

special approach to the issue of priority development of this area. The role of modern information and communication technologies, which is particularly important in solving this problem, is great. Therefore, the teaching staff must have certain knowledge, skills and competence in the work, analysis, and use of information based on the use of this technology in their activities.

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DEVELOPING READING FOR PLEASURE SKILLS OF FUTURE TEACHERS

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Abstract. *Intended for classroom teachers and administrators who want their schools to reflect commitment to the idea that reading for pleasure is an essential part of every successful reading program, this article provides suggestions by which educators can coordinate their efforts with librarians.*

Keywords. *Reading for pleasure, emotional processes, basal reading, individualized program.*

One answer to the question "What is reading for pleasure?" is that it is a phrase used within educational settings to describe a purpose of reading: reading which is to a greater or lesser extent voluntary, marked by reader choice, of a text of interest to the reader, usually narrative (and often, but not always, fiction). It usually denotes an individual engaged in silent activity and, in the classroom, it sometimes

indicates that reading will not be followed by related work or assignments. Reading for pleasure is not, therefore, primarily defined by text type (though fiction or other narrative texts are characteristic), or even by whether the reading ends up actually being pleasurable or enjoyable, but rather by the original purpose of the reading. Reading for pleasure is not reading done for work, study or life administration purposes but rather reading for its own sake: reading because you want to, because it pleases you. Crucially, it is a term used within the contexts of educational research, policy and practice to describe the kind of reading which it is imagined happens “naturally” outside of these settings, in the world of “leisure”. The phrase “reading for pleasure” therefore conjures a meeting – clash, even – of contexts: education and the everyday, or research and the personal or familial. It highlights the chasm between the unspoken “taken for granted-ness” of leisure reading to those for whom it is a “native” or habitual social practice, and the strangeness and mystery of this practice to its outsiders.[2]

The second way to answer the question “What is reading for pleasure?” is to focus on the slippery word “pleasure”. What kinds of pleasures can reading bring? Answers from the literature can be grouped under five headings:

- pleasures of entertainment and escape;
- pleasures of cognitive work and narrative creation;
- pleasures of emotional stimulation: empathy, catharsis and intersubjectivity;
- pleasures of ethical contemplation: the “should and could” of reading;
- pleasures of companionship.

If we want to understand reading for pleasure, one important question is how we read for pleasure. We turn letters of the alphabet into sounds, words, meanings, emotion and enlightenment. Inky squiggles on a page or letters on a little flashing screen become smiles and tears through cognitive, educational, communicative, imaginative and emotional processes of connection. But how... in what manner? When you imagine someone reading for pleasure, what do you see? Do you picture a person curled up under a blanket on a sofa? On a deckchair? In bed? Sitting? Lying? Standing? On a bus or train? Are their lips moving or still? Do you hear the

words? Or did you picture someone reading to a huddled group of captivated listeners? Someone belting out from a stage? A father reading to a child? Someone reading to their sisters as they sit sewing? One lover reading to another? Did you imagine a crumpled paperback, a crisp hardback, a poster on the underground, a computer, a phone, a mural? Reading for pleasure is very often an individual and silent practice and this is certainly our dominant cultural image.[1]

Many developmental reading programs are very structured. The most common method of organizing such a program is to use a basal reading program. Basal reading programs have become very complete and complex, and the teacher must coordinate the suggestions in the teacher's manual with workbook activities, ditto pages, skills assessment, and related multimedia offerings. Some teachers (misguidedly) feel they must have their students do all of the activities for each story. Even teachers who are selective find that children may be completely overwhelmed with finishing one-page skill activities. As a result, the students may rarely have a chance to read. That is, they read their assigned stories and sometimes their ditto sheets, but they don't have much time to sit back, relax, and put to use all this wonderful knowledge about reading.[3]

The one kind of reading program that almost guarantees a high degree of free reading is the individualized program. The students select their own reading materials and progress through them at their own pace. Skill development is usually done through teacher-pupil conferences or through ad hoc skill groups. In spite of this emphasis on free choice in reading, even the individualized approach has some potential pitfalls. First, the reading is not really "free," in the sense that the student; is usually accountable in some way for everything read. (More about this later.) Second, the free reading may be perceived by the student as "what I do during reading class". That is, as with a basal text, the reading is an assigned task, even though the choice of what to read is left to the student.[4]

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THE IMPORTANCE OF SECOND LANGUAGE ACQUISITION

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Abstract. *Acquisition of a second language has numerous merits including opening up a world of job opportunities, travelling through foreign countries, getting to know new diverse cultures, acquiring effective communication skills, improving education. Some feel that it can be advantageous to learn a second language while others suggest that this trend is without merit.*

Keywords. *Second language, communication skill, multilingual, monolinguals, critical thinking ability, bilingual education, global language.*

In the globalization area, English is global language, it is a must-know language in order for one to adopt the real world (Farak Zulkefly, Abu Bakar Razali, 2019). Majority of parents consider a second language acquisition not only just “good to have” but also vital in global environment (Abbott, 2018). The world is changing so fast so many companies are trying to do business in several countries around the world. In order to achieve the best result they need bilingual