



## FORMATION OF READING CULTURE IN THE FAMILY.

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### ABSTRACT

*This article covers issues of fostering a reading culture in the family, increasing students' interest in reading, and developing cooperation between the library, school, and family. Ways to guide the younger generation to love books through modern approaches and innovative methods are analyzed.*

The far-sighted reforms being carried out in our country's education system are being recognized today not only by our public. In the 21st century, schools that have acquired a new appearance, been renovated in accordance with modern requirements, and are equipped with the latest educational equipment are not a dream, but a reality. In order to ensure the implementation of the Resolution of the President of the Republic of Uzbekistan dated September 13, 2017, No. PP-3271 "On the Program of Comprehensive Measures for the Development of the System of Publishing and Distribution of Book Products, Increasing and Promoting the Culture of Reading," the formation of a love for books and the ability to acquire independent knowledge among students in educational institutions under the jurisdiction of the Ministry of Public Education is defined as one of the priority tasks, and a number of works are being carried out in this direction.

The formation of the younger generation—our future—as comprehensively developed individuals, finding the right path to the hearts of young people in education and upbringing, and guiding them toward science, creativity, and creation are among the primary urgent tasks. One of the main principles of our state policy is the upbringing of deeply thinking, capable, and perceptive individuals with a broad worldview. The earlier and more purposefully the educational process is organized, the more effective its results will be, as proven by world experience and the life of our nation.

Competition is emerging in students' education and book reading: this includes television, radio, internet games, computers, and mobile phones. It is no secret that children spend a lot of time in front of these devices. However, in terms of obtaining information, spiritual nourishment, and meaningful leisure time, nothing can replace books. Because the book not only gives a person knowledge, but also arms him with the life experience of humanity.

In intellectual families, the love for books, the preservation of books, and reading have been considered ancient traditions.

Through books, our people achieve spiritual perfection, and the level of perfection of a person who has enjoyed a book is reflected in every word he says. It is an undeniable fact that the fairy tales told by his grandmother "In the days of childhood, in sleepless nights" gave an impetus to the awakening of Hamid Olimjon's poetic talent. The books read by Abdulla Qahhor's father played an important role in his initial literary education and helped him become a well-known writer. There is also a deep meaning in the words of Professor Abdulla Azamov in his psychotherapeutic recommendations to those living with the vice of not reading books: "A teacher who teaches students to read is not a true mentor, but a teacher who teaches to read is a true mentor."

We, teachers and mentors, librarians, constantly remind children that they should read a lot of books, but we must demand that they not just read, but engage in reading while providing the necessary opportunity to find and read books worth reading in order to understand themselves in time. The world of children is so vast that it is quite difficult to understand them. Because the child imitates what he sees, believes what he hears, sees, and tries to implement it.

If a book is the primary assistant to parents in this regard, it will undoubtedly yield success and results in the upbringing, behavior, and development of a child as an educated person. By studying the reading level of students, we must monitor and analyze what literature and whose works they are reading, and we must strive to put them on the right path of useful reading. For example, a 1st-4th-grade student may read the works of Abdulla Qodiriy, Gafur Gulyam, Ibrokhim Yusupov, Tolepbergen Qaipbergenov, or Tohir Malik while following the example of adults, but it is difficult for them to understand the essence, meaning, and content of the work. Therefore, every parent should have elements of reading culture. They should help the reader choose books that are appropriate for their age and interests. At this point, we will focus on a number of factors in the formation of reading culture among students. Firstly, both children and adults must be able to clearly imagine the goal of reading a book, and secondly, they must be able to choose the necessary literature to achieve the set goal.

In forming such reading skills, it is necessary for teachers at school, parents in the family, and library staff to teach children what books there are, their content, their main characters, and when they should be read. The book recommended to the child must correspond to their age, the requirements of school education, and our national values. For example, in primary grades, such qualities as good and evil, courage, and vigilance in examples of oral folk art or folk tales form positive qualities in the reader. At this age, it affects children quickly, is remembered, and is retained for a long time.

It is effective to involve children in regular reading by organizing discussions, reading skills competitions, conferences, round tables, literary games, quizzes and matinees, book presentations, and audio readings based on the characters in the work. As proof of our opinion, we will focus on one of the effective forms of working with readers.

Conducting active mornings in the library. Although children's matinees are held at a high level and are rich in events, if they are prolonged, the listener's hearing is impaired and fatigued. This situation turns the reader into an indifferent listener.

The longer the morning, the less effective it is. Therefore, it is convenient for children to organize the morning at the level of a small pedagogical interactive method. After each scene, short questions and answers related to the text, i.e., which of the familiar literary characters in the read works aroused in you the desire to read and think; what

positive qualities do the characters you know have; what character fascinated you; which character in the fairy tale did you want to be like; which magical miraculous objects in the fairy tales do you know; what would you do if one of these magical objects fell into your hands; questions such as which character in the fairy tale you read or heard did you like (or didn't like) will help children get more complete information about the book they read. It should be noted that during this process, the reader has the opportunity to ask questions of interest, each reader expresses their opinion and listens to the opinion of others.

The time for individual comments from readers should not exceed 1-2 minutes. Only then will it be possible to involve more children. It is well known that information and library institutions play an important role in raising the country's youth as mature personnel, creating an educated and knowledge-hungry future generation, expanding the horizons of our youth, and increasing the culture of reading. Libraries should cooperate with organizations such as the Center for Spirituality, the Youth Union, and the Writers' Union. The modern interpretation of reading culture has expanded significantly today, and it is not limited to reading only printed books. Nowadays, the use of electronic books, audiobooks, digital libraries, and various online platforms is also an important part of reading culture. For this reason, modern reading culture is emerging as a process directly linked to digital literacy.

The psychological importance of reading books is also very great. According to scientific research, children who regularly read books have a high ability to concentrate, their imagination develops, their speech richness expands, and empathy—the ability to understand the feelings of others—is formed. Reading books activates the human brain and increases the speed of thinking.

Family reading culture is the most important foundation of the reading process. If a reading tradition is formed in the family, the child perceives the book not as an obligation, but as a source of interest and pleasure. In an environment where parents and children read together, spiritual closeness strengthens and the educational process takes shape naturally. Conversely, if there is no attention to books in the family, the child's interest in reading will be weak.

The role of a modern librarian has also changed significantly. He is no longer just a book distributor, but a specialist who recommends books, guides children, motivates them, and understands their psychology. The librarian must be able to turn a child from a forced reader into a free reader. Innovative methods are also of great importance in the development of reading. In particular, methods such as book reading competitions, the method of dramatization, staging, book discussions, library quests, and "one book - one discussion" significantly increase children's interest in books. Through these methods, students not only read the book but also learn to deeply analyze its content.

World experience shows that a high level of reading culture is formed in developed countries. For example, in some countries, a special "reading hour" is included in the school curriculum, and students devote a certain amount of time to reading books every day. Libraries are not just places for storing books, but also centers of creativity, communication and development. In conclusion, the culture of reading is one of the most important factors in the comprehensive development of the individual. A society that reads books is considered a society with broad thinking, high spirituality, and a strong future.

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