Library is a High Virtue

Muminova Dilafro'z Akbaralievna
P.F.F.D. (Doctor of Philosophy in Pedagogical Sciences), PhD, NamSU Head of the Department of Methods of Teaching Exact and Natural Sciences in Primary Education

A B S T R A C T

This article discusses the book and its importance in human society, the existence of interests and needs, the issue of personality and reading, reading culture, reading skills, needs and worldview, a constant interest in reading and books, reading intelligence, the ability to express the text expressively and comprehensibly. pedagogical and psychological information on the ability to master, the necessary theoretical and artistic knowledge, to increase their interest in fiction.

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According to the approaches of most researchers, curiosity is one of the personality traits through which the attitude towards the environment is expressed. In particular, according to NG Morozov and AV Petrovsky, interest is a direct personal attitude of a person to the environment in a positive or negative sense, and, according to NG Morozova, interest is an emotionally-conscious relationship between subject and object. and it can be both positive and negative [65, 20]. A.V.Petrovsky considers curiosity as a cognitive-motivational condition of cognitive character connected with a single need [60, 195].

Pedagogical scientist GI Shchukina also confirms the idea that interest is an individual's attitude to the being around him, but denies that, unlike NG Morozov, AV Petrovsky [60, 168], the attitude is based on the need. According to his firm, attitude and need are personality traits that are different from each other. The difference between them can be seen in “biological and social, as well as scale and vital function” [83, 112]. Psychologist S.L. Rubinstein emphasizes that interest and need are not interrelated, but rather express individual states: "interest arouses the desire to get acquainted with objects, and need - the desire to own them" [63, 525].

The presence of interest and need, in turn, forms a positive attitude in students to reading. Given that the Arabic translation of the concept of "relationship", which is interpreted as a person's approach to reality, things in reality, the principle of approach [85, 640], is "appropriateness", "conformity", the selected work to motivate primary school students to read their young, psychological properties and physical and physiological capabilities.

The expressiveness of reading is the idea of the content of the work, the reading that is formed in the process of analyzing it in the form of a quality that moves the images. The intonation that leads in expressiveness is determined by events such as pauses and semi-pauses in speech, rhythm, stress, speed, rise and fall of the voice [52, 119].

“Reading Literacy” in the study of personality and reading [79; 150] is also applied. In one of the sources, this concept is interpreted in two ways: 1) the ability of an individual to understand and explain the content of written texts, to observe them and to expand their opportunities to achieve their goals, knowledge and participation in social life; 2) the ability of the individual to understand and use different forms of written speech based on the requirements of society or their own values [104]. In our view, literacy should not be interpreted as an ability. The fact that the concepts of "literacy" and "literacy" itself is "literacy", "literacy" [86, 416], in many cases, the first, the simplest basics (rules) of reading and writing, the correctness of our opinion is confirmed when it is assumed that

The second level of literary education is defined by the formation of primary images through the review of reading-pictures as the main method of working with the book. Second-grade reading is based on learning and communicative activities (with the author or teacher, as well as students ’interactions with each other), in which impressions from readings are expressed.

In our opinion, it is correct to express the interaction of a person of different ages with a book in the following way:

1) family and preschool educational institution (social institutions) at the first level) "reading literacy" (children are introduced to the basics of reading, the simplest rules);
2) “reading skills” in primary education (grades 1-4) (students develop consistent reading skills in collaboration with a teacher, parent or volunteer, and gradually develop independent reading skills);
3) "Reading skills" in the secondary level of general education (grades 5-8) (skills available to students on the basis of awareness of all methodological conditions analysis, attitude to the content and plot of the work, the ability to draw conclusions);
4) “reading competence” in higher general education (grades 9-11) and secondary special education institutions (students are able to directly apply their knowledge, skills and abilities related to the basics of reading and reading in practice, as well as to gain practical experience from existing life experiences). will be able to use);
5) "reading culture" in higher education institutions (students achieve certain results through the effective application of knowledge, skills, abilities and life experience in reading and the basics of reading, because having a developed spiritual, moral and aesthetic outlook on the basis of reading as an individual) helps to develop perfection).

In our opinion, the definition of the concept given by A.V.Avdieeva, M.V.Molkova is relatively accurate. That is, reading competence is a set of knowledge, skills and abilities necessary for a child to be able to independently choose books, use library services and have a positive attitude to reading "[12, 44], which develops in the form of qualities that improve throughout life. believes that it goes [12, 45].

Here we would like to suggest that the expression of the concept as follows can adequately explain its essence: reading competence is the ability to read books, to use knowledge, skills, abilities and life experience in the rational organization of reading activities without any difficulty.

International Student Assessment Program - A study conducted by the PISA (Program for International Student Assessment) team. has the ability to be used for a variety of purposes in accordance with the science, as well as the ability to extract from the text information that is important but not relevant to the intended purpose [104].

The concept of "reading culture" is also actively used in pedagogical research. Reading culture - reading skills, needs and worldview: a constant interest in reading and books, reading intelligence, the ability to read the text in an expressive and comprehensible way, the ability to master works of different genres, the necessary theoretical and artistic knowledge, bibliographic, oral and interpretive knowledge, a speech that expresses one’s thoughts and feelings in relation to what is read, as well as a certain level of development of the ability to understand the author’s position [97]. In our approach, a “reading culture” is based on a high level, not a certain level of relevant quality. After all, the concept of "culture" has served to mean superiority in different times and places.

Researcher A. Mavrulov, defining the concept of "reading culture", notes the following: reading culture -

the ability to choose a book and read what is necessary for him to improve his professional and artistic and spiritual perfection; to study the skills of working on the book and be able to apply it in depth; be able to read a book independently; to be able to interpret the main content of the book, to enter its fascinating world; draw vital conclusions from what they read; copy the necessary, necessary parts of the book to the side notebook, try to memorize unfamiliar words; have the ability to read regularly; treat the book as carefully as you would treat your best friend; be able to use the book properly so as not to invalidate it; to be able to read a book thoughtfully, without rushing, to learn to work with library files; sharing a book with friends, recommending a good book to them and getting others to read it; knowing that every good book is the key to the fortress of knowledge, ensuring its eternal life [146].

In our opinion, the culture of reading is the ability of an individual to effectively use the knowledge, skills, competencies and life experience related to reading, the rational organization of reading activities.

According to TN Pantyukhova and NA Zabrovskaya, the culture of reading embodies the ethics of the library, as well as the purpose of reading as a manifestation of independent learning (where the function of free time is irrelevant) [59, 62; 41, 8].

The formation of a culture of reading in the individual, the assignment of systemic tasks of a different nature in the development guarantees the achievement of effective results. According to NA Kustova, systematic tasks can be: 1. Tasks that require a question to be answered. 2. Assignments that require independent questioning. 3. Assignments that stimulate questions during the reading process. 4. Assignments that require answers to questions asked during the reading process [116].

In children, social traits wake up early. They strive to be more together with their friends, peers. A.I. Gertsen noted that children are very greedy listeners, so they are curious, love to hear the same story many times. They are interested not only in fairy tales and fantastic plots, but also in historical events, vital facts. These should be given special attention in shaping the reading culture of students [85, 19-21].

Since its inception, the book has served humanity throughout its historical development to meet its spiritual needs. Over time, the type of raw material used in its preparation has evolved in proportion to social development. However, the shape, size, design, and type of books have also changed steadily.

Due to the direct influence of human civilization, a system of manuscripts, printed and e-books emerged. Regardless of their characteristics such as shape, size, design, type, spiritual, moral and psychological impact, books play a special role in ensuring the development of society and the maturity of the individual.

"In recent times, many publishers have been giving away books as gifts, decorative and, of course, expensive." However, there is a problem here, books like this are expensive. So not everyone can afford them. Therefore, experts say that it is advisable to make children's literature "simpler and cheaper to read in more copies, not as a decorative fabric for the audience" [89].

In recent years, government support has been provided to address the issue of the cost of children's literature. In cooperation with the Writers' Union of Uzbekistan, online dialogues with the participation of children's writers and poets are held in secondary schools.] also creates interest, need and motivation for books and reading in the younger generation, in which reading helps to form skills, competencies and culture [110]. At the same time, taking into account the "positive attitude" of young people to television, the channel "Enlightenment and Culture" came up with a unique initiative. The initiative is to organize screenings of films, screenings and documentaries based on rare examples of world literature, which are now "shown almost every day samples of world literature" [89].

Thus, the organization of pedagogical activities aimed at the formation of reading skills in students in accordance with certain principles guarantees the achievement of the expected result. Principles such as corporate, targeted, project, class, value, interactive, innovative and reflexive approaches, volunteerism, age consideration, visualization, consistency, continuity, structure, unity of classroom and extracurricular activities, diversity in research - Priority in the formation of reading at an early age.

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