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LINGUISTIC DIRECTIONS OF GROWING VOCABULARY OF STUDENTS
ON THE BASIS OF SELF-DEVELOPMENT.

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Abstract: The article discusses the linguistic directions of growing students' vocabulary based on self-development, the term and concept of motivational motivation. Also, opinions on social, material, spiritual needs, harmonization of needs and the content of needs, the tasks of the teacher are analyzed.

Keywords: motive, needs, purpose, plans, desires, interests, motivation, study, lesson.

Introduction. The basis of any action is internal and external causes. The psychological characteristics of the subject of action are of paramount importance in this. One of the important aspects is that human activity is related to external conditions and circumstances. In the first case, thoughts are made about motives, needs, goals, plans, desires, interests. And in the second case, referential forces, situations that arise and exist.

A person can perceive the same situation in different ways. This causes motivation to be interpreted as a cyclical process. As you know, the subject of action and situations affect each other. The result of this effect is clearly observed behavioral manifestations. In this process, motivation manifests itself as a phenomenon that allows you to make decisions, relying on continuous choice and behavior. Motives ensure that the character is purposeful, the activity is organized and sustainable. This activity is aimed at achieving a certain goal.

Motivation acquires a broader essence than the term motive. In modern pedagogy and psychology, the concept of motivation is used in 2 senses. The first meaning manifests itself as a unit that determines behavior, representing a system of factors. The latter to a certain extent supports and directs activity in the behavior of the individual.

Visions of motivation arise not in behavior, but in the process of writing isoxes. This research implies the purpose of finding answers to questions such as why, why, for what purpose, at the expense of what, what makes sense. Finding and describing the cause of positive changes in behavior with a stable character makes it possible to find answers to questions about motivations that embody the behavior of an individual.

Motive differs from motivation in that the characteristics inherent in an individual's behavior manifest its stable specifics. Gives the individual an internal motivation to improve certain actions. Motives can be identified as concepts. They generalize to represent the position of many movements.

The most important of such indicators is the needs of the individual. Needs are a certain necessity of the individual. Ehtijs demonstrate an individual's desire to acquire

what he lacks for functioning and development, generating interest in it. Needs as a person's necessity demonstrate a certain degree of dissatisfaction.

Among the many needs in a person, there are also social, material, spiritual needs. Spiritual needs refer to the need for human interaction and communication with each other. People differ from each other in the variety of their needs and in the combination of these needs. The main feature of the need is expressed in the periodicity of its occurrence and methods of satisfaction. The content of needs in humans lies in the connection with objects. These objects are objects of material, spiritual culture. With them, the needs of a person are satisfied. The need for reading is met by examples of fiction.

Methods.

The second important position of the motivational process is the goal. Its basis is the action-oriented result. The goal makes it possible to associate the activated need with the activity. The purpose of the study is also diverse. People read books because of their preparation for the exam or because of their interest in fiction.

Goals and needs form the basis of the field of motivations in a person. Along with needs and goals, one of the tools that guides a person to a certain action is his interests. Assignments, desires, plans also form the components of the field of motives.

Interests are the main motivational indicator of the cognitive process. Interests do not directly relate to a particular need. Interests come in accordance with a particular type of activity, such interests have a guiding research nature. Desires and plans are components of the field of motives that are generated over a certain period of time, and one that often exchanges places with the other. They change according to certain conditions and the execution of actions.

According to psychologists, the content of reading lessons should correspond to the age characteristics of students. Of particular importance in primary school students is the formation of interest in samples of fiction. The formation of motivation for reading works of art in students is carried out in the educational process. It is an important area of modern education. In addition to entertaining students with examples of fiction, teachers should also clearly define the means by which they develop their personality. By intriguing readers with examples of fiction, the opportunity arises in them to form a system of values based on ideals, worldview. This contributes to the fact that students take an active life point of view, consciously coordinate their interests with their needs.

One of the tasks of the teacher is to determine why students do not want to read books. Only then do educators achieve the determination of when and how reading motivation is generated in students.

The decline in interest in reading fiction in readers can be traced to a number of reasons:

- Increased media exposure, students sitting in front of the TV and computer for hours;
- An increase in the number of families indifferent to child education, in which there



is no focus on the spiritual and moral, intellectual development of children;

- Complete lack of manifestation of adult aspirations to read books together with children, non-reading of books by adults to students who step into the 1st grade, the absence of activities in the direction of introducing students to colorful works of art, the fact that adults should study on their own once they know how to read, etc.k.

The lack of manifestation of interest in reading fiction is also sought after by the fact that children spend the whole day alone, waiting for their parents, bored, living in a Khadik about when they will come. This condition leads to apathy for students aged 7-10 years. There is a decrease in interest in them not only in reading samples of fiction, but also in relation to other types of activities.

In order to interest small school-age students in a particular activity, it is necessary to create favorable conditions for them to fantasize, draw certain pictures, make various items with a creative approach.

In order to form an interest in the samples of fiction in primary school students, it is important to initially form reading motives in them. Because motives are a source of activity, which creates the need for students to perform certain actions and is the trigger of interests. The younger school age is considered a favorable period for developing an interest in works of art, creating a desire for students to read them.

The artistry and richness of the teacher's speech in emotions is of particular interest to readers in relation to the patterns of fiction. The speech of the teacher, which is not devoid of emotions, has the character of providing information and is not considered a positive method for the development of reading activities of students.

In order for the emotional perception of the read text to understand the feelings of the author, students are assisted by the teacher's dispassionate speech. Such a speech by the teacher provokes the motives of reading fiction in students and encourages reading.

S.L.Rubinstein argues that comprehension of the text in a holistic way is the special of thought activity. The states objectively reflected in the text are subjectively expressed in the reader's mind. This is a product of the personal-mental activity of the student.

A.P.Kashkarov, on the other hand, characterizes readers ' reading and emphasizes the need to develop it in a person-oriented reading style. He has shown that personality-oriented reading should rely on the following principles:

- 1.Recognition of the uniqueness of each reader. All readers approach reading differently according to age, life experience and many factors. It expresses an individual attitude towards the book and the result of this activity.

- 2.Each reader recognizes the uniqueness of other individuals as well. The author of the book realizes that everyone around him and his library are unique values.

- 3.The reader analyzes the actions of the heroes of the work of fiction in the medium of the book. Takes their views and motives of activity as their own. Through this, the reader manifests his social role.The relationship between the reader and the author serves to content the point of view in the reader.

- 4.Only as a result of reading a work of Art, getting acquainted with the achievements

of mankind, does the reader realize the essence of the phenomena, processes, things that he is studying. As a result, the reader establishes relationships with historical-cultural assets, assimilates them. The process of getting in touch with everyone around and the heroes of the work is carried out. As a result of personality-oriented reading, the reader forms manifestations of ownership of cultural property, tolerance, positive behavior.

5. The idea of personality-oriented reading can arise in all age periods. For example, children's reading, creative reading, developing reading, and knowledge-based reading will be directed towards the student's personality. As a result of such a reading, a system of personal qualities is formed in readers, a strong interest in examples of fiction arises.

It is thus possible to reflect on personality-oriented reading as a result of diagnostics of educational activities aimed at this goal. It focuses on the individual, natural, personal qualities of the student's personality. As a result of the interaction of the teacher with the student, it is possible to implement these principles and form an interest in the patterns of fiction in students within the framework of a humane approach.

Motivation is directly influenced by the connection between internal conflicts. The secret of such communication includes contradictions in the reader's mind, contradictions in his activities, contradictions in the reader's dialogue. Among the development of the level of reading, there is a lack of necessity and freedom, among the dynamics and laws of needs, a color of interests, a consistency of ustanovkas. Aspects of the development of personality reading include: stereotyping-naturalness, reproducibility-creative individuality, evolution-involution, exuberant-dynamic, comfortable-uncomfortable. It is realized in 3 Soha: reading consciousness, reading activity, communication with the book. Reading is manifested on three levels: current, relevant and potential. It is carried out in three directions: stichial, goal-oriented, independently controlled.

The reading person will have a certain position in society. In connection with the development of reading, the individual performs socio-psychological roles. He meets his colorful needs by consciously reading various works of art.

The reader's personal interests include a number of elementary levels:

- sociological: socio-demographic data, social status and social perspectives of the individual.

- socio-psychological structural directions: the worldview of the individual, beliefs, ideals, valuable directions, needs, motives, interests, Masters.

- socio-psychological and pedagogical composition of experience: life, reading experience, General professional knowledge, general intellectual and speech skills, qualifications, habits, reading content and culture, communicative skills of the individual.

Conclusion. Thus, in the formation of interest in the samples of fiction in readers, it is important to take into account the existing level of reading skills in each reader with the formation of reading. It should be noted separately that in the formation of interest in the samples of fiction in readers, it is advisable to develop reading-related activities. If the student has not mastered the reading technique sufficiently, has difficulty thinking



over the content of the work he has read, it will undoubtedly negatively affect the development of reading motives in perspective. Because as the scope of information expands, it becomes more complicated to master it. In such a situation, interest in the samples of fiction in readers will not be formed. They decorate from reading books. In order to effectively formulate the intended skills, it is necessary to form in students an interest in the samples of fiction, the need to regularly read and understand them.

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