

SOLVING THE PROBLEM OF READING CULTURE ON THE EXAMPLES OF DIFFERENT COUNTRIES

Safarova Nafisa Kayimovna*

*Master student of pedagogy and psychology.

Bukhara State Pedagogical Institute,

Bukhara, UZBEKISTAN

Email id: safarova@mail.ru

DOI: 10.5958/2249-7137.2022.00785.6

ABSTRACT

The article deals with the problem of reading culture in the information society. Examples of solving this problem in different countries are given. Recommendations are given to improve the level of reading culture. The essence of the project is that the younger generation would have the opportunity to choose the desired works, then follow the questions on the Antolin system for a specific work. A student who reads additional literature has a culture of reading, has analytical thinking, is able to find ways to solve various problems, develops harmoniously. Thus, we can conclude that the problem of reading culture occupies an important place not only in our country, but also in other, more developed and developing ones.

KEYWORDS: *Reading Culture, Reading Literacy And Reading Culture, Developed Countries, Literacy*

INTRODUCTION

The culture of reading is undoubtedly one of the fundamental achievements of humanity as a whole. By the 21st century, we have come to the "top" of the electrical era, which led mankind to scientific and technological progress, new forms of obtaining and disseminating information are emerging. Thus, there is a popularization of the latest means of communication. Technical innovations affect the established ways of activity.

The worldview of people is changing. A whole generation has already grown up, brought up not in an atmosphere of bookishness, but surrounded by multimedia" [1, p. 164]. Reading literacy and reading culture have always been highly valued by the world community.

In developed countries, literacy is precisely the "reading person" at all times was considered an invariable value.

The relevance of the problem we are considering lies in the fact that a reading society is an indisputable condition for a democratic society. Scientists have proven that reading develops memory, improves brain activity, and reduces stress in the body.

The practical orientation of this study: the possibility of using the material during pedagogical councils, when teachers work in schools and other educational institutions, and when students prepare abstracts and reports.

In Finland, for example, the ministry of culture and the government is in charge of the problem of reading. Reading is actively promoted. A policy for solving this problem was proposed, taking into account each stage of the book's creation. The measures taken have led to excellent results. Funds were allocated for the construction of new libraries, and library services for the population were improved. Residents who do not have the opportunity to visit libraries received access to reading [2, p.5].

In Germany, new multimedia tools are used to introduce reading, the Antolin project was created (the project is supported by the Antolin publishing house). The aim of the project is to create a children's book portal focused on the interactive promotion of reading. The essence of the project is that the younger generation would have the opportunity to choose the desired works, then follow the questions on the Antolin system for a specific work. This method develops critical thinking and conscious reading. The child learns to understand the work more deeply. With the help of Antolin, teachers can track the development of their students and thus create the basis for targeted support for reading in the classroom [2, p.5].

In France, they deal with this problem in a different way. Reading aloud became popular on the streets. Volunteers move around the streets and read various works for those who wish. Shelves with children's books have appeared in medical institutions so that waiting for treatment or an appointment in front of the doctor's office is beneficial. In public places there are special stands with the image of excerpts from classical works of literature.

In England, work on the popularization of reading is taking place on a different level. Modern writers are attached to educational institutions and continue their work on the creation of works, while they actively cooperate with students. Thus, a creative tandem "student-writer" is obtained. The aim of the work was not to search for talented children, the main task was to introduce students to reading and literary creativity. The genres of the works were different - both small poetic works and large-scale works created by a team of students.

In order to improve the educational level in schools and other educational institutions, the states of many countries allocate huge sums for the development of libraries. The Ministry of Education ensures that access to information resources is equal for everyone, including criminals, the sick, and so on.

Promotions are actively held during which children receive books for free. Libraries are also being automated for future development. There is a "Strong Start" program, which is aimed at improving the health of the nation and increasing its educational potential. Schools have a "Summer Reading" program in which children receive assignments for the summer, students with the highest scores receive prizes.

Reading culture reaches a higher level with the introduction of "Reader's Hours" in schools, during which students, together with the teacher, not only get acquainted with the works of the classics of Russian and foreign literature, but also analyze them, search for lexical meanings of incomprehensible words, compose syncwines , solve crossword puzzles etc. High school students can prepare reports on read works or write essays.

In various centers of children's creativity, houses of culture, circles with a reader's bias should be actively organized. In such circles, the younger generation will be able to study the features of the genres of literature, it will be possible for children to study the preparation of projects and programs. Such classes will be useful both during schooling and higher and secondary

educational institutions. The effectiveness of the above activities can only be high when the family, school and library work together.

Common efforts can contribute to raising the status of the subject of literature at school and at the university. In the course of research, the effectiveness of the influence of reading on a person has been proven. A student who reads additional literature has a culture of reading, has analytical thinking, is able to find ways to solve various problems, develops harmoniously.

Thus, we can conclude that the problem of reading culture occupies an important place not only in our country, but also in other, more developed and developing ones. States are developing programs to improve the reading culture of the population. For their successful implementation, the cooperation of the school with the family and libraries is important. Only by common efforts can great goals be achieved.

New technologies have changed the nature of reading and communicating information, and there is a need for professionals who quickly adapt to a changing context and who can work and learn using various sources of information.

Therefore, the formation of a sustainable interest in reading among the younger generation is the primary task of modern society.

The traditional transfer of knowledge from teacher to students through the transmission of their own experience is irrelevant today. The school should form the skills of independent knowledge of the world around the students. In this regard, at present, one of the main tasks of the educational sphere is to introduce reading, increase interest in it, and increase the importance of reading as a cultural and personal value. Reading promotes

- personal development of the student;
- the ability to adapt in society;
- education of a responsible, proactive and competent citizen

In the process of learning, primary school students must form educational independence, which implies the ability to work with textual information. Therefore, it is necessary to realize the importance of introducing work on the formation of semantic reading into the educational process. Educational competencies

- fundamental reading skills and knowledge;
- methods of understanding the text;
- mastering the art of reading.

The modern world clearly reflects the crisis of the society's reading competence. At present, there is an accelerated development of information technologies, as well as a tangible reduction in the share of the systematically reading part of society. Reading has always played an important role in the history of human development. This is one of the main ways of socialization of a person, his development, upbringing and education.

Literary reading is one of the main academic disciplines. It influences the development of the moral character and moral guidelines of the younger generation. She is assigned the main role in the emotional, intellectual, aesthetic development of the student, in the formation of his

worldview and national identity, without which the spiritual development of the nation as a whole is impossible. The peculiarity of literary reading as an academic discipline is characterized by the essence of this subject as a cultural phenomenon: it develops the world aesthetically, describes the richness and diversity of human life in different literary images. Literature has a huge potential that can influence young readers, it introduces them to the spiritual and moral values of the nation and the state.

Based on the foregoing, the priority goal of literary education in primary school is the formation of the reading competence of a younger student, self-awareness as a literate, active reader, a person who has a stable habit of reading, as well as the need for it as a way of knowing the environment, oneself, a person with a high level of speech culture, a culture of high feelings and creative thinking.

Reading *competence* is understood as a set of knowledge, skills and abilities that allow a person to select, understand, organize information presented in a character-alphabetic form, and successfully use it for personal and public purposes. This is how the new State Educational Standards define reader competence .

Reading competence is defined by:

- proficiency in reading skills
- methods of understanding the read and listened to the work,
- knowledge of books and the ability to choose them independently,
- the formation of a spiritual need for a book as an environment for knowing the world and self-knowledge.

competence of elementary school students is the ability formed in children for purposeful individual comprehension of books before reading, as they read and after reading books. It is difficult to imagine learning without a book, reading without texts of fiction. Literature is one of the most important subjects in the school system.

The attitude of schoolchildren to books develops in the first ten years of life. It is at this time that it is determined what it will be: active, passive. At preschool age, the teacher sets the style of communication with books. In elementary grades, as at the next stage of general education, significant amendments are made to the process of formation and development of reading competence. Thus, how exactly at this age the formation of a student-reader takes place [2].

A competent reader is a person with an intellectual culture, a person who has developed the following qualities:

- the desire to improve oneself in various fields of activity in the process of reading literary works;
- the formation of productive skills, the availability of high-quality reading skills;
- application of reading skills in the process of working with text;
- the presence of reader independence when working with text;
- active study of scientific and educational texts, qualitative perception of works of art;

- the formation of the reader's outlook, which implies the presence of literary concepts about the authors, their works, genres of literature, topics to be studied in specific age categories.

One of the main problems of literary education in elementary school is the unformed reading independence of schoolchildren;

they cannot always explain the meaning of words, expressions that they met in works;

do not always coherently convey the content of the text read;

have difficulty reading long words with a confluence of consonants, as well as when heading parts of a work;

making mistakes when reading, which indicates individual problems in the development of a particular mental process (attention, memory, thinking, speech);

The issue of the formation of the reader's independence of schoolchildren, which implies the ability to work with textual information, is very relevant. Particular attention should be paid to solving this problem in elementary school, since it is the basis for the development of a sustainable interest in the book, in reading.

What is full-fledged reading in elementary school from the standpoint of the theory of the formation of reader independence?

From the point of view of modern science about the formation of the reader, the main quality of the reading process is the level of independence for which the reader is prepared both when choosing a book to interlocutor and when voicing someone else's speech.

Therefore, it is necessary to realize the importance of introducing work on the formation of semantic reading into the educational process.

Why do many children read reluctantly and little, and why do reading lessons become boring and uninteresting for them? I think that every teacher asks himself this question sooner or later.

There are a number of reasons:

- acceleration of the pace of life;
- Internet Development,
- strengthening the influence of the media;
- a sharp change in social life in such a way that the number of dysfunctional families, where parents have little interest in raising a child, has increased;
- setting parents to teach their children to read before school;
- changing the position of an adult towards joint reading activities with children who entered the first grade
- the absence of a system of purposeful formation of the reading activity of schoolchildren.

However, the main reason for this phenomenon should be recognized as the unwillingness of children to read!

The most important component is the need for reading as a way to further self-education and self-development. Today's schoolchildren do not develop a true need for reading, so reading literacy indicators begin to “sink” by high school.

Sometimes we ourselves create problems of reading literacy, at the stage of learning, reducing reading to decoding, voicing a visible set of letters. Reading means always making sense. Reading is in all classes. Not only literary reading is a subject responsible for functional reading literacy. This is an integrative component, all subjects, the entire educational process are responsible for it.

Never forget to take two necessary methodological steps in the lessons: Talk before reading. Introductory speech of the teacher, introduction to the situation of subsequent reading. What are we going to do, why are we going to read it, why this particular one? We create the need to read. Setting a learning task before reading. In many textbooks, this is not the case: the task is simply given to read. There is no need to give the task “just like that”, it makes sense to immediately correctly build a learning situation - then after reading, the children will definitely be able to answer the pre-designated question.

The duty of every teacher is to teach children to love a book, to feel the need for it, to understand it.

Since it is the book that plays a huge role in the education, upbringing and development of the child.

LITERATURE

1. Galaktionova T.G. Reading of schoolchildren as a socio-pedagogical phenomenon of open education (theoretical and methodological foundations of the study):monograph . - St. Petersburg, 2007. - 164 p.
2. International scientific conference "Reading in education and culture ":report _ and theses. / comp. Yu. P. Melent'eva, T.S. Markarova- M., 2011. - P. 5.