

Forming Students' Interest In Library Culture

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Annotation: It will be possible to develop effective options for the content of the process of formation of interest in samples in the development of reading culture among students and development of reading culture among students.

Key words: interest, Scientific and technical models, Game models, Simulation models, Modern information technology, Assessment technology.

A person has many needs, including social, material, and spiritual needs. Spiritual needs refer to the need for human interaction and communication. People differ from each other in the diversity of their needs and the mutual harmony of these needs. The main feature of the need is expressed in the periodicity of its occurrence and methods of satisfaction. The essence of human needs is related to objects. These objects are objects of material and spiritual culture. With their help, human needs are met. The need for reading is met by examples of fiction.

The second important position of the motivational process is the goal. It is based on an action-oriented result. A goal allows you to associate an activated need with an activity. The purpose of reading is also different. People read books to prepare for an exam or because they are interested in a work of art.

Goals and needs form the basis of human motivation. Along with needs and goals, one of the means that leads a person to certain actions is his interests. Tasks, desires, plans are also components of the sphere of motives.

Interests are the main motivational indicator of the cognitive process. Interests are not directly related to specific needs. Interests correspond to a particular type of activity, and such interests have the character of directional research. Desires and plans are components of the field of motives, which are formed over a certain period of time and often alternate with each other. They change according to certain conditions and the performance of actions.

According to psychologists, the formation of reading culture of students should correspond to their interests. it is of particular importance to form students' interest in reading culture. Formation of students' motivation to read works of art is carried out in the educational process. It is an important direction of modern education. In addition to making students interested in examples of fiction, teachers should clearly define the means of personality development. By making students interested in examples of fiction, they have the opportunity to form a value system based on ideals and worldview. It helps students to acquire an active outlook on life, to consciously coordinate their interests with their needs.

One of the teacher's tasks is to find out why students do not want to read. Only then, pedagogues will be able to determine when and how students' motivation to study is formed.

The decline in students' interest in reading fiction can be explained by a number of reasons:

- Increasing influence of mass media, students sitting in front of TV and computer for hours;
- Increase in the number of families indifferent to child education, lack of attention paid to children's spiritual, moral and intellectual development;
- Incomplete manifestation of the desire of adults to read books together with their children, etc.

The lack of interest in reading works of art is also explained by the fact that children stay alone all day, waiting for their parents, get bored, and live in anticipation of when they will come. Such a situation makes 7-10 year old students indifferent. They lose interest not only in reading examples of fiction, but also in other types of activities.

Emotional perception of the read text helps students to understand the feelings of the author, the teacher's speech rich in emotions helps the students. Such a teacher's speech stimulates students' motivation to read literary works and encourages them to read.

S. L. Rubinstein [6] said that understanding the text as a whole is a product of intellectual activity. Situations reflected objectively in the text are subjectively expressed in the reader's mind. This is the product of the student's personal intellectual activity.

A.P. Kashkarov[5] describes the reading of students and emphasizes the need to develop it in a person-oriented way of reading. He pointed out that personal reading should be based on the following principles:

1. To recognize the uniqueness of each reader. All readers approach reading differently, depending on their age, life experience and many other factors. It is individual to the book and the result of this activity represents the relationship.
2. Each reader recognizes the uniqueness of other individuals. The author of the book understands the unique value of the people around him and his library.
3. The student analyzes the actions of the heroes of the work of art with the help of the book. Accepts their points of view and motives of activity as his own. Through this, the student shows his social role. The relationship between the reader and the author serves to form a point of view in the reader.
4. The reader will understand the essence of the events, processes, and things he is studying only as a result of reading a work of art and getting acquainted with the achievements of mankind. As a result, the student establishes a relationship with historical and cultural resources, assimilates them. The process of getting in touch with the surrounding people and the characters of the work is carried out. As a result of person-oriented reading, the student acquires cultural wealth, tolerance, and forms of positive behavior.
5. The idea of personalized reading can occur at all ages. For example, children's reading, creative reading, developmental reading, and cognitive reading all focus on the individual reader. As a result of such reading, a system of personal qualities is formed in the students, a strong interest in the examples of fiction appears [4; pp. 26-29].

In this way, it is possible to think about person-oriented reading as a result of diagnosing this goal-oriented educational activity. In this, attention is paid to the individual, natural, personal qualities of the student. As a result of the mutual cooperation of the teacher and the student, it is possible to form an interest in the examples of fiction in the framework of the implementation of these principles and the humanistic approach. Motivation is directly influenced by the relationship between internal conflicts. This relationship includes contradictions in the mind of the reader, contradictions in his work, contradictions in the reader's communication. Necessity and freedom, dynamics and laws of needs, variety of interests, consistency of values are observed among the development of reading level. Aspects of the development of personal literacy are as follows: stereotypicality-naturalness, reproduction-creative productivity, evolutionary-involutionary, dynamic-dynamic, comfortable-uncomfortable. It is implemented in 3 areas: reading consciousness, reading activity, communication with books. Literacy is manifested at three levels: actual, actualizing and potential. It is carried out in three directions: spontaneous, goal-oriented, independently controlled.

A person who reads books will have a certain position in society. In connection with the development of literacy, a person performs social and psychological roles. He consciously satisfies his diverse needs by reading various works of art.

There are several initial levels within the reader's personal interests.

It should be emphasized that it is appropriate to develop activities related to reading in the formation of interest in examples of fiction among students. If the student has not mastered the reading technique enough, if he has difficulty thinking about the content of the work he has read, this will undoubtedly have a negative effect on the development of reading motives in the future. Because as the scope of information expands, its assimilation becomes more complicated. In such a situation, the students' interest in the examples of fiction is not formed. They are tired of reading books. In order to effectively form the considered skills, it is necessary to form students' interest in literary examples, the need to regularly read and understand them.

In the development of motivation for reading works of art, it is desirable to direct students to understand the ideas and points of view of the author of the work, to form a positive attitude towards the text of the work.

Interest in works of art leads students to actively read. If the student's activity is directed to mastering the sample of the fiction being read, the cognitive interests are considered. If the student's activity is directed to communicating with the characters of the work in the process of getting to know the sample of fiction, then various forms of social communication will be considered.

Readers always try to avoid failure while reading fiction samples. When they find it difficult to read and understand a book, they easily abandon this activity and start interacting with the computer. Students resent parents and teachers when they encourage them to read books. Gradually, they become more and more attached to the computer and television. The fear of getting a bad grade is causing students to lose the desire to read fiction. Most low-achieving students have absolutely no interest in reading fiction. This has a negative impact on the development of their cognitive activities.

Students do not have fiction stability of interest in their subjects is the basis for regular development of reading activity in them. The students' interest in the examples of fiction ensures that reading activities are strongly manifested in them, carried out with deep awareness, regular continuation, stable formation, and enrichment of thoughts.

Unstable interest in reading samples of fiction is related to the influence of external factors.

Readers may be interested in examples of fiction:

- Positive and negative;
- External and internal;
- Stable and unstable.

Reading preferences are social, narrowly personal, and cognitive. Social inclinations are seen in the sense of duty, the desire not to be left behind. Narrowly personal inclinations are reflected in the recognition of others, the path to personal success, and the pursuit of self-improvement. The desire to know arises in connection with the desire to acquire new knowledge and the need to expand one's worldview.

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