

ANALYTICAL READING - INTELLECTUAL FACTOR FOR THE FORMATION OF ANALYTICAL THINKING IN STUDENTS

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ABSTRACT

The article argues that analytical reading is an intellectual factor in the formation of analytical thinking in students.

Keywords: reading, learning to read, reading for acquaintance, reading for searching, reading for identification, reading for knowledge, analytical reading, analytical thinking, artwork.

INTRODUCTION

The Decree of the President of the Republic of Uzbekistan Sh.M.Mirziyoev "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" states: to increase their social activity in the process of ..." [1] An important task is to educate young people, especially those who are analytical. The problem of shaping thinking means that it is one of the top priorities of the country's policy. Teaching man to think has always been relevant in world civilization. "The great task of civilization is to teach man to think," says the American inventor and entrepreneur Thomas Alva Edison. It is well known that analytical thinking, like other intellectual qualities in man, does not form spontaneously.

It occurs due to systematic mental activities. In education, it is expedient for analytical thinking to begin with analytical reading. Therefore, teaching analytical reading to students in higher education should be considered a didactic event in the spotlight. Reading is an independent speaking activity that takes place in the form of written communication belonging to the socio-communicative sphere of the individual. Reading belongs to the receptive type of speech activity. It focuses on receiving and understanding information encoded in literal characters. What the text is about in the reading process there are two aspects to the content-oriented approach and the transition to how to master the text. The result of reading in terms of content is the comprehension of the text being read, the process of reading in terms of the past itself. This includes accepting letters as sounds, making words from a unit of letters, hearing their own inner speech, making connections between graphic and semantic units, reading aloud or inside, slowly or quickly. Read as separate speaking activity training will vary according to the age, social status, level of intellectual readiness of the person studying. But the reader must always learn to get enough information from the text to solve a speech-intellectual problem, using a certain reading technology.

Reading is of great importance in developing the enlightenment, upbringing, educational, practical skills and professional competence of any person. Therefore, there are strict requirements for the content of the texts to be read. Everyone because people have different levels of reading and comprehension of a text, scholars classify the reading process differently. Such a classification is based on different principles. Some scholars classify reading into

analytical and synthetic, based on the psychological specificity of text perception. Some professionals group independently, independently, or prepared, unprepared, depending on the context in which the study takes place. Sometimes they are composed quickly or slowly, depending on the speed of reading. We were told by a Russian scientist S. K. Depending on the purpose for which the reading by Folomkina is carried out, a classification in the form of reading for acquaintance, searching for reading, reading for identification, reading for knowing seems to be acceptable [3]. Reading for acquaintance involves reading as quickly as possible in order to get acquainted with the main content, general structure and important arguments of the text. For this type of reading, it is sufficient to understand seventy percent of the text read. In such a reading, an unknown word or the incomprehensible expression is not singled out. At the same time it is necessary to learn to pay attention to what keywords; important expressions are in the text. It is important to be able to generalize the content of the work, that is, to understand what information it conveys, which is its main communicative function, and what ideas are important. Many students are not able to use this type of reading effectively. For example, as soon as he encounters a word in the text that he does not understand, he stops reading and says that word will find the meaning. Such an approach should be abandoned immediately.

When any work is read for the first time for acquaintance, it is enough if the general content and important points of the text are understood. You don't have to search the dictionary at this time. It is sufficient for the student to know the meaning of an unintelligible word, even if it is more approximate than the context. It is not an easy task to understand complex texts in one reading. Some students can also learn the meaning of a word through logical thinking even when they are; they spend a lot of time looking up dictionaries. If a student stops and looks for an explanation every time he encounters an incomprehensible word, he will not feel the charm of the literary text.

One way to combat this habit is to make students accustomed to reading quickly by setting a strict time limit for reading any text. The search-reading type involves only finding the information a student needs to complete a task. For use for a didactic purpose the amount of information needed will not be small. This type of reading can be used to find and evaluate the places in a work of art that reflect the mental states of the characters. Reading is done by looking for a picture of some dates, time indicators, definitions, assessments given for any event. The type of reading to determine implies a lower intellectual load on the student. This kind of reading is about who the author of a particular work is, what the system of images in the work is, which is done to memorize or recall by looking at which places the image of nature has been used. Sometimes it is enough to get acquainted with the parts of the work, to get acquainted with the title or content, to read some paragraphs. The purpose of the reading tour is to learn all the primary and secondary aspects of the work, to think about it, and to remember it. Students evaluate the work read, comment, explain, and draw conclusions on the acquired information need. In order to be able to do what is said, the student must fully grasp the meanings of the words in the context, understand the logical connection of the words in the sentence, and know the interrelationships between the parts of the text.

Reading can also be classified according to how it is done. In our opinion, reading can be divided into two types according to the style of execution, such as synthetic and analytical: In synthetic

reading, the main focus of the person reading is to quickly absorb the text and remember its overall content. In this process, the nature and volume of the main information to be obtained from the studied text is determined. Reading a work of art just for fun or to spend time is also of this type. Analytical this process is somewhat slower, as the reader's attention is drawn not only to the content of the text, but also to its linguistic features and artistic aspects. Synthetic reading is used to familiarize with texts that are not complex and do not require special analysis.

Analytical reading, on the other hand, is used when working with complex works that require special attention, analysis, and mental strain. Analytical reading is applied only to works with incomprehensible words, complex turnover it is incorrect to assume that q is given. The expression of this type of reading is simple, but the peculiarity of the use of the word can be applied to any work in which meanings are hidden at the base of the symbols. Analytical reading is useful for any work with analytical thinking, that is, in all cases where special attention is paid to the use of the word. Analytical reading is a didactic activity that takes place before the artistic analysis of the text. An important feature of analytical reading is the analytical approach to the reading process itself, i.e. the text appears to be taken in a detailed manner. Through analytical reading, students overcome the complexities of the language of the work and fully understand the content of the text. At all stages of analytical reading, a state of discontinuity from synthetic reading is not observed. If any reading process consists of the stages of primary synthetic reading, analytical reading, secondary synthetic reading, the expected effect is achieved. Students become acquainted with a text through synthetic reading, understand its general content. Next unknown words, phrases, hidden meanings, specific features of the content of the text are identified during analytical reading. In the third stage, a synthetic reading is carried out once again, and the content of the work and its specific artistic-aesthetic and socio-spiritual aspects are understood.

It is through the second stage, i.e. analytical reading, that in the third stage, students acquire complete, accurate and in-depth knowledge. In general, the student will need to make certain preparations for reading, especially analytical reading. When it comes to preparation for study the mental and intellectual readiness to perform these activities is envisaged. This includes taking into account the specific features of the text, considering its level of difficulty, determining which type of reading you want to use, and setting the reading speed. In methodological science, reading is defined as a verbal activity aimed at receiving, understanding, and processing information in a text that provides a certain amount of information. Russian Methodist scholar A. A. Brudny to the text they give a scientific explanation: "A text is a being that is meant to be understood. On the one hand, it preserves the most important aspects of objective reality that are not subject to our will and consciousness as a material carrier of content that can be perceived through intuition. On the other hand, the fact that the text is a constant carrier of meaning can be reconciled with the changes in the process of understanding and applying that meaning" [4].

Obviously, working with a work depends on what the purpose of the reading is, how the reading is organized depending on the purpose. Analytical reading becomes more and more philological reading. After all, the main goal in higher education is to train a philologist who can work with

any work of art, not only to find meaning in the text, but also to determine the factors that provide the artistic and aesthetic appeal of the work. A noteworthy aspect of analytical reading is that in the process, the idea of developmental learning is realized and the student's reading skills are improved. Analytical reading is a didactic work aimed at shaping the student's ability to analyze and interpret educational activities, increase his vocabulary and acquaint him with the spiritual world of the characters reflected in the work of art.

In particular, the analytical reading of works of art serves to enhance the student, the reader in general, in all respects. In the process of analytical learning, the opportunity to improve the communicative ability of students increases. The student cannot simply read the work of art; the image of the heroes in it analyzes the speech situation, the topic of conversation, the state of words and sentences used in the speech process through analytical thinking. As a result, the student's theoretical knowledge and practical skills in the use of words increase, learns to take into account the mood of the interlocutor in the selection and use of words.

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