gift.

Eccentric chocolate magnate Mr. Willy Wonka, who spent ten years as a recluse in his factory, announces that he wants to organize a drawing for five golden tickets that will allow five children to visit his factory.After the excursion, each of them will receive a lifetime supply of chocolate, and one will be awarded some special prize [Charlie and the Chocolate Factory].

Conclusion:

Storybooks, with their captivating narratives and vivid characters, play a crucial role in nurturing a love for reading. As educators, we recognize their significance in several key areas:

Storybooks expose learners to rich vocabulary, idiomatic expressions, and varied sentence structures. Through engaging tales, students absorb language naturally, enhancing their communication skills. By exploring diverse stories, readers gain insights into different cultures, traditions, and perspectives. Storybooks bridge gaps, fostering empathy and promoting cross-cultural awareness.

Storybooks ignite imagination. They transport readers to magical realms, encouraging creativity and critical thinking. As students envision characters and settings, they develop a deeper connection to literature. Regular exposure to storybooks improves reading comprehension. Students learn to infer, predict, and analyze texts, building essential literacy skills.

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