

SOCIO-HISTORICAL AND PEDAGOGICAL-PSYCHOLOGICAL ASPECTS OF DEVELOPING LIBRARY CULTURE IN STUDENTS IN THE CONDITIONS OF VARIATION OF SOCIO-CULTURAL VALUES

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Abstract

This article analyzes the socio-historical and pedagogical-psychological aspects of developing reading culture in students in the conditions of variation of socio-cultural values. The factors influencing the formation and development of reading culture at different stages of social development, the role of national and universal values in the reading process, and the impact of globalization and the digital information environment on youth reading are highlighted. Also, the pedagogical and psychological foundations of the development of reading culture in students, the formation of reading motivation, the culture of book selection, the development of critical and creative thinking, and didactic approaches serving to ensure the spiritual and moral maturity of the individual are scientifically based. The results of the research are of significant scientific and practical importance in improving the content of education aimed at developing a reading culture in higher education institutions, the effective use of modern pedagogical technologies, and the improvement of the intellectual and spiritual potential of students.

Keywords: Socio-cultural values, value variation, reading culture, reading culture, socio-historical development, pedagogical and psychological factors, reading motivation, literature education, critical thinking, creative thinking, spiritual and moral education, competency-based approach, higher education, student personality, information culture.

Introduction

From an age and psychological point of view, the student period (in most cases, the period from 18-19 to 30-35 years old) plays a special role in ensuring the personal development and maturity of an individual. Getting an education, especially in higher educational institutions, is a complex and difficult process of thoroughly mastering

the basics of professional activity, organizing cognitive activity, and completing educational tasks in a timely and high-quality manner. In addition, living an independent life, solving both educational and socio-domestic problems that one faces, and making independent, rational decisions on them require students to take a rational approach to the process and regulate their lifestyle. At the same time, the need to allocate time for recreation and personal development and the desire to satisfy it encourage students to take a critical, analytical and creative approach to their activities. In such a situation, students who do not yet have sufficient life experience turn to literary works, which are the most objective and unsparing helpers for them. In every society, students are considered the most active group of young people. The activity of students as citizens is manifested in their ability to see the existing social, economic and cultural problems in society, understand their essence, strive to find solutions and put forward personal and collective initiatives in this regard. In achieving social activity and developing as a person, along with a large number of objective and subjective factors, students' positive attitude towards books and book reading is of great importance. Consequently, it is precisely books and their reading that develop spiritual and moral development, a broad outlook, rich imagination, a high level of intelligence (in particular, the ability to think, perceive, and reason), emotions, and artistic taste in students.

Book reading also has a positive effect on the general psychological, intellectual, and even physiological development of a person. This idea is confirmed by the results of scientific research conducted at a number of universities in the United States. According to Larry Hall and Daniel Ziegler, reading books has the following effects on the overall psychological, intellectual, and even physiological development of a person: calms the nerves (according to the approaches of scientists from the University of Sussex (USA), reading books is the most effective way to calm the nerves; it only takes 6 minutes a day); educates emotions (just like praying or reading poetry) (a person who reads a work of art better understands the feelings of others in life); increases the activity of the brain, increases the number of nerve fibers in the brain (according to researchers from Emory University (USA), as a result of reading a book, a person's mental potential remains high for several days); develops communication, listening, writing and creative skills (pedagogues from Obafemi Awolowo University (USA) have determined that children develop creative abilities, in fact, most people who read a lot of books can write poems, stories, essays or

scientific articles at a high level; have the ability to read works of art, especially poems, expressively, and perform plays with high skill); increases social activity; develops artistic taste; facilitates the learning of foreign languages (helps to easily understand and remember new words when learning other languages); children who read a lot of books learn lessons better, become good storytellers (the more books a person reads, the more their storytelling ability increases); improves the relationship between parents and children [1.P.134].

According to a study conducted in Liverpool, England, people who are active readers can even achieve happiness through reading fiction books. Because such people can easily eliminate any negative influences that occur in the environment. They do not feel a tendency to depression that may arise as a result of them. At the same time, book lovers can achieve internal balance physiologically and mentally with the help of books compared to those who have not read 10 works of fiction in their lives, and they consider themselves happy people.

Literature analysis and methodology. At the same time, reading works of art ensures the rapid development of a person in social, spiritual-moral, intellectual and psychological terms.

More than 100 years ago, the American psychologist and philosopher William James put forward the idea that “an individual is formed as a person by the age of 30.” However, research results show that under the influence of reading works of art, an individual is formed as a person earlier than the indicated age.

According to Susan Krauss Whitbourne, a scientific study conducted by researchers from the University of Toronto (Canada) Maja Dzikic and Keith Outley, the results of which were published in 2014, examined the question of whether a work of art can change a person. The researchers focused on identifying methods that can improve important qualities of a person with the help of a work of art.

Discussion and results. Reading a work of art aloud, compared to reading it “inside” with your eyes, helps to develop a person’s oratory skills. In this process, along with learning to pronounce words correctly, the tone of speech, its brightness, and emotional expression are improved. This allows for easy and clear expression of ideas, eliminates the use of parasitic words (words that are repeatedly used in

situations where they are not required in speech; “that is”, “exactly”, “in short”, “however”, “kind of”), and eliminates a number of other shortcomings.

All the above-mentioned facts indicate how important it is to form a positive attitude towards books and reading in a person.

During the research, special attention was paid to the selection of works that are examples of Russian classical literature, based on the age and psychological characteristics of students, based on their artistic and aesthetic requirements.

In terms of age and psychological characteristics, students belong to the youth or youth stratum under the general name in pedagogy, psychology and sociology. It should also be noted that the age periods of citizens who make up the youth or youth stratum are defined differently in pedagogical, psychological, sociological and legal sources, and there is no single conclusion in this regard. For example, in one of the pedagogical sources the concept of “age periods” is interpreted as follows: “age periods are stages conditionally separated from a pedagogical-psychological point of view according to the mental, moral, physical and spiritual maturity of a person” [2.P.230]. At the same time, in this source, specific age periods that determine the development of a person from a pedagogical-psychological point of view are listed as follows: infancy (the period from 1 month to 1 year); the period before preschool education (from 1 to 3 years); preschool education period (from 3 to 7 years); primary education period (from 7-11 (12) years); adolescence (from 12 to 15 years); adolescence (from 15 to 18 years).

The pedagogical source, which lists these age periods, does not list the stages after 18 years. The main reason for this is that the pedagogical source is aimed at revealing the content of school education.

From a psychological point of view, age stages are also. There is no single consensus on the periodization. The main reason for this is that mental, physical and physiological development does not occur at the same pace in all individuals, and a certain age stage does not reach its end within a certain limit.

Article 3 of the Law of the Republic of Uzbekistan “On Guardianship and Guardianship” adopted on January 2, 2014 [3.P.202] and paragraph 52 of the Regulation “On Guardianship and Guardianship in the Republic of Uzbekistan” emphasize that guardianship is applied to orphans aged fourteen to eighteen, children deprived of parental care, as well as citizens with limited legal capacity by the court.

Article 3 of the Law of the Republic of Uzbekistan “On State Youth Policy” adopted on September 14, 2016 It is indicated that the population group recognized as “youth” (“young citizens”) is made up of persons who have reached the age of fourteen and have not exceeded thirty years.

According to the legislation of the Republic of Uzbekistan, the threshold for a young family is determined by the age of the husband and wife not exceeding 30. This age limit is taken as the basis for their access to financial and legal benefits. In 2018, a proposal was put forward in Uzbekistan to extend the threshold for a young family from 30 to 35 years. However, so far, this proposal has not been met with a situation where this proposal has been satisfied in legislative documents.

In our opinion, in terms of psychological development, pedagogical impact and the use of legal benefits, it is appropriate to define the age range of 18-30 years as the youth group in the periodization of age stages. Given that the period of general secondary education is 11 years, this approach is logically correct. After all, from 7 years old, the admitted student turns 18 upon completion of the specified period.

As is known, according to the legislation of the Republic of Uzbekistan, there is no age limit for admission to higher education institutions. However, the minimum age for applicants to submit documents to higher education institutions is generally 18 years old. Accordingly, it can be said that higher education students are persons aged 18 years and older. They differ from adolescents who are students of upper grades of general secondary schools or secondary specialized vocational educational institutions in their psychological and age characteristics.

In accordance with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 23 dated January 18, 2021, “On Youth in Uzbekistan

Conclusion

For centuries, books, due to their functional capabilities, have been a tool that provides information about the past and present, and partially predicts the future. Books introduce a person to social existence, its structural foundations, help determine their civic position, development principles, clarify life aspirations and ensure that their goals are strengthened. Under the influence of global informatization, the approach to such a high spiritual and moral value as reading books has changed radically. Nevertheless, as a result of individualism, immorality, materialism, and digital dependence in society, the population, including students, has a spiritual and

spiritual need for reading books and reading. Developing a reading culture in students is a complex process and requires an integrated approach. In the current conditions, under the influence of specific goal-oriented socio-pedagogical activities, reading books should become one of the important conditions for the activities of students striving for intellectual maturity.

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