

# The Use Of Reading Books In The Formation Of Elements Of Cultural Vision In Primary School Students

Urazova Nafisa Gulimmatovna

Teacher of "Methodology of Preschool Education" Department, Urgench State University, Khorezm, Uzbekistan.

**Abstract**— *This article analyzes the use of reading books in the formation of elements of cultural outlook among primary school students. The book, as one of the most accessible means of mass communication, serves as a transmission channel and a source of diverse intellectual and aesthetic information.*

**Keywords**— environment, information, qualitative changes, development, modern civilization, information society, knowledge, value, technosphere, information and communication means, rethinking, reading culture, communication.

## 1. INTRODUCTION

In the material structure of the environment, in the ratio of its most important elements - matter, energy and information - there have been qualitative changes. Humanity has entered a phase of its development when information gains new value. Modern civilization is turning into an information society, in which knowledge becomes the main value, and the need to navigate the increasingly complex technosphere and in the variety of information and communication tools that are layered on each other requires a person to constantly rethink and change the picture of the world.

## 2. MAIN PART

In modern philosophical and sociological literature, a number of authors (A.I.Berg, Yu.P.Budantsev, N.P.Vaschekii, N.S.Zlobin, A.P.Sukhanov, D. Bidney, S.Brod, H.F.Spinner) raise the question of the dependence of the socio-economic evolution of society on its ability to distribute the information it needs among people (education), extract new information from the environment (science) and use information in practice (management). Thus, the very development of society now appears as a process of theoretical and practical development of the world, and as a process of continuous learning, and as a process of social management.

The formation of a personality is determined by many factors, including the volume and quality of information that it draws from the socio-cultural environment. Since the number of cultural elements offered by the outside world is practically infinite and since only a tiny part of all existing immense information is used to build human consciousness, it becomes clearer the huge role of the book in the formation of personality from an early age.

In our republic, therefore, the question can be found in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the national program for the development and support of reading culture for 2020-2025" (December 14, 2020, No. 781) [1.]

The child, who begins to realize himself, acts as a regulator of the selection of means that carry information to him. It is during this important period that the role of the book in the intellectual and emotional development of the child increases. The book, as one of the most accessible means of mass communication, serves as a channel of transmission and a source of diverse intellectual and aesthetic information and helps to develop a certain evaluative, emotional, practical attitude towards the world around us and ourselves.

Today, more than ever, we are convinced that it is not possible, either in life or in the educational process, to overcome the existing gap between the level of development of culture itself and the level of its appropriation by a person. This is especially true of information culture. Therefore, the allocation of information culture as a special area of culture can be considered a very relevant and timely goal of theoretical study and practical implementation of the potential opportunities for the inclusion of subjects of education in the creation of culture and self-creation. This sees the expediency of mastering a specific kind of culture by a person - information culture.

New value orientations and "information explosion, renewal of the goals of the life of modern society, awareness of the special significance of culture and education prompted us to scientifically comprehend the place and role of the information culture of the individual in the educational process.

Information resources, being a product of intellectual activity, are growing especially rapidly. The question naturally arises, how can a child cope with the flow of information? Obviously, he must be prepared to "tame the information boom", and this is possible only on the basis of a sufficient information culture. That is why it is necessary to ensure the child's acquaintance with various media, to help develop a certain attitude towards various sources of knowledge, the ability to obtain information using available means, to resolve their information needs and requests. The solution of these tasks requires special work on the formation of an information culture in the child.

The phrase "students' information culture" is already included in the practice of pedagogical activity, however, there are no special works devoted to a holistic theoretical study of this phenomenon, taking into account the specifics of preschool and school childhood. As a scientific concept, "informational culture of a child" is not disclosed either in the pedagogical dictionary or in the Russian Pedagogical Encyclopedia; there is no substantiated analysis of it in the existing pedagogical literature.

At the same time, we note that modern science has accumulated the experience necessary to formulate and solve this problem: various concepts of personality culture have been developed (M.M.Bakhtin, V.S.Bibler, L.A.Volovich, L.N.Kogan, E.K.Markaryan); approaches to the definition of the concept "Information culture" have been formulated (V.A.Vinogradov, V.A.Kaymin, N.M.Rosenberg, E.V.Sokolov, I.E.Shirshov, etc.) information culture of the individual is represented by works devoted to general problems of culture. These are the studies of R.F.Abdeev, K.A.Abulkhanova-Slavskaya, E.A.Baller, M.S.Kagan, L.N.Kogan, V.Z.Kogan, E.V.Sokolov, I.E.Shirshov, as well as the works of foreign authors D.Bidney, A.Kreber, K.Klakhon, R.Linton, A.White and others.

In theoretical terms, the study was also based on the scientific ideas of P.Milner, D.Norman, K.Shannon, A.Mole, V.N.Trostonnikov /information theory, mechanisms of information processing by humans/; B.G.Ananyev, L.S.Vygotsky, A.N.Leontiev, S.L.Rubinstein, K.K.Platonova / personality psychology, cognitive activity/; A.V.Zaporozhets, N.N.Poddyakov, A.P.Usova, D.B.Elkonin initial development and education/; L.A.Vengera, E.N.Pilyugina / education of the child's sensory abilities/; L.S.Vygotsky, Z.N.Novlyanskaya, G.N.Kudina / development of creative imagination/; D.M.Aranovskaya L.M.Gurovich, A.V.Zaporozhets, N.S.Karpinskaya, G.Ya.Kudrina, E.P.Malakhova L.S.Slavina. / Perception and understanding of works of art by preschoolers, the formation of a reader's experience/; N.N.Svetlovskoy / formation of the type of correct reading activity among younger students /.

Some aspects of the formation of information culture are reflected in the dissertations of Akhrarov Sh.S., Herzog G.A., Khodyakova N.V., but they consider the problems of forming an information culture among university graduates and engineering and pedagogical workers. In these works, an attempt is made to study the phenomenon of information culture as a systemic component of professional pedagogical training of specialists. It is shown that the integrativeness of the content of information culture is a systemic characteristic of psychological and pedagogical education. For the first time, the formation of a specialist's information culture was considered by N.V.Khodyakova as a necessary element of renewal of education in higher education from the standpoint of a personal approach to education. In the study of scientists, a model of the information culture of a teacher is proposed, the levels of this culture in their relationship and interaction are considered. A characteristic property of the content of information culture, as Sh.S.Akhrarov notes in his research, is integral integrity and continuity in its implementation at different levels of the lifelong education system.

The closest to the problem of the development of a child's information culture are the dissertations of T.E.Aiginoy. "An integrated approach to the education of the information culture of senior schoolchildren" (Bishkek, 1993), Bizyuka V.V. "Formation of information culture of students in grades 6-7 in the process of independent work" (Moscow, 1993), Zelinskaya T.Ya. "Development of information culture of students on the basis of a systematic approach to the implementation of the applied orientation of the school course in mathematics" (Moscow, 1997) and Ovchinnikova I.G. "Didactic conditions for the formation of information culture of schoolchildren"

In the work of Ovchinnikova I.G. the criteria and levels of information culture of senior students are described; Bizyuk V.V. and Zelinskaya T.Y. emphasize the formation of information culture through the mastery of high school students in computer literacy.

However, in the works noted above, the concept of information culture of a child of preschool and primary school age has not yet found application; there is no definition of it. There are practically no works that would determine the means of forming information culture in preschool educational institutions and their continuity with primary school.

The available psychological, pedagogical and methodological literature gives grounds to assert that the problem of the formation of the information culture of the preschooler and younger schoolchild has not yet been the subject of research in domestic pedagogy and has not yet been developed. Accordingly, the concept itself, content, means and methods, as well as the pedagogical conditions for the effective development of this phenomenon, have not been defined. Thus, in the existing pedagogical theory and practice, a contradiction has developed between the need for the purposeful formation of the child's information culture and the lack of scientific and organizational methodological support of this process, which on theoretical level is reflected in the form of awareness of the following problem: what are the pedagogical conditions that ensure the child's mastery of information culture through a book?

The need for information, the growing ability over the years to seek, extract and "scoop" it from various sources (remember the "simplest" - an adult answering endless questions of little "why") have always been the most important signs of Homo sapiens - indicators of an educated person, a carrier: and professional culture.

The transition to the information society, the era of new information technologies has put the information culture of the individual into the category of the most important characteristics of a modern person.

The child organically and naturally gets used to the space of his life, and the earlier conditions are created for him to master the means of information and the methods of its extraction and use, the more successfully, naturally and painlessly his information culture is formed.

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A preschooler, not to mention a primary school student, with great pleasure comes into contact with various sources of information and develops a "user", "carrier" and "source" of information.

Despite the emergence of a variety of information media, we focused on the book as the most traditional, accessible and at the same time "universal" in a certain sense of the word, information carrier, and therefore a means by which a child masters information culture, grows into it and self-determined in it.

This problem seemed to us the most significant due to the fact that there was an alarming tendency of "rejection" from the book as an important information source, a preference for "cartoons"; often not informative, but purely entertaining computer games; preference for television and film versions of famous works of direct reading of the book. The study of readers' requests and just counting the number of readers can lead to despondency at times.

That is why it was important for us to think over such a system of working with a book that would generate a sincere emotional and intellectual interest in it long before the child learns to read, and to strengthen this personally significant relationship to the book as a source and means of self-development.

A child's mastery of information culture will be effective if, when using a book as a means of forming information culture, the following is provided:

- orientation of educators, teachers and children to the values of information culture and the exchange of these values in the educational process and beyond;
- a complex impact on the intellectual, emotional-volitional and activity sphere of the individual;
- the unity of the formation of information knowledge, abilities, skills, beliefs, personal meanings, value orientations in the field of creating information resources and performing information activities.

### **3. CONCLUSION**

The culture of communication with a book as a particular case of reading culture includes a specific information search, a positive emotional-value and practical-effective attitude to the book, the ability to interact with the text as the bearer of the author's position, with the author as a participant in the dialogue, the ability to "argue", "ask" and find answers to the questions that have arisen, correctly consider the book, relying on its external signs, express your attitude to the content of the book - all these are indicators of the so-called meaningful communication with the book. A child of preschool and primary school age masters certain elements of information culture and a level adequate to his age.

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