

Methods of Formation of Book Reading and Library Culture in Primary School Students

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ABSTRACT

The article focuses on the formation of a culture of reading and reading in primary school students, the formation of reading skills, the formation of a culture of reading, the development of spiritual and intellectual potential, consciousness and worldview.

KEYWORDS: *Reader, reading, spiritual and intellectual potential, conscious thinking, worldview, practical content*

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INTRODUCTION

Uzbekistan has entered a new stage of development on the basis of the principle "From national revival to national progress." The intensity of the new era is to establish noble values and traditions in the life of society, in particular, to raise the spiritual and intellectual potential, consciousness and worldview of our people, especially the younger generation, to bring up a harmoniously developed person living with love and devotion to the motherland and people. raising the culture of reading is of particular importance. When a young person develops the ability to read a book, the book itself teaches all the remaining steps towards maturity.

Today, in our country, on the basis of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, huge changes are taking place in all areas and sectors. In this regard, it is necessary to deepen the values and traditions in the life of society, in particular, to raise the spiritual and intellectual potential, consciousness and worldview of our people, especially the younger generation, to bring up a harmoniously developed person living with love and devotion to the

motherland and people. special attention is paid to the development of a culture of reading of incomparable importance [2].

It should be noted that a lot of work is being done in this direction to strengthen the relevant legal and regulatory framework, to carry out organizational and practical work in accordance with modern requirements, to involve the general public in this issue.

LITERATURE ANALYSIS AND METHODOLOGY

The main task of the primary school is to develop strong reading skills that are fluent, conscious, accurate and expressive, which is certainly important, but not enough. The formation of reading skills at an early stage of education should be based on the emergence and development of interest in reading; this process should be built on a variety of materials, taking into account the psychological characteristics of the student. The development of reading skills and the development of interest in reading should be integrated into the overall development of the student.

The interest in reading should be used as a means of solving cognitive problems from the very beginning. However, the emergence of interest is not possible without a solid reading ability [3]. Reading skills, in turn, cannot be developed without a cognitive interest in developing these skills. These two events are so closely linked that it is difficult to distinguish them. Therefore, there is a need to create an education system that ensures the emergence and development of interest in reading in the process of interrelated study of these phenomena and the formation of reading ability.

What determines the interest of primary school students in reading? The answer to this question allows us to delve deeper into the problem of reading and curiosity to bring them together organically.

DISCUSSION

Reading is a complex, individual process. Each student responds to the book with unique aspects of their personality. According to the individual character and life experience, when reading this work, one feeling is especially strong, in another - the mind, rationality suppresses and pushes aside the emotional-voluntary side of the person. Therefore, special attention is paid to the study of individual characteristics and interests of primary school students. In the first stage of mastering the ability to read, the student becomes interested in reading on his own, which gives him pleasure as a process, and not just as a means of introducing interesting content. Improves the tendency and mechanism of movement, the student begins to read a book for fun, mainly for the purpose of reading poetry. although the content is not always clear, it is attracted by their musicality, rhythm, rhyme.

The choice of book material for reading can be based on educational goals, taking into account genre and thematic diversity, works about the present and the past; works of classical and modern authors, folklore, taking into account the age characteristics of primary school students, their interest in reading, and most importantly, the defining value that gives the work its artistic value. The reader must always be engaged in high art, with real literature that serves to shape the artistic taste in the students, because it is the artistic taste that helps to distinguish the real beauty of life from the fake beauty, the real art from the fake [4].

The problem of education is related to the essence of the individual, his spiritual wealth and the question of his tastes - parents, teachers and librarians.

In the age of information technology, many classmates spend more time playing computer games, working on the Internet, and even living in a virtual

world. Our mission (as teachers) is to teach young students to love books, to work with reference books, and most importantly, to make them want to read.

The library is a magical place. As soon as there is a free minute, I rush there to immerse myself in this magical world of literature. There is a huge selection of books for people of all ages and interests. You can also have fun in the library: there is a reading room and game room, as well as educational events and creative evenings dedicated to different people and events. The library is an island of kindness and friendship in the modern world.

We think that such events serve to arouse interest in reading and books. The book teaches empathy, understanding, and tolerance (especially when reading Transbaikalian literature).

The goal of modern reading instruction is to teach reading not only as a basic educational motto, but also as a teacher's professional duty to his or her students.

Methodological methods of perception, analysis and understanding of the image of art.

1. Re-reading and selective repetition to determine the motives and consequences of actions.
2. In independent reading, re-reading, selective repetition in order to draw the student's attention to the inner world of the protagonist. A comparison of the protagonist's inner experience and his actions.
3. Role-reading. Work on the expressiveness of the protagonist's speech. Analysis of the author's comments.
4. Decipher the appearance of the hero, his facial expressions, gestures in order to determine the inner state and character of the hero.
5. Analyze landscape sketches and objects of the environment in order to gain a deeper understanding of the character.
6. Explain relationships with other characters.
7. Create a detailed description of the hero based on a specific plan. Creative retelling on behalf of the protagonist to reveal his character and inner experiences.

Image is an artistic means of character creation

1. The image of the character's behavior as the main means of character creation.
2. The image of the inner world of the hero, his thoughts, experiences, inner speech

3. Describe the external speech of the character as one of the main means of characterizing the protagonist
4. Character image (appearance, facial expressions, clothes)
5. The image of nature (landscape) and the environment (interior) as a means of indirectly describing the inner world and character of the character.
6. Character image in complex relationships with people around
7. Create an individual, unique character.

The most effective ways to develop this skill are to: plan an epic work and name its main semantic parts, create a screenplay for a movie, a text staging.

In their lessons, we can formulate the main tasks of teaching and developing young students:

1. To develop a great quality in a child from pre-school age - to develop and deepen the interest in reading fiction. The result should be a developed need to read an art book, to get acquainted with it as an art of speech.
2. The formation of reading qualities and skills necessary for this, which develops in the child's targeted reading activities, both in the classroom and outside the classroom. The result should be a "qualified", "advanced", "literate", "educated" reader.
3. Mastering the basics of literary education by a primary school student, the peculiarities of literature as an art form, the laws of certain genres, the characteristics of the works of classical writers, the initial ideas about the structure of a literary work artistic system, about the elements of artistic form.

It should be noted that for the first time in the history of the national methodology of primary education, the task of shaping the student is promoted as one of the strategic goals of education. This is evidenced by almost all training programs in this area today. Different methodologists express the leading quality and property of the student in different ways, but they agree on one thing: the child should be taught to communicate with the book and the work of art.

One of the most difficult but very important reading skills is the ability to comprehend the figurative and expressive means of literary language (special

rhythm, sound recording, tropical types, repetition, inversion, etc.). It is not a matter of making a list of all the tools and teaching the reader to look for examples in the text. Sometimes a young student does not need to memorize the names of different tropics, although school students can learn some terms (comparison, epithet, personification) quickly and easily. The main task of the teacher is to teach the novice student to see the functions of the means of poetic language, to feel their originality and beauty. Therefore, you should not limit yourself to the task of the lesson: to reveal the content of these poetic tools to the students,

Which words do you think are the most beautiful, the most unusual, the most exciting?

Why did the author choose these words and phrases?

How do they draw?

With their help, what feelings and thoughts did the poet want to express?

CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS

Here are some of the most important ones to help you develop this reading ability. First, it is the separation of poetic means to recreate the pictures of nature, the characteristics of the protagonist, his experiences. Choosing synonyms is a very effective tool to understand the shadows of the meaning of the word author. In order to justify and understand the author's choice, it is also appropriate to compare the author's text with a deliberately distorted text.

The formation of reading values is a key direction in a child's literary development. The student can have a good knowledge of the theory and history of literature, he can even dismantle works of art voluntarily and effectively.

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