



METHODS OF FORMING BOOK READING AND LIBRARY CULTURE IN PRIMARY CLASS 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.

INTRODUCTION

Uzbekistan has entered a new stage of development based on the principle "From national recovery to national growth". The intensity of the new era is to establish good values and traditions in the life of society, in particular, to raise the spiritual-intellectual potential of our people, especially the young generation, their thinking and worldview, to educate a well-rounded person who lives with love and loyalty to the Motherland and its people. increasing reading culture is of particular importance. If young people develop the ability to read books, the book itself will teach them all the remaining actions on the way to maturity [1].

Today, in our country, on the basis of the Action Strategy on the five priority areas of development of the Republic of Uzbekistan in 2017-2021, great changes are being implemented in all sectors and industries. In this regard, to inculcate good values and traditions in the life of society, in particular, to raise the spiritual-intellectual potential of our people, especially the young generation, their thinking and worldview, and to educate a well-rounded person who lives with love and loyalty to the Motherland and its people. Special attention is being paid to increasing reading culture, which is of incomparable importance [2].

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In this direction, it should be noted that some work is being done in the future to strengthen the relevant legal and regulatory framework, to conduct organizational and practical work based on the requirements of the times, and to attract the general public to this issue.

ANALYSIS OF LITERATURE ON THE SUBJECT

In elementary education, scientific and research work was carried out on the organization of extracurricular study classes. Several articles of Methodists and teachers were published in the press. For example, teaching manuals, methodological books of professors K. Abdullayeva, K. Kasimova, O. Safarov, S. Matchonov, B. Ma'qulova, T. Adashboyev, E. Abduvalitov, D. Shodmonkulova, H. Gulomova applications and articles were published [3]. They include the principles of book selection, topics of extracurricular reading classes, meetings with writers and poets, studying the works of writers and poets in extracurricular reading classes, using crosswords and educational games in extracurricular reading classes. issue has been considered.

RESEARCH METHODOLOGY

Theoretical and experimental investigation of the use of reading in the formation of cultural worldview elements in elementary school students.

ANALYSIS AND RESULTS

The main task of the elementary school is to develop solid skills of fluent, conscious, correct and expressive reading, which is certainly important, but not enough. Formation of reading skills at the initial stage of education should be based on the emergence and development of interest in reading; this process should be built on the basis of various materials, taking into account the psychological characteristics of the student.

It is necessary to combine the processes of formation of reading skills and the emergence of interest in reading, including the general development of the student. Interest in reading should be used as a means of solving cognitive problems from the beginning. But the emergence of interest is impossible without strong reading skills. In turn, reading skills cannot be formed without cognitive interest in developing this skill. These two events are so closely related that it is difficult to distinguish them. For this reason, there is a need to create an educational system that ensures the emergence and development of interest in reading in the process of studying these phenomena in a mutually dependent manner and forming the ability to read [4].

What determines primary school students' interest in reading? The answer to this question allows for a deeper study of the problem of reading and interest in order to combine them organically.

Studying is a complex, individual process. Each reader responds to the book with the unique aspects of his personality. According to the individual's character and life experience, when reading this work, one feeling in particular gets stronger, and in another - reason, rationality suppresses the emotional and voluntary side of the person and puts it aside. That is why special importance is attached to the study of individual characteristics and interests of elementary school students. At the first stage of mastering the ability to read, the student himself is interested in reading, which gives him pleasure as a process, and not only as a means of introducing interesting content [5]. They improve the movement tendency and movement mechanism, and the student starts reading books for fun and entertainment, mainly based on reading poetry. although the content is not always clear, he is attracted by their musicality, rhythm, and rhyme.

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When choosing book material for reading, it is possible to follow 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 elementary school students, their interest in reading, and most importantly, the defining value of the work, which gives it its artistic value. The student should always deal with high artistic works, with real literature that serves to form the artistic taste in students, because it is the artistic taste that helps distinguish the real beauty of life from fake beauty, real art from fake.

The problem of education is related to the question of the essence of a person, his spiritual wealth and those who instill taste in him - his parents, teachers and library staff.

In the age of information technology, many students spend more time playing computer games, working on the Internet and even living in the virtual world. Our task (the task of teachers) is to teach young students to love books, to work with references and, most importantly, to arouse the desire to read.

As soon as a free moment appears, 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[6]. In addition, you can have fun in the library: there is a study hall and a game room, as well as educational events and creative evenings dedicated to various 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 to be sympathetic, to understand others, to be tolerant (especially when reading the literature of Transbaikalian writers).

The goal of teaching modern reading - teaching to read books - is not only the main motto of education, but also a professional duty of the teacher towards his students.

Methodical methods of perceiving, analyzing and understanding the image of a person.

1. Re-reading and selective repetition in order to determine the motive and consequences of actions.
2. In independent reading, re-reading, selective repetition in order to focus the student's attention on the inner world of the hero. Comparing the inner experience of the character and his actions.
3. Reading by roles. Work on the expressiveness of the character's speech. Analysis of the author's comments.
4. Deciphering the character's appearance, facial expressions, and gestures in order to determine the inner state and character of the character.
5. Analysis of landscape sketches and objects of the environment in order to gain a deep understanding of the character.
6. Revealing relationships with other characters.
7. Create a detailed description of the character based on a specific plan. Creative retelling on behalf of the character 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. Describing the external speech of the character as one of the main means of characterizing the character
4. Image of character lines (appearance, facial expressions, clothes)
5. The image of nature (landscape) and environment (interior) as a means of

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indirectly describing the character's inner world and character.

6. Character image in complex relationships with surrounding people
7. Creating an individual, unique character.

The most effective ways to develop this skill are as follows: creating a plan of an epic work and naming its main semantic parts, creating a scenario for a movie, text staging.

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

1. Development of an excellent quality characteristic of a child from preschool age - development and deepening of interest in reading fiction. The result of this should be a developed need to read fiction books and get to know them as an art of words.

2. The formation of reading qualities and skills necessary for this, which develops in the targeted study activities of the child, both in the classroom and outside of the classroom. The result of this should be the formation of a "qualified", "developed", "literate", "knowledgeable" reader.

3. Mastering the basics of literary education by a junior high school student, the unique characteristics of literature as an art form, the laws of certain genres, the characteristics of the works of classical writers, the mastering of the first ideas about the structure of a literary work is the only about the artistic system, 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 forming a student is promoted as one of the strategic goals of education. This is shown by almost all educational programs conducted in this direction 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 books and works of art [7].

One of the difficult but very important reading skills is the ability to perceive figurative and expressive means of artistic language (special rhythm, sound writing, tropes, repetition, inversion, etc.). It is not a matter of making a list of all the tools and teaching the reader to look for examples of them in the text. Sometimes a small student does not need to memorize the names of various tropes, although schoolchildren can quickly and easily learn some terms (comparison, epithet, personification). The main task of the teacher is to teach the novice student to see the functions of poetic language tools, to feel their uniqueness and beauty. Therefore, you should not limit yourself to the task in the lesson: to reveal the content of these poetic devices to students,

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

Why did the author choose these words and phrases?

How do they draw?

What feelings and thoughts did the poet want to express with their help?

We show the most important methodological methods that help to form this reading ability. First of all, it is a separation of poetic means to recreate the pictures of nature, the characteristics of the hero, his experiences. Choosing synonyms is a very effective tool for understanding the shades of meaning of the author's word. In order to justify and understand the author's choice, it is also appropriate to compare the author's text with the deliberately distorted text.

CONCLUSIONS

Formation of reading values is the main direction in a child's literary development. A

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reader may be well versed in literary theory and history, and may even dismantle works of art willingly and effectively.

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