

**CULTURE OF READING FICTION****Abdullaeva Ikbola Mokhirovna**Senior Lecturer, Department of Russian Language and Literature, Namangan
State Institute of Foreign Languages named after Iskhokhon Ibrat

Ikbola.abdullayeva.87@mail.ru

<https://doi.org/10.5281/zenodo.14718222>

Abstract: The article deals with the importance and development of the culture of reading fiction in modern society. In the eyes of the majority of modern youth, reading literature is not an interesting and necessary occupation. However, it should be noted that it is fiction that contributes to the moral education of young people, which is a very important aspect in the process of personality formation. The use of fiction images contributes to the enhancement of visibility, concretization of historical material presented by the teacher, forming vivid ideas about the past and enriching historical thinking.

Key words: culture of speech, word art, fiction, image, historical images, historical thinking, self-development, reading preferences, moral education, moral

Annotatsiya: Maqolada zamonaviy jamiyatda badiiy adabiyot o'qish madaniyatining ahamiyati va rivojlanishi ko'rib chiqiladi. Zamonaviy yoshlarning ko'pchiligi nazarida adabiyot o'qish qiziqarli va zarur faoliyat emas. Ammo shuni ta'kidlash kerakki, aynan badiiy adabiyot yoshlarni axloqiy tarbiyalashga hissa qo'shadi, bu shaxsni shakllantirish jarayonida juda muhim jihatdir. Badiiy adabiyotdagi obrazlardan foydalanish ravshanlikni oshirishga, o'qituvchi tomonidan taqdim etilgan tarixiy materialni konkretlashtirishga, o'tmish haqidagi jonli g'oyalarni shakllantirishga va tarixiy tafakkurni boyitishga yordam beradi.

Kalit so'zlar: nutq madaniyati, so'z san'ati, badiiyy adabiyot, obraz, tarixiy obrazlar, tarixiy tafakkur, o'z-o'zini rivojlantirish, o'qishga moyillik, axloqiy tarbiya, axloqiy ideal

For a child, reading begins with the parental voice, which voices the book, gives reading a living breath of human feelings and intonations. The transition of schoolchildren, and now often preschoolers (parents have no time, they are often in a hurry to teach the child to read independently) to reading to themselves is almost a revolution of consciousness. After all, here you have to do everything yourself, without the prompting of the voice of the reader, without the Ariadne thread of his thought that connects the text into a whole.



You should start developing a love of reading as early as possible. It is possible to awaken interest in books from about ten months of age. At this age, the information from books voiced by mom or dad begins to be absorbed and the vocabulary is formed. It is important not to bore children with long reading. Allow your child to participate in choosing books to read. Yes, as a rule, at a young age for a child, we ourselves choose the literature to read, but with age there is a task to teach the child to independence and it is necessary to give the child a choice in the literature of interest to him [1].

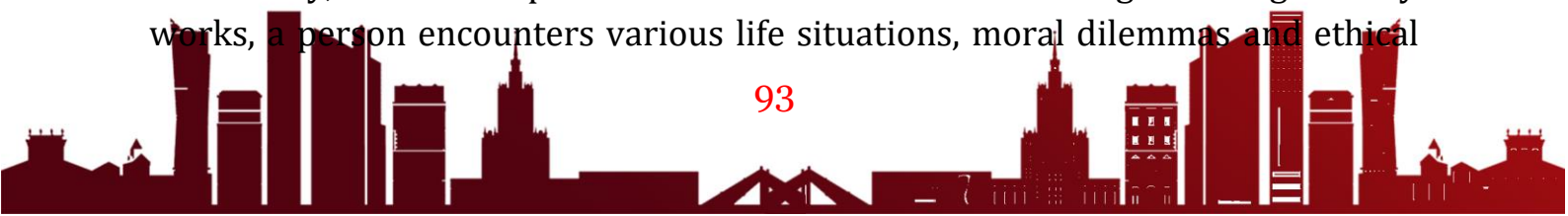
Fiction is one of the main types of art - the art of words. Cinema, theater, television, painting and music are the constant companions of modern man, but a special place in this series is reserved for fiction. It is not only a source of knowledge, but also forms the outlook of the individual, contributes to the moral and spiritual enrichment of society. Fiction, as well as other arts, brings us joy and a sense of fullness of life. At the same time, literary works imperceptibly and gradually add to our knowledge, contribute to the formation of character, views on life. They help us to see and understand the boundless beauty of diverse nature, teach us kindness and light perception of life.

True fiction is not just a means of entertainment, but a form of expression of thought. The writer, using expressive and figurative means, paints the world around him. He is imbued with earthly human concerns, worries and joys, and then, having passed all this through the prism of his consciousness, seeks to create a whole historical picture of the world, his view of the world. The most intimate thoughts and experiences. Complex fates and characters of people, and dramatic relationships between them are under the control of writers and poets, whose weapon is artistic historical images.

In the eyes of most modern youth, reading literature is not an interesting and necessary activity. However, it should be noted that it is fiction that contributes to the moral education of young people, which is a very important aspect in the process of personality formation. Involved in history classes artistic images strengthen the cognitive orientation of teaching, gives the teacher the opportunity to bring to the minds of students the content of the historical topic in an accessible concrete form, contributing to a stronger consolidation in the memory of students of the studied historical material.

Fiction is a unique art form that can affect people through the power of words, images, and story.

Firstly, fiction is a powerful means of education. Through reading literary works, a person encounters various life situations, moral dilemmas and ethical





problems. Experiencing together with the characters their joys and sorrows, the reader learns to empathize, understand and forgive, which contributes to the development of empathy and moral consciousness. Literature shapes a person's high moral ideals and values, helping him/her to become more conscious and morally stable.

Secondly, fiction enriches the reader's inner world, developing his imagination and creative thinking. Reading literary works allows a person to travel through unexplored worlds, create vivid images and scenes in his imagination, which contributes to the development of creativity and the ability to think outside the box. Literature helps a person to go beyond the limits of everyday reality, expanding his horizons and opening new opportunities for self-development.

Literary development of the student is directly connected with the general development, with the formation of worldview, the evolution of moral assessments and ideas. The culture of reading fiction is not only intellectual, but also emotional mastering of the humanistic potential of art, aesthetic and psychological ways of human communication with art. Moral categories of honor, duty, loyalty and selflessness; man and his deed in different aspects: man and Motherland, man and other people, for whose sake he commits a selfless deed, finally, man in a complex relationship with himself are reflected in all works of fiction [2].

Works of fiction provide samples of literary language, ready-made language forms. Reflecting the real reality in artistic images, children's books enrich children's knowledge, develop their vocabulary, affect all aspects of children's speech.

Perception of fiction is an active volitional process, which implies not passive contemplation, but activity (internal assistance, empathy with heroes, transfer of events to oneself, "mental action"), personal participation in events [3].

In addition, fiction is an important source of knowledge and culture. Through reading classic works, readers become familiar with the history, culture and traditions of different nations, which contributes to their general cultural development and enriches their worldview. Literature allows for a better understanding of the past and the present and for comprehending complex social and political processes, which makes a person a more informed and conscious citizen.





Finally, fiction plays an important role in the development of speech culture. Reading literary works helps to enrich vocabulary, improve written and oral speech skills, which is especially important in today's information society. Literature helps a person to express his/her thoughts expressively and competently, which contributes to his/her successful socialization and professional growth.

The use of fiction images contributes to the enhancement of visibility, concretization of historical material presented by the teacher, forming vivid ideas about the past and enriching historical thinking. Artistic image increases the emotional impact, fosters a certain attitude to the studied historical phenomena, as well as contributes to the moral impact, due to the reflection of ethical norms and ideas in specific life situations [4].

Fiction is the most important means of cognition of social and historical phenomena, events, and also contributes to the development of students' imaginative thinking, the ability to analyze the information received, compare, highlight the main thing.

Artistic image increases the emotional impact of the teacher's story and fosters a certain attitude to the studied historical phenomena, arousing sympathy, admiration, indignation, hatred. Being the richest source of information, fiction contains valuable material for establishing in the minds of students high moral principles developed by mankind.

The use of fiction in the process of teaching history at school not only contributes to the solution of educational problems, but also helps to understand the essence of the studied era, feel its color, the specificity of historical phenomena, broadens the outlook of students. It also solves educational tasks: pictures of the past cause certain emotions, make you feel, sympathize, admire, hate. Pupils' life ideals are formed. The images of fiction contribute to a stronger consolidation of historical material in the memory of pupils.

Fiction, as one of the techniques in teaching history, can be widely used in history classes. Fiction, attracted to lectures, helps to concretize the historical material and the formation of students vivid images of the past, which are part of their historical ideas. A fiction book helps to maintain the attention of students, contributes to the development of interest in the discipline. In fiction very vividly and colorfully describe those historical events about which the author of this or that work speaks. Fragments of historical works can be drawn





to introduce students to historical events or to recreate the color of the era, to give picture or portrait descriptions.

Let's think of an ordinary thing. You have opened an unfamiliar book and as if you were left alone with a great and clever friend - the writer. After reading one page, another - and suddenly a "miracle" can happen. Before the reader unfolds unique pictures: the heroes fight on the battlefield, fight with enemies, save friends, discover the mysteries of nature. And you are traveling with them, fighting, participating in disputes, struggling, defeated and victorious. You see these people, hear their voices, and excitement for their fate covers your heart. You are captivated by the power of the artistic word, the music of the verse, the expressiveness of the author's speech.

Coming into contact with the world of art gives us joy and unselfish pleasure. Many people therefore see the works of writers, composers, and artists as a means of having a good time. Of course, we often go to the movie theater, sit down to the TV, take a novel or novel in hand to relax, or even to have fun. And the artists, composers, writers, knowing the laws of art, so build their works to excite, support and develop interest and even curiosity of viewers, listeners, readers. But the meaning of art in human life is incomparably more serious and richer. No, not to amuse the public sought Gogol and Nekrasov, Glinka and Tchaikovsky, Surikov and Repin, Eisenstein and Meyerhold, choosing their thorny and difficult life path.

Imperceptibly, subtly, art shapes the views, feelings, character of man, awakens love for the beautiful, fosters readiness to fight for the triumph of good and truth.

The famous director S. Obraztsov wrote: "We will never know what each reader consulted Pushkin, Chekhov, Gorky about, but everyone who loved them did. And so millions did. How many human souls formed these writers, how many people were saved from mental defilement, disbelief in man, from vulgarity, shouting! How many forced to think about the meaning of life and directed to the search for this meaning!" [5].

In tragic circumstances and at crucial moments in life, people often turn to works of art as a source of spiritual strength and courage.

Exiled to distant Siberia, the Decembrists copied and passed on by word of mouth Pushkin's message urging to keep "proud patience" and believe in the coming of the desired freedom. In the dugouts and trenches of the Great Patriotic War, soldiers read leaflets containing chapters of Tvardovsky's poem "Vasily Terkin". Cosmonauts took with them on their flight poems by the



Dagestani poet Rasul Gamzatov and works by Sholokhov [6]. And the first cosmonaut in the history of mankind, Yuri Gagarin, said: "I remember the books of Ostrovsky and Tolstoy, Gorky and Pushkin, Mayakovsky and Sholokhov and say: thank you, my favorite writers, discoverers and teachers, mentors and comrades, for everything: for inspiration, for school, for life lessons!"[7].

What is the "secret" of such an impact of art, and above all literature, on people?

It should be noted that fiction helps to better assimilate historical events. But not every work of fiction can be used in history classes, hence the need for selection. In this regard, in E. Sinyavskaya's opinion, there is no insurmountable

boundary between many works of fiction and memoirs [8]. Like memoirs, novels and novellas are interesting as a historical source not at all by fixing historical facts (the latter are better sought in other, more reliable sources), but by the author's subjective view of events and phenomena of social life.

Reading fiction helps students to see the author's position in a deeper, more multifaceted and clearer way. Comparing parts and different elements of a fiction text, identifying and comparing characters, considering the relationship of landscape and portraiture to the overall flow of the text - these are the main techniques for studying composition.

Literature:

1. Popularizing and promoting children's reading.
<https://einfolib.uz/post/populyarizasiya-i-prodvijenie-detskogo-chteniya>
2. Akhmedova L.T., Kon O.V. Methods of teaching literature. T. 2009.
3. Batura I.N., Zdorikova N.G. Theory and methodology of speech development of preschool children. M.2015.
4. Kupriyanova, D. V. Formation of historical thinking in history lessons /D. V. Kupriyanova - M.: "Young Scientist" 2016.
5. <https://www.culture.ru/persons/sergei-obrazcov>
6. Poems by Rasul Gamzatov - About War. <https://www.culture.ru/literature/poems/tag-o-voine>
7. Yuri GAGARIN. SUCCESS AND HAPPINESS! Literary Russia
<https://litrossia.ru/>
8. Senyavskaya E. M. Art literature as a historical source. - M.: 2001. - №44.

