

**EDUCATIONAL IMPORTANCE OF LIBRARY CULTURE AMONG ELEMENTARY****Umirova Markhabo Abdimannobovna**

1st year basic doctoral student of the National Institute of Educational

Pedagogy named after Qori Niyazi

Email address: [umirovomarxabo245@gmail.com](mailto:umirovomarxabo245@gmail.com)

**Abstract:** The article provides insights into the methodology of formation of reading culture among elementary school students and the competencies formed by reading books.

**Keywords:** reader, beginner, reader, mind, imagination, thinking, memory, attention, intelligence, thought, idea, outlook, education.

Today, a number of reforms are being implemented in our country to improve the quality of education, especially the effectiveness of primary education, and to provide it with qualified specialists. In this regard, our President Sh.M. Mirziyoyev noted that "an important issue that always worries us is the morality, behavior, in a word, worldview of our youth. Today, times are changing rapidly. It is the youth who feel these changes more than anyone else. Let the youth be in harmony with the requirements of their time. But at the same time, let them not forget their identity. Let the call to who we are, what great people we are, always resonate in their hearts and encourage them to remain true to their identity. At the expense of what will we achieve this? At the expense of education, upbringing, and only upbringing." According to currently accepted global trends, the decline in interest in reading among the younger generation is widespread. Many developed countries, including Uzbekistan, have formulated tasks to actively combat this phenomenon. The current global trend of declining interest in reading among the population indicates a systemic crisis of reading culture, which affects many countries, including Uzbekistan. Our country has long been recognized as the country with the largest number of readers in the world. However, since the 90s of the 20th century, a decline in reader activity in Uzbekistan has begun

The content of the fundamental reforms being carried out in Uzbekistan is aimed at raising the younger generation as a spiritually mature, intellectually capable, well-rounded generation. The crisis of reading is not only a phenomenon in Uzbekistan, in some sense it also affects developed Western countries at times and to a much greater extent. But everywhere, society has long been taking serious measures to solve the problem. Reading and "bookworms" are increasingly recognized as national values. We all know that reading nations arise from children who love to read. A reading nation is a developing nation. In modern conditions, the problem of children's reading in the development of society has become widespread. The purposeful organization of children's reading should be one of the priority tasks of the school, especially primary school.

The resolution of the head of our country on "Measures to further develop the culture of reading" of January 12, 2017 was warmly welcomed by the general public and is receiving

wide recognition from spiritual institutions. The next resolution on the development of the culture of reading of September 13, 2017 was an important factor justifying our above opinion.

In order to improve educational work at school, to achieve the all-round development of students, regular extracurricular reading lessons are of great importance for young people to take their place in life. The main goal of extracurricular reading is to increase students' interest in books and works of art, to develop skills and qualifications in working with books based on their knowledge, to develop their worldview and speech, and to develop experience in independent work in the library. To achieve these goals, it is necessary to instill in young readers a desire to read books independently; to familiarize students with literature and its types appropriate to their age, to select books for independent reading, to consciously read the selected books, to perceive the content of what has been read, to think, to reflect. When choosing a book for extracurricular reading, attention is paid to its educational and educational value.

Due to its complexity, the “book” still does not have a single interpretation. In the research of the French writer, literary critic, sociologist Robert Escarpit: “Like all living beings, a book does not fit into the strict boundaries of definitions. No one has yet been able to give it a clear and stable definition. Bibliologists distinguish the following most commonly used definitions related to the concept of “book”:

A book is a means of communication between people, a tool of mass information.

A book is a synonym for a literary work, a product of authorship.

A book is a publication - a product of publishing - a product of printing activities.

A book is a special form of publication, different from newspapers, magazines, booklets, albums, etc.

A book is a form of a certain constructive organization of pages...

A book is a form of organization of a written message.

What is the main meaning of a book for a teacher who forms a reader and for students who learn the art of independent reading? To address this question, we turned to definitions of a book from the point of view of its social significance. One of such concise definitions is given by A. Gersen: “a book is an experience expressed in writing and made available to the general public.” We also find such definitions in the definitions of many other great scholars of the past and present who have paid attention to the book: “interlocutor”, “mentor”, “torch”, “teacher”, “friend”, “priceless heritage”, “the world seen through man”, “history of peoples”, “experience of the past”, “heritage of the human mind”, “vessel of thought”, “great miracle discovered by man” - these and similar images, acquired from childhood, arouse a sense of pride in the person who discovered the book, and give rise to a sense of respect for the book as for an object that is necessary for us and serves as a repository and means of conveying the experience accumulated by mankind.

The historical experience of mankind and the mental abilities formed in it are realized not only in the book, but also in “every object created by man - from a homemade weapon to a modern electronic computing machine”. In this sense, the book is no exception, it is also “the

process of realizing an idea”. However, it should not be forgotten that social experience and individual thought are realized in the book twice: firstly - in the creation of a manuscript - in language, in words, when the writer has an acute need to make his idea the property of a wide circle of people; secondly - in a specially designed object that conveys the author's idea in a purposeful and direct way and organizes some written message addressed to all of us.

But in the “man - book” system, we are not interested in the author and publishers, but in the reader, and the reader is the leader - a junior school student. In independent reading of a given text, the book serves as a sign, and in order to master the ideas conveyed by the task and the uniqueness of the image of the text, it is necessary to correctly interpret their system..

In conclusion, the reader-student enriches the life he learned in the family with life events in the book, and his understanding of life, human qualities, goodness, values, pride in the life of his descendants, love for the Motherland, loyalty to friends, respect, hard work, and patience increase. The greatest helper in this regard is fiction. In fiction, any event is expressed in artistic images, in an impressive form, in which the young reader can develop many qualities and become a spiritually rich person. From the above considerations, it can be seen that the family is an important and solid foundation in the upbringing of a spiritually well-rounded reading generation. Therefore, harmonious and like-minded work with the family in any activity aimed at developing reading in society and improving the culture of reading creates a worthy basis for achieving the intended goals.

#### REFERENCES:

1. Mirziyoyev Sh. M. Ta'lim sohasini isloh qilish, kasb-hunar ta'limi tizimini yanada rivojlantirish va oliy ta'limning bakalavr yo'nalishiga qabul bo'yicha test sinovlarini takomillashtirish masalalariga bag'ishlangan yig'ilishdagi nutqidan. – T., 2017.
2. Kitob mahsulotlarini nashr etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ib qilish bo'yicha kompleks choratadbirlar dasturi to'g'risida. Xalq so'zi, 2017 yil 14 sentiyabr. – № 184.
3. Xalqaro tadqiqotlarda boshlang'ich sinf o'quvchilarining o'qish savodxonligini baholash (Boshlang'ich sinf o'qituvchilari, metodistlari uchun metodik qo'llanma.) Sharq nashriyoti – 2019.
4. Mavlonova R., Arabova M., Salohitdinova G'. Pedagogik texnologiya. – T.: “Fan” nashriyoti, 2008-y.
5. Mamasoli Jumaboyev “Bolalar adabiyoti” darslik „ O'qituychi“ nashriyot-matbaa ijodiy uyi Toshkent – 2008.
6. Жураев Б.Т. Социально-духовное развитие студентов //Россия-Узбекистан. Международные образовательные и социально-культурные технологии: векторы развития. – 2019. – С. 22-23.



7. Ортиков О.Р. Махалла как социально-культурный очаг народа //Научное пространство: актуальные вопросы, достижения и инновации. – 2020. – С. 20-23