

Ways to Form a Reading Culture

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Abstract. *This article talks about the methodology of foreign language teaching, the history of its development as a science, the types of modern methods used in the methodology of foreign language teaching and their use. In addition, the training of specialists who can perfectly learn foreign languages and can speak fluently in the foreign language they are learning, the training of personnel who meet the requirements of entering into the culture of the peoples of the world by learning foreign languages is the goal of the educational reform in our country and one of the tasks.*

Key words: *methodology, innovation, foreign language, communication, skills, competence, didactics, intercultural communication.*

In our society, the approach to reading has been different in different periods. Based on the needs of each period, the reading level is determined. Therefore, as the power of any country is determined by the awareness of its citizens, special attention is paid to the issue of reading. Today, social phenomena that are used with terms such as "Reading culture", "Book culture", "Reading culture" are components of the culture of information

Although the word "Mutolaa" means "to read" in Arabic, today it means more than just reading a book. According to A. Umarov: "Mutolaa" culture is the knowledge, norms, social events that represent a set of changes occurring in the content and structural systems of social groups, associations and individual individuals, aimed at obtaining general information, behavior and activities. and other attributes. At the same time, various sources (artistic, scientific, educational, encyclopedic), mass media (newspaper, magazine, television, radio, etc.) etc.), modern information technologies (internet, electronic newspapers, magazines, manuals, etc.), as well as various directions acquired through direct communication with the subject (family members,...) it is necessary to distinguish it from general information in the form" 2. Professor E.I. Yoldoshev defines the concept of "Reading culture" as follows: "Reading culture is a very comprehensive concept, interest in the book and love for it, requires a wider acquaintance with literature, having special knowledge about the book and working with it, as well as having skills and competences that help to fully use the book».

In particular, the culture of obtaining information is the correct understanding of fiction, aesthetic pleasure from it, as well as scientific literature, working with all kinds of resources, information-bibliography and searching for information of interest from all kinds of information materials, the ability to obtain necessary and important information from endless information flows, to use it to improve one's professional skills, to learn the ways to use the information-library institution correctly, and the culture of information acquisition is within the scope of the concept. It is appropriate to use the term "reader" in relation to a person who has fully mastered the culture of obtaining information.

Safo Matjon: "Reading is not defined by the number of books read, but it is reading with understanding, that is, purposeful reading. Based on this, it can be said that the reader's ability to read what the writer wants to say, that is, to understand the "language" of the work, shows the level of

reading culture and talent. Because of this, our literature always needs talented readers as well as talented writers." In his opinion, the talent of reading is not born, but matures through education. When it comes to reading, it is permissible to quote the following opinion of the German thinker Goethe: "People do not imagine how much time is spent on learning to read books. I have devoted 80 years of my life to it, but I can still say that I have learned. I can't."

Professor V.F. Asmus defines reading in his article "Book-reading - work and creativity" as follows: "During reading, the work is not poured into the reader's brain like water poured from one jug to another, but is re-perceived by the creative reader." "In developed foreign countries," writes H. Tokhtabouev, "reading has risen to the level of a science." Reading is not only promoting books, but also teaching to read books, to be able to choose a book to be read, to bite the brain, that is, to understand oneself with the help of books.

In the context of "Information Culture", we identify its elements that need education:

Forming a desire, passion, enthusiasm for reading, getting information;

Teaching ways of thinking through a read book;

Improving existing reading skills.

Education is an embodied process of teaching, learning, and development. Cultivation of the culture of obtaining information is carried out in the educational process. Acquired knowledge ensures consistent formation of students.

The knowledge, skills and abilities that make up the content of the educational process are acquired not only in the lessons taught in the classroom, but also through independent activities outside the classroom, specifically in information and library institutions.

The current experience in information-library work shows that the most effective means of educating the culture of obtaining information is the promotion of information-library knowledge among students. One of the most effective ways to do this is to organize information-library classes.

Providing information about the basic methods of obtaining information and working with it is the basis of information-library classes. In these classes, the skills of working with information, getting to know the book, reading the book directly, and most importantly, reading it, learning skills should be inculcated. It also includes the use of an electronic library, access to information about electronic catalogs, databases, and learning how to use them. Of course, this is not a self-fulfilling, living thing. For this, a wide range of knowledge and skills are required from specialists of information and library institutions. It is also necessary to answer the question of how information-library classes can be organized. Experience shows that it is possible to allocate separate hours from extracurricular classes and educational hours to conduct information-library classes. When drawing up a lesson schedule, it is necessary to determine the number of classes, hours of theoretical and practical lessons, hours spent by the teacher and librarian, the place of the lesson, that is, whether it will be held in a classroom or in an information-library institution.

At the same time, it is necessary to solve several organizational issues.

For example, although many teachers have good teaching methods, they do not have sufficient knowledge and skills in the field of information and librarianship. Librarians are the opposite. For this reason, it is important to give lectures on information and librarianship to teachers, to familiarize them with the activities of information and libraries, and to teach librarians the rules and methods of conducting classes. In our opinion, it is necessary to popularize information-library classes, taking into account the importance of education of the culture of obtaining information among students based on the requirements of the present day. First of all, for this, it is necessary to solve the organizational aspect of the issue, that is, to make a decision on the introduction of information-library classes, based on this decision, to coordinate the activities of general secondary educational institutions and information-library institutions, information-library it is necessary to develop specific forms of organizing and conducting classes.

Solving the issue of raising the culture of information acquisition of students at school is not only related to the educational process, but also related to the social development and spiritual growth of the society, serving the strategic goals of the state. For this reason, this problem requires a comprehensive study with other areas of social life. Therefore, as the results of the research show, the issue of raising the culture of information acquisition in the library can be solved only by relying on the achievements of a number of disciplines such as pedagogy, psychology, philosophy, literary studies, sociology.

The issue of educating the culture of information acquisition is a social, spiritual-educational, nationwide problem. This is not a phenomenon limited to a certain period, but a spiritual need that a person learns throughout his life.

It is important to leave the school-family-library partnership alone in education of the culture of information acquisition. It is necessary to determine the main tasks of information-library institutions in educating the culture of obtaining information.

List of used literature:

1. Shavkat Mirziyoyev signed an order on the creation of a commission to improve reading culture - Daryo
2. Personality development and reading culture (kun.uz)
3. Reading official website of general secondary school No. 218 in Mirabad district of Tashkent city (zn.uz)