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РЕЗЮМЕ

Олий таълим муассасаларида ўқув жараёни тизимли ташкил этиш - бўлажак физика ўқитувчиларининг методик компетентлигини оширишга, юқори малакали, меҳнат бозоридаги кучли рақобатга бардошли кадрларни тайёрлашда муҳим ўрин тутди. Ушбу мақолада малакали кадрлар тайёрлашда юксак самарадорликка эришиш учун таълим ва тарбия жараёни сифатли ташкил этилишининг долзарб масалалари келтирилган.

РЕЗЮМЕ

Системный организация учебного процесса высших образовательных заведениях - играет важную роль в подготовке высококвалифицированных конкурентно способных кадров на рынке труда, а также, повышения методической компетенций будущих учителей физики. В данной статье приводятся актуальные вопросы по организации высококачественного учебного и воспитательного процесса для достижения большой результативности подготовки высококвалифицированных кадров.

SUMMARY

Systemic organisation of the study process in higher educational institutions – plays great role in preparing high qualified competent specialists in job marketing and it also increases methodical competition of the future teachers of physics. This article gives actual issues of organization of excellent study process for achieving higher results in preparing higher qualified staff.

THE DEVELOPMENT OF THE READING CULTURE AMONG THE YOUTH

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Таянч сўзлар: китобхонлик, китобхонлик маданияти, синчиклаб ўқиш, интенсив ўқиш, бадиий адабиёт.

Ключевые слова: чтение, культура чтения, интенсивное чтение, начитанность, художественная литература.

Key words: reading, reading culture, intensive reading, extensive reading, literature.

Over the last twenty years the reading status, its role, the attitude of Uzbek society to it, as in many countries around the world, has changed dramatically. The decline of interest in reading is a worldwide trend of globalization of media and the rapid development of the entertainment industry, displacing reading and as a prestigious source of information and as a pleasant and prestigious form of leisure. The latest opinion of the population respondents show that not only pupils, but also among those categories of citizens who have higher education decreased interest in reading books significantly. With the appearance of electronic media begins a new era of neotribalism, "global village" when the world of a human will again become common, but this time only on a global level. Means of communication and information change, the way of thinking changes, behavior and forms of Association change too", conclude foreign scientists [1].

The problem of reading among students and young people is one of the urgent problems of our time [2]. Thus, We think reading should be encouraged. Reading is important because it empowers and emancipates the youth and books are the key to the world: both the real world and the fantasy world

Nowadays reading of students is in a state of ambiguous transformation (positive and negative), managed by among youth. Reading is important because it empowers and emancipates the youth Institute of higher education, socio cultural space, subjectivity of youth, the information revolution under the systemic transformation of the late 80-ies of XX – beginning of XXI c. [3].

Reading: According to the World Book Encyclopedia, reading is the act of getting meaning from printed or written words. According to Sentuwa reading is a learning skill which aids all other learning activities. In the context of this study, reading is the interpreting of meaning from printed words.

Reading culture: Developing a reading culture is an instrument for acquiring lifelong learning as noted by Mackenzie (2004), cited by Magara and Batambuze in 2005. This requires the ability to recognise access, evaluate and utilise information in the available literature or information materials. The ability to read and write alone cannot lead to a reading culture. Reading must play a significant role in a person's day-to-day life and become a

habit in order to constitute a reading culture. In the context of the study, reading culture refers to a way of life characterized by the habit of reading intensively and extensively.

There are different definitions of the concept "reading" in modern science. Foreign scientists give the following definition of reading: "Reading is a skill (habit, practice, memorization), work with printed text". This is the Western definition. Followers of this direction solve the problems of careful functional reading as a set of knowledge and skills to select, understand, and organize information. The Russian definition of reading is based on the spiritual and moral traditions, it does not deny the basic skills of literacy, but formulates the term a bit differently: "Reading is a creative recreation of written, communication with the author through the system of artistic means, it is the art of words, the ability to see beyond the word – image" [4].

Strategies to adopt the strength of the reading culture Libraries

In order to create sustained interest among pupils to extensive reading for leisure, school as well as within the community helps to create comfortable reading atmosphere. To encourage reading among the pupils all stakeholders should be involved, including teachers, parents, pupils and the community, who would all be trained to use the library, and this would create an environment that is conducted to reading.

Abidi (1991) asserted that the educational aims of the school library included the encouragement of a reading culture, the development of independent reading among the pupils and giving social training to young children. If librarians wanted pupils to read and know about their socio-economic and ethnic composition, they had to give pupils attractive and appropriate reading materials and a comfortable reading atmosphere different from that of the classroom. Pupils needed to be encouraged to read by arousing in them interest in books and other information media. Librarians must turn them into a book-minded young generation ready to receive and evaluate the information they come across. Libraries stimulated and developed interest in reading. Sangakeo (1999) suggested that the librarian should help develop among the readers a pleasant and positive attitude to-

wards reading. Sangakeo emphasized that librarians had the responsibility and opportunity to go out and tell the public about their collection and find out the reading materials the public would be interested in reading in order to attract people to use the library.

Reading practices

Campagna (2005) emphasized that teachers should encourage pupils to come up with techniques for reading independently such as how to pick a book that is not too hard, a range of strategies to employ when encountering word level or comprehension difficulties and how to find time to read. In addition, he recommended that pupils should be provided with 10 to 15 minutes of class time daily to read reading books, magazines, websites. Setting up book clubs made up of pupils interested in reading the same book and providing discussion questions and formats for talking about the book which would encourage pupils to develop interest in reading.

Teachers

Nnam (2003) noted that teachers must display a positive attitude towards reading, and even make a public show of their interest in reading, if they were to encourage pupils to read. This could be displayed through practices which teachers engaged in such as storytelling and reading aloud to the pupils. Reading aloud was one of the effective strategies for connecting kids to books because "the more you read to them, the better they got at it and liked it and they got to know more and grow smarter" [Trelease, 2005]. In addition to using good methods to encourage good reading habits, the teacher's attitude and enthusiasm towards reading was proven to play a key role in encouraging the reading habits.

The famous French writer Dmitry Pennak believes that a careful reading of the book is like a discovery of the philosopher's stone: "Such a transformation does not go in vain. A lot of people "do not return from such a journey like as they were in the past. In any reading, no matter how it is depressed, we can find a joy to read, and it is akin to the delight of the alchemist. A joy to read is indestructible, no spectacle, even TV, even walking every day solid avalanche are not scaring for reading" [Pennak, 2015]. Pedagogical competence is a product of self-education, self-improvement, self-development of the future specialist

[Kamalova, 2015]. In our opinion, the teacher will be successful only if he works hard on himself, follow the path of his personal growth, or, as Maslow wrote, if he is a self-actualized personality [Kamalova & Ul'yanitskaya, 2014].

Thus, foreign scientists are unanimous in the view that you need to learn to read books, to learn this art all your entire adult life. The main thing that unites all scientists who write about the problem of reading is the idea of self-development, self-study, self-improvement through reading books.

"National program of support and development of reading" emphasizes: "Reading is the most important way of learning of basic socially significant information – professional and everyday knowledge, cultural values, past and present, information about the historically enduring and current events, regulatory submissions, component-based, system the core of a multinational and multi-layered Russian culture... Reading is the most powerful mechanism for maintaining and augmenting the wealth of the native language" [National program for support and development of reading, 2006].

The main goal in improvement of the quality of reading among students is a culture of reading, to foster interest in reading (especially classics), the development of reading and information culture. This provides major life decision problems of youth: learning, development of professional activity, self-education, formation of world Outlook, moral foundations of the individual; promotion of reading to non-reading or low reading environment for students and youth. To develop a reading habit and forge the link between people with basic literacy skills and books, it is necessary for libraries and other stakeholders to reach out to the people. Librarians will have to take books to the people rather than waiting for people to visit them if they really want the people to read. It is also necessary to provide materials, which are enjoyable and entertaining so that people may be motivated to read. Finally and most important of all, it is necessary to spread the word, to create a general awareness of books to the mental growth of the individual and to the economic growth of the nation.

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РЕЗЮМЕ

Мақолада китобхонлик ва китобхонлик маданияти тушунчалари, уларнинг маъно тараққиёти, шунингдек, ёшлар орасида китоб мутолааси ва китобхонлик маданиятини ошириш стратегиялари ҳақида сўз боради. Муаллиф ёшларнинг китобга бўлган муҳаббатини оширишда кутубхона, кутубхоначи ва ўқитувчиларнинг ролини кўрсатиб беришга ҳаракат қилган. Мақолада чет эл тадқиқотчилари фикрлари ва амалий изланишларидан хулосалар келтирилган.

РЕЗЮМЕ

Статья посвящается основным направлениям чтения и культуры чтения, более того в статье рассматриваются стратегии развития чтения и культуры чтения. Автор в статье указывает роль библиотеки, библиотекарей и учителей в развитии у учащихся любви к книге. В статье рассматриваются заключения иностранных исследователей о любви к книге, и приводятся результаты практических исследований.

SUMMARY

The article deals with the concepts of reading and reading culture, their meanings, as well as strategies for developing of reading and reading culture among the youth. The author fulfils the task to study the roles of libraries, librarians and teachers in developing reading culture. There are given ideas of the foreign scholars and some practical conclusions of the research works on the investigated topic.