



Library Culture - A Treasury of Thought

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The results of research conducted in the direction of society and individual reading also indicate that reading has a more positive effect on the intellectual, psychological and physiological development of older people. Among the given information, there are ideas that reading books is important for the general psychological, intellectual, and even physiological development of children and adolescents. For example, reading a book: it calms the nerves (according to the approaches of scientists from the University of Sussex (USA), reading is the most effective way to calm the nerves; it only takes 6 minutes a day); cultivates emotions (like reading a prayer or a poem) (a person who reads a work of art better understands the emotions of others in life); increases the activity of the brain, increases the number of nerve fibers in the brain (according to researchers from Emory University (USA), as a result of reading a book, a person's mental capacity is in a high state for several days); develops communication, listening, writing and creativity skills (pedagogues of Obafemi Awolau University (USA) found that children develop creativity skills, in fact, most people who read a lot of books can write poems, stories, essays or scientific articles at a high level; artistic works, especially poems, are expressive has the ability to read, perform stage works with high skill); increases social activity; develops artistic taste; facilitates the learning of foreign languages (helps to easily understand and remember new words when learning other languages); children who read a lot learn lessons well; becomes a good storyteller (the more books are read, the more a person's storytelling ability increases), the relationship between parents and children improves.

According to the results of studies carried out at Yale University, reading a book for 3.5 hours a week or an average of 30 minutes a day reduces the risk of death by 17%. For those who read more than 3.5 hours a week, the risk of death was reduced by 23%. According to the researchers, the books help to improve "knowledge skills" as well as "empathy, social awareness and emotional intelligence".

In 1574, I. Fyodorov first published the book "Azбуka" for children. This book gives advice to parents on educating children, creative examples for children to study independently. The book published by L. Zizania in Vilno in 1596 was also of great interest at that time. In this book, the author tried to take into account the interests and possibilities of children for the first time.

V. G. Belinskiy emphasized the importance of books and reading in children's spiritual, cultural, artistic and aesthetic qualities, formation of reading culture, raising them as patriots and humanitarians, preparing them for work and life. In the article "About children's books", the author writes: "Education is a great work, through which the fate of a person is decided... It is books written for children that should have educational value."

In the scientific research conducted by M.M. Bezrukikh, attention is focused on the special role of the state in the formation of reading skills and culture among children, youth and the general population. The researcher believes that the role of the state in this regard is manifested in the following two directions: 1) it is to teach future pedagogues to read correctly in the process of higher education; 2) organization of educational propaganda among parents; and thirdly, to support the work of children's writers.



During the period of experimental work, the reforms implemented in the field of education and advanced traditions were studied in foreign countries in order to form a positive attitude towards reading among young people, especially children. According to the results of the study, Russia witnessed the development of a number of educational programs for this purpose in FR.

Australian pedagogue M. Christine Mergan believes that reading works of art for primary school students to satisfy their spiritual needs, for pleasure, is one of the simplest ways to "develop literacy skills in them." The researcher believes that "reading for pleasure not only brings pleasure to the child, but also has a number of advantages, including significant literacy outcomes, and literacy levels are associated with advantages that determine academic and career prospects."

According to E. Perrin's work entitled "Book Reading - 2016", despite the popularity of electronic books among Americans, printed books have not lost their importance. According to a study by the Pew Research Center, the proportion of Americans who read books in 2012 (73%) was almost unchanged from 2011. In the last year (2012 data), 65% of the US population read printed books, 28% (three times more than in 2011) read electronic books, and 14% read audio books. The average American reads 12 books a year, while the middle-class American reads 4 books in the last month of the year during the same time period. College graduates read about four times as many electronic books and twice as many print and audio books as high school graduates. Between 2011 and 2016, among American readers, the number of tablet users quadrupled (from 4% to 15%), and the number of smartphone readers doubled (from 5% to 13%).

According to the results of this study, among Americans of various ages: 84% about specific topics of interest to them, 82% about keeping up with changes in society (47% of them almost every day), 80% enjoying books (35% of them almost every day), 57% are readers at work or in schools (31% of them almost every day).

In a 2007 study by the National Endowment for the Arts (NEA), it was emphasized that young people are increasingly "moving away" from reading books. It is noted that "one out of three 13-year-olds reads a book every day. This is 14% less than 20 years ago. Among 17-year-olds, the number of people who read books has doubled in the last 20 years, that is, from 1984 to 2004, the attitude of this age group towards reading increased by 19%. If middle-aged Americans spend an average of two hours a day watching television, the amount of time spent reading a book is 7 minutes.

Foreign experiences have shown that the problem of personal reading, formation of a positive attitude towards reading, analytical study of the interest of society members in reading printed, electronic and audio books has become important in the practice of leading countries.

Therefore, it is important to study foreign experiences in the formation of reading skills in elementary school students. For this reason, the experiences of countries such as the USA, Great Britain, France, Finland, Norway, Japan, Russia, FR, etc. on the formation of personal reading and reading skills were studied. The results of the studies showed that the research problem can be solved at the level of state policy in these countries. Research on the field confirmed that it is consistently conducted by individuals and legal entities. At the same time, the traditions of reading printed, electronic, and audio books have been formed by children and teenagers in leading foreign countries under the influence of global information. Nevertheless, children's and teenagers' attitudes towards reading books are not gaining positive importance. In this regard, there is a decrease from year to year, and this situation is explained by a number of reasons.

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