

DEVELOPING EMOTIONAL SKILLS IN STUDENTS THROUGH READING LITERATURE

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Abstract. *This article discusses the development of social-emotional skills in students through the analysis of character actions in works of fiction.*

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In the process of reading books, students develop empathic skills, that is, the ability to understand and share the feelings and inner experiences of others. During the reading process, the reader imagines himself in the image of the heroes of the work. The information that the reader has read and information from real life are processed in the left hemisphere of the brain. In the upper part of the left hemisphere, which is responsible for speech, a process occurs that makes the reader think about what the hero of the work is actually doing. According to Turkish educator and children's book expert Duygu Yaman, this situation does not occur in a child who spends most of the day with gadgets. That is, the child cannot receive the spiritual, speech, and mental development that he receives from a printed book from the medium he reads through a gadget. In psychology, this phenomenon is called "generalization of knowledge".

Reading skills are the result of pedagogical activity aimed at ensuring that the skills become a competency: being aware of the rules of reading books, being interested in reading, choosing a book (a work of art) based on the reader's needs, getting used to reading books, the consistent and uninterrupted

continuation of this activity, understanding the content of the book read, and expressing impressions after reading the book.

Read knowledge to take main from the means one becomes the world perception to learn, to study book reading main place Books thematic, genre in terms of and young to the characteristics see classified.

Children's literature is considered a rich literature with a variety of genres. Works of fiction are divided into prose and poetry. Prose works include fairy tales, short stories, historical and documentary stories, and poetic works include poems, poetic epics, poetic riddles, and riddles. Books in this genre written for children constitute the genre of children's literature. Children's books differ from adult literature in that they are age-appropriate, the text is short, concise, clear, and the words are compiled using children's vocabulary.

Based on this, even the most ancient examples of Uzbek folk tales express the dreams, hopes, and goals of the people. For example, "Ochildasturkhon – tablecloth" represents a full life, while the fairy tale "Kimmat and Zumrad" explains that the reward for hard work and honesty is goodness, the reward for laziness and laziness is evil, and "Ur to'qmoq – Beat stick" the result of lying is a hammer.

Based on the image of the heroes of the work, the reader cultivates such qualities as tolerance, kindness, justice, honesty, and hard work. "Zumrad and Qimmat", "Egrivoy and To'g'rivoy", "Uch ag'i-ini botirlar – Three brothers", Uzbek folk tales such as "Riding the Yellow Giant" (Kh. Tokhtaboyev), "Meshpolvon – Plump" (A. Obidjon), "Kokilli Ilon – Snake with hair" (M. Khamidova), Z. Ibrohimova "Alisher and the Guest Ant" and "Earless Elephant" (D. Kamoljonova) are considered works of art that cultivate such qualities in the reader. The reader's worldview becomes broader.

According to the English writer Joseph Conrad, the author writes half the book, and the reader writes the rest. A skilled writer tells in his work only about

what is necessary, encouraging the reader to fill in the remaining elements in his imagination during the reading process. For this reason, the same work is interpreted differently by different readers. It is recommended to read fiction books for people who have difficulty imagining .

among young people can be individual, public, electronic or audio. Books sharpen the mind and thinking, increase vocabulary, and improve communication with people. They improve the reader's self-confidence, ensure a stable psycho-emotional state, help to concentrate, and strengthen memory. Book reading is important in preventing attention deficit disorder, which is observed in adults and young people due to gadgets. During the reading process, the movement of the cerebral hemispheres is activated, reading books helps prevent Alzheimer's disease, increases creativity, and improves sleep. For this reason, adults read books before going to bed, and read fairy tales to young children.

Based on the above analysis, the reading skills of primary school students The social technology of development was selected:

1. Texts for “out-of-class” reading activities should be appropriate for the age of the students.
2. Achieving social effectiveness through purpose, systematicity, and reuse of technology in technology aimed at developing reading skills.
3. In extracurricular reading classes, apply role-playing games based on the “Insert” technology in interactive lessons using the images of national heroes Zumrad - Qimmat, Kenja batyr, and Egrivoy – To‘grivoy fairy tales.
4. The formation of spiritual and moral qualities in students through reading about the positive qualities of the hero – Zumrad, To‘grivoy, Little finger in a fairy tale, story, or short story.
5. Using the example of Egrivoy and Qimmatkhan, formulate what negative habits negative characters should give up in order to become good heroes based on quests.

6. Using a system of creative tasks in quests to develop reading skills.

The development of a social technology for developing students' reading skills forms the basis of the research. This the process national under the circumstance's effective organization in the process of national content separately importance profession Therefore, the analysis of scientific research works is called "national content of the people fairy tales, legends, proverbs, epics, historical and literary sources and the students spiritual, moral and intellectual in terms of mature finder educational resources set "is considered to be" was the basis for stating.

Developing reading through national content, on the one hand, strengthens cognitive processes such as expanding students' vocabulary and understanding cause-and-effect relationships , and on the other hand, forms spiritual qualities such as patriotism, respect for national values, and kindness. Also, staging national fairy tales and stories, interactive methods such as "Choose a Hero", "Role Playing", "Insert", the use of pedagogical technologies such as "Dialogue", "Concept Analysis" (Insert), "Quest" turn book reading into an interesting and meaningful activity for students. The environment in school, family, and society plays an important role in developing reading skills among primary school students. If parents, grandparents, sisters, and brothers in the family are interested in reading books, and if they analyze the literature they read as a family, the student will develop a sense of reflection on reading, and this will become a family tradition. When, during the lesson, the teacher gives creative assignments from fiction and science books in addition to the material in the textbook, a reading environment is created in the classroom.

Firstly, the social technology for developing students' reading skills through 3D, 4D, audio and pocket books has not been developed using national content. Secondly, it was found that students have low internal motivation for reading books, and there is no database of books and e-books in modern formats for the 7+ audience, appropriate for the age characteristics of students. Through

an analysis of the literature on the topic, it was found that there is a lack of a database of modern literature in the national spirit that would serve to develop the reading skills of primary school students. The analysis showed that developing students' reading skills is an urgent issue in the era of gadgets.

The development of children's reading is one of the most urgent and important issues in children's education and upbringing today. National content tools that develop children's reading include traditional books, 3D (with raised images), 4D format (with QR codes), audio books and e-books (books on the Internet). The goal is to develop reading skills in students through children's content consisting of socio-pedagogical examples of folklore, works about national heroes, and examples of folk oral art, to integrate these examples of fiction into the textbook "Reading Literacy" and "Education" subjects, to organize a reading environment in the family, neighborhood, and school, to organize creative and artistic evenings that promote reading, to meet with writers and poets, to regularly and continuously visit bookstores and libraries, to interest students in reading by organizing reading, and to cultivate a sense of loyalty to social values. The content of the research work that develops the reading skills of students consists of the following.

It is worth noting that reading books, discussing images or events during a group conversation plays a special role in guiding students to acquire and apply social values. During such conversations, students express their thoughts about the books they have read, exchange ideas with each other, express their motives, views, evaluate the actions and thinking of the characters in the work, draw critical and logical conclusions, engage in mutual discussion, express their personal points of view, and determine their position on this issue. Such conversations are an important component in strengthening the social foundations of the development of reading.

One of the main factors in the socialization of students through reading is their ability to be deeply influenced by the book they have read or are reading

and to apply their impressions to the processes of communication and discussion. The fact that a student discusses the characters of the book they have read, the actions they have taken, the situations they have encountered with their relatives, acquaintances, and friends in the family, society, and class has a rapid impact on the socialization of the student. Only when the student understands the content of the book he has read, does the practice of thinking such as attitude, discussion, evaluation, and conclusion arise in him. He can promote the main content, idea, and result of the book to his surroundings, classmates, peers, and family members, he becomes a propagandist, and shows his social activity.

It is clear that by developing reading skills in students, we can expand their opportunities to be active in their families, schools, and communities. It should be noted that educational institutions have more opportunities to encourage students to read, and it is important to establish cooperation between teachers, parents, and the school librarian. This three-way cooperation will be a golden bridge for the student in effectively developing reading skills in students.

By the end of the 20th century, the concept and practice of children's reading, as well as publishing activities, had completely changed. Modern children's books today are considered literary, popular science, artistic, creative works, collections designed for children based on their age, psychological, and intellectual characteristics.

Popular science literature concrete evidence and to the basics relying on is written. Abroad such literature from non-fiction to adventure distant, artistic from a fabric empty definition of a work It is written to convey facts or opinions about real life. Since the ability to present factual information on a topic in audio or video has become possible, non-fiction has become more than just written text.

Fiction is creative. (writer, poet) is considered a product of creativity.

Myths are fiction. Early examples of literature is considered. Artistic creativity to know aimed at process that is, artistic literature is also conscious related event, only in this of knowing to art typical by the way will go.

Artistic of the book the subject is indicated as “person”. Artistic literature separately human society, nature (one) word with (in other words – existence) integral in touch learns. Because literature human and him/her envelope standing incident with integral part. Artistic literature reading – to the reader in the environment events to know, to understand teaches. Worldview to think broadly ability , memory strengthens . Reader person new experiments fast acceptance does , to problems creatively solution finds . Psychologists book reading of people spiritual status to balance bring sleep improve saying passed.

Children for artistic books, types and artistic to books wearable requirements:

- artistic books child’s worldview and imagination enriching, in its creativity develops.
- the child speech fluently, word wealth increases.
- story, tale, folktale, legend and in stories to the language taken any event vital or fabric from being strict look, heroes’ behavior and character the reader incident and from actions lesson to release encourages. Children poetry memorization with in memory many artistic verses safe begins. Riddles resourcefulness, if necessary, accelerations the speech develops. Find people oral of creativity the smallest from genres one then people ingenuity reflection Quality cited thing name cited to the definition will be closed. Acceleration the speech smoothing tool divided into syllables in sequence importance is focused.

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