



## BOOKS AND LIBRARY ARE A MIRROR OF HUMAN SPIRITUALITY

Muminova Dilafruz Akbaralievna

Head of the Department of Methods of Teaching Exact and Natural Sciences in  
Primary Education, Namangan State University, PhD

Email: dilbarxon2008@mail.ru

### Annotation

This article provides information on research conducted by foreign experts on the love of books in primary school students, the role of parents in reading, interest in reading, reading rules, increasing interest in fiction.

### Аннотация

Мазкур мақолада хорижий тажрибаларнинг бошланғич синф ўқувчиларида китобга муҳаббат уйғотиш бўйича олиб борган илмий-тадқиқот ишлари, китобхонлик, китобхонликка қизиқтиришда ота ва оналарнинг ўрни, ўқиш қоидалари, бадий адабиётга бўлган қизиқишларини оширишга доир маълумотлар келтирилган.

**Keywords:** primary school, book, foreign, parent, students, reading, speech, fiction, education, literacy, personality, reading culture.

### Аннотация

В данной статье рассматриваются материалы зарубежных исследователей в начальный классах о правильной чтении, любовь в художественной литературе и книге, а также придуманы читательские культура правильного чтения

**Калит сўзлар:** бошланғич синф, китоб, хорижий, ота-она, ўқувчилар, китобхонлик, нутқ, бадий адабиёт, таълим, саводхонлик, шахс, мутолаа маданияти.

**Ключевые слова:** начальный класс, книга, ученики, читательских, умений, художественная литература, чтение, культура чтения

A number of scientific studies are being conducted around the world on the development of communicative technologies for the development of reading skills in students, the formation of a culture of reading and reading on the basis of family and school cooperation. In particular, it is important to improve the socio-



pedagogical mechanisms for the development of reading skills in students, to identify pedagogical and psychological factors in the formation of interest in reading. Also, in the context of informatization of education, the development of virtual technologies for the development of students' reading skills, the formation of a culture of information consumption through work with electronic textbooks is of great importance.

In our country, special attention is paid to the development of reading skills of students, the formation of a culture of reading among students, the formation of a reading culture of primary school students on the basis of a systematic approach. At the same time, the pedagogical conditions for the development of reading skills in primary school students, the improvement of the organizational-integrative model, the development of interactive technologies to cultivate interest in reading are gaining urgency. The Action Strategy for the Further Development of the Republic of Uzbekistan identifies important tasks such as "educating physically healthy, mentally and intellectually developed, independent-minded, loyal to the Fatherland, deep-rooted, deepening democratic reforms and increasing their social activity in the development of civil society." This requires the definition of theoretical and methodological bases of the formation of reading skills in primary school students, the development of criteria for assessing the level of formation of reading skills, the definition of the stages of formation of reading skills in primary school students.

The inadequacy of the time spent reading a book to the psychological, physiological and physical capabilities inherent in the individual leads to boredom and fatigue, resulting in a decrease in interest and need. Therefore, in the process of reading a book, primary school teachers and parents should work based on the psychological, physiological and physical capabilities of students.

Research in pedagogy and psychology has shown that a person, especially primary school students, have the reading skills and competencies measured by the following criteria: 1. Correct reading. 2. Speed reading. 3. Expressiveness of reading. 4. Reading comprehension.

Well, correct reading, fast reading, expressiveness of reading, comprehension

What do the concepts of reading mean in themselves?

If correct reading is reading without distortion so that it does not affect the content being read, that is, reading without errors [72, 125], then fast reading is reading speed [72, 134], which represents and provides conscious comprehension of what is read, and comprehension (consciousness, comprehension) is primary.



understanding the true content of the text read by class students, the correct understanding of the idea, images and role of the work as an artistic medium, as well as the formation of the student's correct attitude to the situations described by the author [72, 149-150]. In our opinion, comprehension is the ability of a person to understand the content of the work, to reinterpret the plot of the work, the behavior of the protagonists and to react to the work.

The expressiveness of the 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 situations such as pauses and semi-pauses in speech, rhythm, stress, speed, rise and fall of the voice [72, 119]. "Reading literacy" in the study of personality and reading [118; 150] is also applied. In one of the electronic sources, this concept is interpreted in two ways: 1) the ability of an individual to understand and comprehend 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 to understand and use different forms of written speech, depending on the requirements of society or the individual's own values [150]. In our view, literacy should not be interpreted as an ability. The fact that the concepts of "literacy" and "literacy" itself is "literacy", "literacy" [132, 416], in many cases, the first, the simplest basics (rules) of reading and writing, the correctness of our opinion is confirmed by the fact that

In the work of SG Filatova and NF Stanislavchik [118] the problem is the formation of reading literacy in primary school students. Introducing children to books, forming in them the concepts of the first, simplest basics of reading. Hence, the formation of reading literacy in children is ensured in these social institutions. Therefore, in our opinion, the process aimed at ensuring the communication of primary school students with books is not "formation of reading literacy" (since this process ends in family and preschool education), but "formation of skills in working with books and independent work" should be taken as. In support of this view, the following views on the organization of literary education among children, the definition of the duration of its levels, stated in one of the electronic sources, also confirm: "The first level of literary education is formed in kindergarten and family [143]. Reading a book in the first grade is determined by teaching and speaking activities. The teacher continues to read books to the children.



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. Reading in the second grade is based on learning and communicative activities (with the author or teacher, as well as students' interactions with each other), in which the impressions from what is read are expressed.

In the third and fourth grades, an aesthetic reading activity (or an aesthetic degree) begins. The aesthetic level is related to the student's understanding of the mental and emotional level of the work of art [143].

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) "reading literacy" at the first level (children are introduced to the basics, the simplest rules of reading);
- 2) "Reading skills" in primary education (grades 1-4) (students develop consistent reading skills in collaboration with a teacher, parent, or volunteer, and gradually read the book independently. Skills develop);
- 3) "Reading skills" in the secondary level of general education (grades 5-8) (skills available to students on the basis of awareness of all the methodological conditions  
Analysis, reaction to the content and plot of the work, conclusion  
Become skills that represent output);
- 4) "Reading competence" in higher secondary 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 effectively use 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 achieve perfection).

A person's positive attitude to the book is reflected in the reading activities organized by him in a consistent, effective manner. "Reading activity is an individual's approach to the organization of daily activities and lifestyle" [150]. The definition given here, in our opinion, does not sufficiently cover the essence of



reading activity, because the concept of "daily activity" is comprehensive and manifests itself in several forms due to its direction, character, as well as the purpose of the person. Including labor activities, play activities, educational activities, social activities, professional activities, etc. Therefore, the definition given must be clearly stated. . Here the concept can be defined as follows: reading activity - a person's choice of a book, reading it, analyzing the idea and content of the work, evaluation, drawing conclusions, attitude to the plot of the work reporting behavior.

What stands out in reading? Or in other words, what qualities does a true reader have?

During the research, as a result of life experience, pedagogical observation and observation of the activities of people who read books, including fiction books, it was found that people who read and love books have the following qualities: understanding the content of the work; to be able to see the consistent connection and connection between the realities of the work; to understand and sympathize with the experiences, thoughts, life aspirations of the heroes of the work; putting himself in the place of the protagonist of the work, trying to solve the problems he faces, looking for ways to solve the problem; to express a personal attitude towards the content and realities of the work.

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