

Они помогают глубже понять характер Печорина, а также передать философский смысл романа. Использование эпитетов, антитез и метафорических прилагательных усиливает выразительность текста и подчёркивает психологическую сложность персонажей. Кроме того, прилагательные играют важную роль в создании живописных описаний природы, что усиливает общее впечатление от произведения.

Таким образом, исследование имен прилагательных в романе М.Ю.Лермонтова «Герой нашего времени» позволяет не только выявить индивидуальные особенности авторского стиля, но и глубже проникнуть в художественный замысел произведения.

Список использованной литературы:

1. Лермонтов М.Ю. Герой нашего времени. — М.: АСТ, 2020.
2. Бахтин М.М. Слово в романе. — М.: Лабиринт, 2000.
3. Венгрова Т.Л. Литературный стиль Лермонтова. — М.: Литературное наследие, 2005.
4. Галахов В.В. Русская лексикология. — М.: Высшая школа, 1998.
5. Корман Б.О. Лексическая стилистика русской прозы. — М.: Наука, 1997.
6. Лотман Ю.М. Анализ литературного текста. — СПб.: Искусство-СПБ, 2001.

THE CONCEPT OF READING SKILLS IN PRIMARY SCHOOL CHILDREN

Ibragimova Nasixat,

Student of KSU

Academic lyceum of Karakalpak State University,

English teacher Yusupova Sarbinaz

Interest in reading arises when the reader has mastered conscious reading and developed educational and cognitive motives for reading. An essential condition for mastering reading activity is also the knowledge of reading methods, methods of semantic processing of the text, and the acquisition of certain skills and abilities that should not develop spontaneously. I believe that one of the ways to improve reading quality in elementary school is targeted management of reading instruction.

Reading is a complex psychophysiological process. In this act, the visual, speech-motor, and speech-hearing analyzers participate. As B.G. Ananyev writes, the basis of this process lies in “the most complex mechanisms of interaction between analyzers and the temporal connections of the two signaling systems.”

At its primary stage, in the process of forming the technology of reading, our well-known psychologist B.D. Elkonin characterized reading as “the process of recreating the sound form of words from their graphic model.” This means that the child must see a letter, differentiate it, determine what letter it is, and then proceed to the next letter. Only if the time to recognize the second letter does not exceed the time to forget the first one, and no forgetting occurs, can the child recognize a syllable. These stages take quite a long time for the child to master.

The reading process is not something that can be formed quickly. Unfortunately, over the past 50 years, the time for teaching reading and writing has been sharply reduced, almost by half. If we compare the primer of the 1950s with modern textbooks, in which the child is expected to read within two months, we can see that the information density and the pace we give to children

have increased tremendously, while the child's abilities remain the same. The functional abilities that children had in the 1950s, such as almost eight years old when they started school, are still the same. In the last 20 years, children now begin school at six years old.

In the complex process of reading, three main moments can be distinguished:

1. Perception of the word data. To be able to read means, first of all, to be able to guess the words represented by the letters. Reading begins when a person, looking at letters, is able to pronounce or recall a specific word corresponding to the combination of these letters. It is easy to show that in the process of perceiving letters as symbols of a particular word, not only vision is involved, but also memory, imagination, and intellect. When we read words, we do not just put together one letter at a time; having seen one or more letters, we immediately guess the whole word.

2. Understanding the content associated with the read words. Each word we read can evoke certain changes in our consciousness, which determine our understanding of the word. In some cases, our consciousness may create a more or less vivid image, in others, a feeling, a desire, or an abstract logical process; in some, both; in others, there may be no image or feeling, but only the simple repetition of the perceived word or perhaps a related word.

3. Evaluation of the read material. The ability not only to read a book but also to critically approach its content is not always observed, as is well known.

The motive for reading is need. A younger schoolchild, learning to read, initially feels the need to learn to read, i.e., to master the sound system and the process of reading—the formation of a word from letters. This arouses their interest. After mastering initial reading (literacy), the child changes the motive: they become interested in understanding the idea behind the words. As reading develops, the motives become more complex, and the student reads to learn a specific fact or phenomenon; more complex needs arise, such as understanding the motive behind the hero's actions to assess them or finding the main idea in a popular science text.

Reading is directly connected with oral speech. Through oral speech, expressiveness in reading is developed; when reading, means of speech expressiveness and coherent speech are used to convey the text's content and facilitate communication between readers.

The perception of texts by younger schoolchildren does not correspond to the perception of an adult reader and has several peculiarities. It is characterized by:

- Fragmentation, lack of a holistic perception of the text;
- Weak abstraction and generalization abilities;
- Dependence on life experience;
- Connection with the child's practical activities;
- Strong emotionality and immediacy, genuine empathy;
- A predominance of interest in the content of speech, rather than the form of speech;
- Insufficiently complete and correct understanding of the expressive means of speech;
- A predominance of reproductive (reproducing) perception.

To form reading as an educational skill, it is essential to consider these characteristics. It is also important to take into account the peculiarities of children's cognitive activity. Children aged 6-7 years do not yet have developed logical thinking, which is still in a visual-actional stage and requires reliance on practical actions with various objects and their substitutes—models. Gradually, thinking acquires a visual-figurative character, and finally, logical abstract thinking

emerges. These stages of cognitive development in younger students have a significant impact on the nature of their education.

Modern methodology understands the skill of reading as an automated ability to vocalize printed text, which involves the understanding of the idea of the perceived work and the formation of a personal attitude toward what is read. This type of reading activity requires the ability to think about the text before, during, and after reading. Such “thoughtful reading,” based on a perfected reading skill, becomes a means of connecting the child with cultural traditions, immersing them in the world of literature, and developing their personality. It is also important to remember that the skill of reading is the key to successful learning in both elementary and secondary school, as well as a reliable tool for navigating the vast flow of information that modern individuals face.

In methodology, the skill of reading is characterized by four qualities: accuracy, fluency, consciousness, and expressiveness.

- **Accuracy** is defined as fluent reading without distortions that affect the meaning of what is read.
- **Fluency** refers to the speed of reading, which affects comprehension. This speed is measured by the number of printed signs read per unit of time (usually the number of words per minute).
- **Consciousness** of reading is understood in modern methodological literature as understanding the author's intent, recognizing the artistic means that help realize this intent, and reflecting on one's own relationship with what has been read.
- **Expressiveness** is the ability to use oral speech means to convey the main idea of the work and one's own attitude toward it.

All these qualities are interconnected and interdependent. Without correctly vocalizing graphical signs, it is impossible to understand individual elements of the text. Without understanding the meaning of each element, it is impossible to understand their connection, and without internal coherence of the text's components, the idea of the work cannot be realized. Conversely, understanding the general meaning of the work helps ensure the correct reading of its individual elements, and correct reading and understanding form the basis for expressiveness in reading. Fluency, as the pace of reading, under certain conditions, becomes a means of expressiveness. Thus, preparing the reader should be based on simultaneous work on all four qualities of the reading skill. This approach is already implemented during literacy education and is even more important during the reading of literary texts in lessons.

In methodology, in addition to the term “reading skill,” the term “reading technique” is used. Until recently, this term referred only to the technical side of the reading process.

The famous psychologist T.G. Egorov, in his work *Essays on the Psychology of Teaching Children to Read*, considers reading as an activity consisting of three interconnected actions: perception of letter signs, vocalization (pronunciation) of what they represent, and understanding of the text. For a young child who is just learning to read, these actions occur sequentially. However, as reading experience accumulates, these components are synthesized. T.G. Egorov writes: “The more flexible the synthesis between the processes of comprehension and what is called the reading skill, the more perfect the reading process becomes, the more accurate and expressive it is.” As the quote shows, the researcher does not oppose reading technique (i.e., the mechanism of perception and vocalization) to understanding the text. For reading to occur, all three actions must take place simultaneously.

The same was written by S.P. Redozubov: “Even today, one can meet teachers who divide reading lessons into two categories: lessons on the ‘technique’ of reading and lessons on conscious and expressive reading. Such a division is fundamentally wrong. Every lesson on reading should be a lesson in conscious reading.”

In methodological science, three stages of reading skill formation are distinguished: analytical, synthetic, and automation stages.

The **analytical stage** is characterized by the fact that all three components of the reading process in the reader’s activity are “split” and require the child to make individual efforts to carry out specific operations: see the vowel letter, match it with the syllable combination, think about where to pronounce the letters outside of the combination, vocalize each observed graphic syllable smoothly, so that the word can be recognized and understood. Reading syllabically is a sign that the child is at the initial stage—the analytical stage. It is usually assumed that the analytical stage corresponds to the literacy period. However, teachers should remember that each child develops at their own pace in general, and in reading skills in particular.

The **synthetic stage** assumes that all three components of reading are synthesized, i.e., perception, pronunciation, and understanding of what is read occur simultaneously. At this stage, the child begins to read whole words. However, the main sign of the transition to this stage is the presence of intonation during reading. It is important that the child does not only understand individual text elements, but also relates them to the overall content of what is being read. Intonation in reading emerges when the reader keeps the general meaning of the text in mind. This usually happens in the second year of primary school.

The **automation stage** is described as the stage where the reading technique becomes automatic and is not consciously recognized by the reader. The reader’s intellectual efforts are focused on understanding the content and form of the text: the ideas of the work, its composition, artistic means, etc. At this stage, the child tends to read silently. The main sign that children have reached the level of automatic reading is their immediate emotional response to the work they have read, their desire to share their initial reading impressions without further prompting from the teacher, and their eagerness to discuss what they have read.

This path—from the analytical stage to the automation stage—can be traversed by a child within the framework of elementary school, provided the teacher creates a certain work mode:

1. Reading exercises should be daily;
2. The selection of texts for reading should not be random, but based on the psychological characteristics of children and the literary features of the texts;
3. The teacher should systematically work to prevent incorrect reading;
4. The teacher should use an appropriate system to correct reading errors;
5. Special training should be organized for silent reading, with several stages: whispering reading, silent articulation of what is read, “quiet reading” (in terms of inner speech), and finally, actual silent reading.

At the early stages of learning to read and write, when sound-letter analysis is crucial, it is very important for the child to vocalize the words. We cannot teach the child to read silently at this stage. However, by around 3rd grade, perhaps individually or at a very slow pace, the child should begin transitioning to silent reading. This is a different mechanism of reading, relying on the visual analyzer and working in a completely different way. We need to understand this, but unfortunately, this is often neglected. Why? No methodologists can answer that.

Thus, the first, second, and third stages of reading skill formation take place at the child's individual pace, and these stages usually last around three to four years. At the first stage, every element of the letter is tracked. At this stage, parents often say: "They know the letters but don't want to read." They don't refuse; they just can't do it yet! Only by 9-10 years old do mechanisms of voluntary regulation of activity and attention organization form. After all, to focus, to differentiate, one must not be distracted and must concentrate.

References

1. Анисимов В.М., Андреева К.Е., Сокоуртова Л.В. Методика преподавания русского языка в начальных классах. Якутск: 2001.
2. Климанова Л. Обучение чтению в начальных классах. // Школа, 1999. № 18.
3. Львов М.Р., Горецкий В.Г., Сосновская О.В. Методика преподавания русского языка в начальных классах. – М.: 2000.
4. Оморкова М.И. Совершенствование чтения младших школьников – М.: 1997.
5. Светловская Н.Н. Методика обучения чтению: что это такое?// Начальная школа, 2005, №2.
6. Чечерина Н.Ю. Формирование навыка беглого чтения у детей старшего дошкольного и младшего школьного возраста: рекомендации родителям. // Я-мама, 2006, №2.
7. Безруких М.М. Формирование навыков чтения и письма в процессе обучения детей. Российская государственная российская библиотека. <http://metodisty.narod.ru/vsd04.htm>

THE EFFECT OF ARTIFICIAL INTELLIGENCE SYSTEMS SUCH AS ChatGPT ON ENGLISH LANGUAGE AND TRANSLATION PROCESSES

*Jalg'asbaeva Tumaris Alimbay qizi,
Student of Nukus Innovation Institute*

Abstract: *Over the past few years, artificial intelligence (AI) has transformed many domains, including linguistics and translation. AI-driven systems such as ChatGPT have had a profound effect on English language learning, content generation, and translation processes. This paper discusses the effect of AI on translation quality, its benefits and limitations, and how it is influencing contemporary English usage. Although AI-driven translation tools ensure more efficiency and convenience, they still lag behind in understanding context, cultural nuances, and accuracy. The essay also addresses the future of AI in translation and the destiny of human translators.*

Keywords: *Artificial Intelligence, ChatGPT, Machine Translation, English Language, Linguistics, AI in Translation*

The development of artificial intelligence at a rapid rate has transformed various aspects of human life, including communication and language processing. Language models such as ChatGPT, Google Translate, and DeepL, which are powered by AI, have revolutionized how people learn and utilize English, and how translation processes are carried out. These language models offer faster and more accessible translations, making communication across languages more efficient. AI-driven translation tools also present challenges, particularly in addressing