



MECHANISMS OF LIBRARY CULTURE DEVELOPMENT IN STUDENTS

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Abstract: Content acquisition of reading in the process of continuous education is a long-term process, which has its own principles, forms and methods, methods. In the spiritual formation of the young generation through reading, it is important to prepare them spiritually for reading.

Key words: Reader, reading, continuous education, information, attention, reading, reading culture.

Introduction

According to the definition of the national encyclopedia of Uzbekistan, "A book is a means of storing and distributing information, ideas, images and knowledge, a tool for forming socio-political, scientific and aesthetic views, a tool for the promotion of knowledge and education, an artistic, scientific work, social literature." The dictionary meaning of the word "Kitabkhan" is "reader of books". Reading is a type of activity. That is, to organize reading, to engage in reading. Literacy culture requires interest in books, the reader's motivation to get to know more literature, special knowledge about books and working with them, as well as skills and competences that help to fully use information sources.

It is known that reading is a systematic process, the basis of which is reading. A student cannot become a good reader without understanding the content of the reading. The word mutalaa means "to read", "to study", "to read carefully", "to read and understand" in Arabic. Reading is defined by A. Umarov as follows: "It is knowledge, norms, social phenomena that represent a set of changes occurring in the content and structural systems of social groups, associations and individual individuals, aimed at obtaining general information, behavior and qualities."

At the global level, it is becoming a tradition today to promote reading among young people, to actively intervene in the state to make them active readers, to develop programmatic activities in this direction based on social participation, to actively use Internet technologies, and to search for social psychological mechanisms aimed at increasing the activity of reading. B.I. Ganiyeva defined the educational elements of "reading culture" as follows: formation of a desire to read, get information; teaching ways of thinking through read books; education of mind and learning; improving existing reading skills.

Development of reading culture among students should be based on pedagogical criteria. In this regard, S.N. Plotnikov defines the following criteria for the development of reading culture in adolescent children: the process of creating a valuable attitude to the book; the ability to find and choose a book of interest; the possibilities of aesthetic perception of the artistic text; to find valuable and meaningful information in the works read; formation of study needs.

Literacy culture is primarily the ability to choose book products, the ability to choose fiction, the ability to work with book products, and this issue includes a number of factors. In order to



interpret the concept of reading culture more broadly, we must first analyze the meaning of the concept of culture. The concept of reading culture belongs to the category of spiritual culture. Spiritual culture is a set of social phenomena related to science, art, literature, philosophy, morality, enlightenment and other human consciousness and thinking. Philosophical culture and pedagogical culture, which are important components of spiritual culture, also include issues of reading rules and love for books and pursuit of knowledge. And this is part of the culture of receiving information in a general sense.

Setting a clear goal and choosing the most effective method is an important condition for effective organization of studies. The purpose of reading can be different: to have fun, to pass the time, to learn something, to improve one's knowledge, to find the necessary information, etc. A person chooses a book based on the goal he has set for himself. The method of study also depends on the purpose. Based on this, reading is organized in a rational, emotional, functional, aesthetic, creative, work-related, recreational, etc. way.

The main stages of development of reading culture among students of 5-9 grades, such as preparatory, analytical, synthetic and automatic, are carried out as follows:

1. Development of reading skills in students of grades 5-9.
2. Arousing interest in literature of different contents in 5-9 graders.
3. Making reading to students a permanent habit.
4. Making reading a reading culture.

It is known that if by the age of 12 the child does not become an active student, if he does not read independently selected books in his free time, he will never be able to fully fill this gap. A teenager does not turn to children's literature, adults do not read it to children. After all, it is children's literature that forms personal qualities, gives such basic concepts as kindness and compassion, love and respect, understanding and sympathy, beauty and dignity. Pupil activity in the pedagogical sense is related to the stages of education and training in the educational process. As A. V. Petrovsky noted, upbringing involves the creation of "I want" and "I can" funds. According to A.V.Petrovsky, the joint activity of "I want" and "I can" is usually called "aspiration". If "I can read" becomes "I want to read", then the ability to read becomes an incentive to read, and satisfying the desire to read stimulates the growth of the ability to read. A certain decline in interest in reading books is a modern global trend, and in many countries, active efforts are being made against this process, based on the understanding of the importance of reading books for the development of any country. The experience of these countries shows that the situation can be changed. A lot of work has been done to solve the problems of education crisis in world practice. Many countries are taking various measures to protect and promote reading. Great Britain. In the United Kingdom, children's and family education is supported by the government. In Great Britain, a wide range of programs are actively being developed to support the reading of different groups of the population (families with children, children and adolescents, young people, as well as adults): "Invitation to summer reading", "Book start", "Family reading together", etc. . The projects aim to develop society in seven areas: reading and literacy, digital literacy, health and well-being, economic growth, culture and creativity, communities, and education.

Bookstart is a nationwide program that aims to instill a love of books in children from an early age by giving every three-year-old child in England a "book briefcase". These efforts are aimed at encouraging parents to read books with their children, involving them in the learning process, and supporting lifelong habits of reading and library attendance. A collection of free books for children and information materials for parents and carers will be distributed. This program later served as a model for other countries to adopt similar programs.



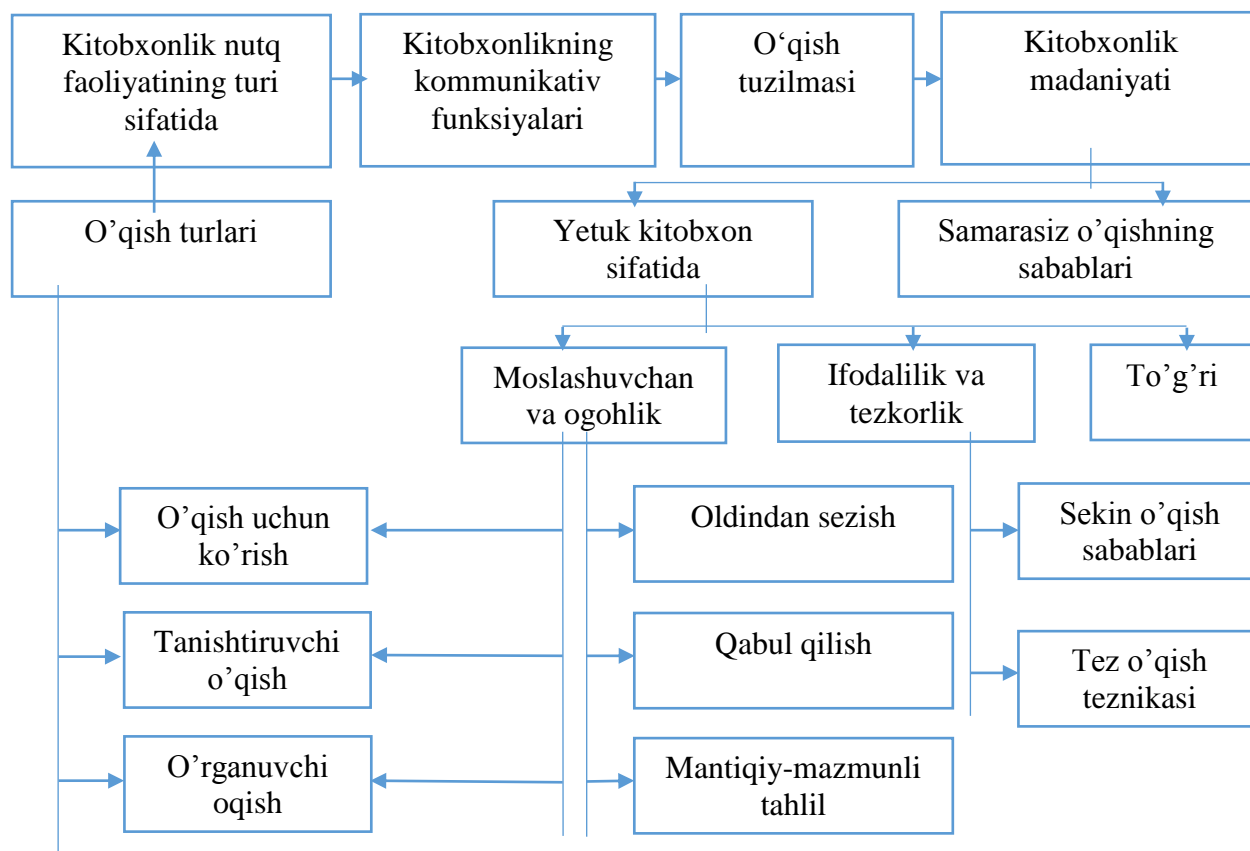
The level of reading culture is largely determined by the motivations for choosing books and reading as a whole. The analysis of special literature studied within the framework of the problem showed that many socio-pedagogical factors influence the development of the student's interest in books. Among them, the most important factors are the following: widespread promotion of reading and reading culture in society; mass media (television, Internet); family as a socio-cultural environment of personal education and development; school and social institutions; libraries of educational institutions and children's libraries; peers, friends, comrades; spiritual and educational events on the organization of public education.

Reading culture is formed and developed in families and educational institutions. It is the result of education and training. At the same time, reading competence itself is based on the development of students' mental actions, reading mechanisms and personal qualities.

During the research, the strategies for promoting reading to 5-9 graders were systematized as follows:

- Creating a "Portrait of a Library".
- Book selection.
- Practical game "Active reader".
- "Read on screen".
- "What's new?" communicative game.
- Information card of the book.
- Conferences of book readers
- Discussions.

Based on the sum of the above opinions, a mechanism for the development of reading culture was developed.



Mechanism of development of reading culture.



In conclusion, it should be noted that the development of reading culture in students is a goal-oriented process, which requires a number of steps and a well-thought-out and based system of guiding reading. This system includes such steps as studying the interests of readers, planning, recommending books, monitoring independent reading of students, reading outside the classroom, and using different methods of reading outside the classroom. Content creation of reading in the process of continuous education is a long-term process, it has its own principles, forms and methods, methods. In the spiritual formation of the young generation through reading, it is important to prepare them spiritually f

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