Reading Culture and Literary Analysis

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Abstract. This article is dedicated to getting to know a book, reading, and giving a special pleasure to a person. Reading a book directs a person directly to practice, to harmony with life, to receive spiritual benefits.

Key words: *Book, reading, age, aesthetics, youth, childhood, historicism, form, practice, consistency, imagery, method.*

Introduction

Acquaintance with the book, reading it gives a person special pleasure. While reading, the reader gets to know the book more closely, begins to form an idea about its scientific and artistic value, thinks, and develops reading culture. Due to the special attention paid by the president to the development of the reading culture, modern books are opened in recreation centers, such as "Young Reader", "Festival of Readers" held in secondary schools, universities, and all educational institutions. stores and libraries opening in remote villages play an important role in meeting the spiritual and intellectual needs of the young generation and in getting familiar with books.

The essence of the book is eternal... This essence makes thinking eternal. The culture of reading ensures that a person has such features as a full understanding of the source, enjoyment of it, understanding and appreciation of the author's thoughts and ideas. Reading a book directs a person to direct practice, to harmonize with life, and to receive spiritual benefits.

The word "mutolaa" means reading in Arabic, and today it has a broader meaning than reading a book. Books convey the masterpieces of human thought to many generations. Indeed, no other source can enhance human maturity like books. Each reader will have the opportunity to read artistic works or scientific works based on their age group, to understand the ideas covered more deeply. For this, the child's interests should be thoroughly studied in cooperation with parents, kindergarten, and school. As they say, parents have seven neighborhoods for one child, everyone is equally responsible for raising children, for their spiritual and cultural development. It is not for nothing that they say that a family that does not read books is a spiritually poor family. Therefore, not only parents, but also library staff should be experts in their profession and choose the right books for readers, taking into account their interests.

In the pedagogy of children's reading, the growth of reading according to age is divided into the following stages:

1. Childhood 6-9 years;

2. The transition from childhood to adolescence is 10-11 years old;

3. Adolescence 12-13 years old;

4. The transition from adolescence to adolescence is considered to be 14 years.

The age limit of this category is flexible, that is, according to the formation of the socio-psychological conditions of the reader, a 10-year-old child can be included in the category of adolescent reader, and 14-year-olds are a reader who is transitioning to adolescence. it will be possible to add to the list of those of nature.

In order for book reading to penetrate into the child's spiritual life, it is necessary to make effective and aesthetic preparation in advance. The reason: "The book takes the child to a world he has not yet seen, he says words he has not heard," says Getsen. In fact, the book is rich in many mysteries. His riches are inexhaustible. The book gives wings to a person. In conclusion, it can be said that the book is one of the best friends. We find answers to questions through books, books are the most important food for thought. Books offer the best intellectual recreation and flight of imagination. In the words of Ernest Hemingway: A good book is like an iceberg, seven or eight of them live under water.

The responsibility of today's education is to make the child's personality the main value, to ensure the formation of spirituality, to teach the student to think creatively, to motivate him to act, to make him feel the pleasure of discovery in order to educate and educate him. in the process of pedagogical cooperation, to achieve dominance, to see the heroes of the works as living people, not as representatives of ideas, positive or negative images, to make the reader understand that their personality is reflected in the works of writers to one degree or another, the experiences and actions of the heroes of the works In today's literary education, such important tasks as teaching the student to evaluate their personality are expected to be performed by working on the book. Alexander Genis, speaking about the unique features of fiction, quotes: "The miraculous power of literature is that it is able to convey to the reader the substantial part of a person that cannot be expressed in words, like the heart that has not been abandoned." If it were not for this part, not a single author would be different from the other in any way." Since each work reflects the unique heart of the creator, various experiences of a person, it is possible to distinguish one writer from another, and we should also teach the reader to analyze literature.

It is known that literary analysis is a necessary stage of literary education. "In the science of methodology, work methods that ensure a holistic perception of the artistic text, its in-depth interpretation, understanding of the writer's poetics continue to be given priority. Therefore, it is no coincidence that the main component of literary education is reading and studying the work, interpreting it."

Academic analysis of a work of art differs from literary analysis. If the literary critic relies on scientific data in the scientific analysis, the teacher in the educational analysis should take into account the age characteristics and level of knowledge of the students based on the requirements of the DTS and the program. The analysis of the work of art relies on the principles of historicity, unity of form and content in the implementation of the goals and tasks set before it. These principles are implemented using the following components of literary analysis:

1. The historical and social problem presented in the work.

2. Expression of the writer's point of view in the text.

3. Construction of the theme and plot of the work.

4. Leading characteristics of literary heroes.

5. The compositional structure of the work.

6. Characteristics and style of artistic language.

7. Genre specificity of the work.

8. Significance of the writer's work for his time, connection with time.

Naturally, it is impossible to involve all the above components in the analysis of each work. While organizing the process of understanding the work, the teacher should teach the students analytical skills. The analysis not only helps the students to understand the literary text in depth, but also cultivates good feelings in them and encourages them to think about their own life. The following methods of analysis are given a wide place in the methodology of teaching literature:

1. An integrated analysis aimed at studying the development of events.

2. An analysis highlighting some aspects of the theme of the work.

3. Compositional analysis of the content and form of the work.

4. Philological analysis aimed at understanding the author's point of view, idea, and thoughts through the expressive means of artistic language.

As a matter of fact, the ideological and artistic content of the same works is revealed through compositional analysis, in another it is examined as an example of plot construction, and in the third, the analysis of images serves as an important tool. In the practice of teaching literature, consistent and descriptive methods of analysis are widespread.

In coherent analysis, students express an emotional reaction to the reality of the plot. The content and form of the work are considered as a whole. But the possibilities of coherent analysis are not limitless. It is often limited to certain episodes or chapters. In the consistent analysis of a literary work, there is a danger of interfering with the content of the text. Therefore, it is appropriate to use this type of analysis when the reading culture of the students is not yet developed, when there is a need to read the work in depth from episode to episode.

In the image analysis, in the exercises conducted on the basis of a strict plan for the study of the system of images, it is envisaged to distinguish the main and supporting characters, to identify their leading characteristics, and to prove them with excerpts. In this type of analysis, it is necessary to "not allow them to divide symbols into positive and negative groups, to draw children's attention to how each artistic symbol can be evaluated from the point of view of a symbol of opposite nature." Effective use of a number of innovative technologies such as "SWOT - universal analysis", "Case-study", "Problematic situation" in the analysis of images, evaluation of the role and artistic function of the characters in the plot of the work, description of common and different aspects of the character of the characters, life problems It is important because it guarantees the expected results in the improvement of independent decision-making skills regarding the solution. In particular, the "SWOT - universal analysis" method has great potential in improving the competencies of identifying and analyzing the strengths and weaknesses of images, opportunities and threats that threaten them.

In addition, asking the teacher questions about the work directs the students to think about the interactions and inner experiences of the characters based on their own understanding, life observations and experiences. Based on the work carried out, the teacher can also comment on concepts such as story, plot, literary character.

The choice of the way to study the work is based on a whole set of issues, such as the level of knowledge of the students, the experience of analysis, the intended goal, the relevance of the studied topic from the point of view of literary studies. But the most interesting methodological findings during the analysis can become invalid if they become a template. In order to avoid such an awkward situation, the teacher should not look for an easy way out. What is convenient for the teacher can often be difficult and uncomfortable for the student.

In education, the "Why" diagram, the "Fish skeleton" diagram, the "Lily flower" diagram, and the "How" diagram are categorized as the optimal ways and tools for identifying, analyzing, and planning a solution to a problem.

This type of problem analysis directs students' activities to understand the subtle aspects of the human psyche, clarify the essence of the idea of the work and problems, and prove the solution. In the upper grades, the desire of teenagers to be heroic in all aspects, to be like bright and strong people, is one of the main requirements for choosing a work for independent study. It is the works of this content that serve to form the reading culture of students related to the qualities of honor, duty, loyalty and self-sacrifice, patriotism. It is observed that arguments in the process of analysis will achieve a certain efficiency if the student's activity serves to illuminate the content of the studied work, the core of the text. The advantage of questions in this type of analysis is that "firstly, students feel difficulties in the analysis and strive to overcome it, and secondly, the analysis is directed towards a goal, and students try to find a way to solve the general problem." Colorful, consistent, firm and grounded thoughts open a wide way to reveal the essence of the work. "Difficulty in solving the problem is characterized by the novelty and generalization of the unknown that needs to be mastered, the level of the student's intellectual capabilities."

Choosing the methods of literary analysis is not an easy task. It depends more on the literary genre. Lyrics require different methods of analysis than epics and dramas. Analysis "...in the process of reading a literary text can be in the form of a teacher's explanation, in the form of a detailed examination of the work, in the form of describing the characters or identifying the means of visual expression. Deep meaning is the first and main condition of literary analysis. The focus of the analysis always on a certain goal determines its form and content. In the design of the analysis, the question arises as to which of a number of technologies such as "Boomerang", "Fan", "FSMU", "Venn diagram", "Concept analysis", "Truth-seeking lesson" is preferable. Determining the content, composition, writing style of the work, bringing the reader closer to the author's point of view remains the main task of educational technologies.

The teacher's supervision of the performance of assigned assignments increases students' sense of responsibility. Being able to use the acquired knowledge in the necessary places of the training cultivates the feelings of enjoyment of their work in the hearts of the students and ensures that the next process takes place in an upbeat spirit. Taking into account and supporting the expressed opinions increases students' enthusiasm for active participation in the analysis and free thinking. On the contrary, inattention causes a decrease in the desire and interest of students. As a result of increasing students' self-confidence, the ability to justify and defend their opinion is improved by working as a team in groups.

Conclusion: Carefully planned educational goals, selected methodological methods and tools prepare the ground for students to identify the feelings of the heroes of the work, the reason for mutual differences and disagreements between the characters, and draw correct conclusions from them. If it is assumed that "a human, personality puzzle, striving to solve this puzzle, to understand the essence of human life, to examine and analyze the nature and psyche of a person is the main task of the novel and fiction literature in general", then in the process of analysis, the actions of the heroes, e' their struggles and experiences on the path of their faith are evaluated from the point of view of humanity.

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