

READING CULTURE AS A TYPE OF SOCIETY'S CULTURE

Abdullaeva Ikbola Mokhirovna

Senior Lecturer, Department of Russian Language and Literature

Namangan State Institute of Foreign Languages named after Iskhokhon Ibrat

Ikbola.abdullayeva.87@mail.ru

Abstract:

The article considers reading culture as a type of culture of society. Reading culture influences social structures and interactions in society. Joint reading and discussion of literature contribute to the formation of communities united by common interests and values. Reading contributes to the socialization of the individual by familiarizing him or her with the cultural norms and values of society. Literature of various genres reflects social realities and helps readers better understand social processes and human interaction.

Keywords: Reading, reading culture, fiction, images of heroes, moral values, social development, humanistic values, cultural heritage, individual consciousness

Introduction

Reading literature, you will see how writers "melted the material of reality into the pure gold of art". Very accurately showed the work of creator of art - writer, poet, painter - the famous Russian prose writer Konstantin Paustovsky: "Every casual word and look, every deep or humorous thought, every imperceptible movement of the human heart - all this is a grain of gold dust, - he wrote. - We, writers, extract them for decades, these millions of grains of sand, collect them imperceptibly for themselves, turn them into an alloy and then forge from this alloy their "golden rose" - a story, a novel or a poem" [1].

The aggregate of literary works produced in a particular language or within particular national boundaries constitutes a particular national literature; in turn, taken together in their increasing mutual influence, national literatures constitute world or world literature.

Abdullah Avloni, an educator of Jadidism, paid special attention to the purity of oral speech as well as literary language: "The mirror of life, showing whether this or that nation exists in the world, is language and literature. Loss of the national language, loss of the soul of the nation" [2; C115]. Of course, it is not difficult to understand Avloni as he was worried and concerned about the purity of our native language: "It was not enough that half of the words of our language are Arabic, Persian, now we stick Russian words to one side. Knowledge of Russian language is necessary for our life and happiness as bread and water. But it is necessary to use and speak it where it is necessary" [2; C.116]. Especially Avloni's appeals to young people that it is necessary to protect and preserve the rich cultural heritage and national language, which have more than a thousand years of history and that this positive phenomenon

in the spiritual life and especially in our days has not lost its importance and we should not forget about it.

The Golden Fund of World Literature, which includes the top samples of artistic works of all peoples of the Earth, is a universally recognized cultural and spiritual heritage of mankind. Great geniuses from literature have long ago transcended the boundaries of their literatures, became close and understandable for all peoples of planet Earth. Gazelles. Rubai, poems by Alisher Navoi in the same measure excite and delight the creative heritage of Alexander Pushkin, an Uzbek, a resident of sunny Uzbekistan. We find confirmation of this in the gilded lines of a poem by the most talented Uzbek poet Hamid Alimdzhan, who, speaking about Russia, was convinced that:

In every house where Pushkin's name was heard, Breathing, sacredly preserved, and Navoi's speech [3].

The folklore tales of Tahir and Zuhra and the heroic epic "Alpomysh" have taken their rightful place alongside the Germanic epic of the Nibelungs and the medieval European love story of Tristan and Isolde. Perhaps there is no person in the world who would not feel compassion for the tragic heroes of Shakespeare and would not share the sadness of Muhammad Zahridin Bobur, longing for the valleys of Fergana, which are dear to his heart, among the fabulous beauties of India. All the treasures of world literature are kept in books and convey to inquisitive readers the sincere joy and piercing pain of long-gone generations. Books not only tell, but also advise. Many years ago, the poet Anna Akhmatova admitted that books:

I've learned to live simply, wisely, Looking up to the sky and praying to God, And long before the evening wander,

To quench unnecessary anxiety [4].

Folklore of the Uzbek people is a valuable source of historical information about the patriotic traditions of the Uzbek ethnos. Uzbek folklore is populated by folk heroes: Alpamysh, Farhod, Kur-ogly, Avazbek, Tumaris, Shirak and many others. The portrait of a hero-patriot in the youth is formed, first of all, thanks to these stories of the older generation.

The images of heroes are abundantly represented in Uzbek folk tales and legends. Stories about the exploits of ancestors, their selflessness, courage and humanism inspire the younger generation to emulate their valiant deeds. These stories also inspire philanthropic aspirations and self-development. They serve not only as a source of inspiration, but also as a meta-motivation for achieving one's own potential and self-actualization.

Reading culture is understood as a high demanding of the reader to the choice of books. It also implies a deep understanding of the author's ideas, his moral position. Deep reading allows us to understand, internalize the content of the book. A good reader is able to find the main idea in the read text, comprehend it, and if necessary - to formulate and justify their thoughts. He or she knows that one should not follow the author blindly, but should compare facts, thoughts, and conclusions.

For example, fairy tales of different nations in order to show children both the artistic uniqueness of different folklore worlds and their unity suggested by the closeness of universal moral values. Folklore tales are replaced by literary ones, so that children could feel unity of

the writer and the people and realize the writer's creativity as a special, individual consciousness [5; P.119].

Reading culture influences social structures and interactions in society. Reading and discussing literature together fosters the formation of communities of shared interests and values. In today's information age, where digital technologies and media play an increasingly important role, a culture of reading helps to preserve human connections and deepen interpersonal communication.

Reading plays a key role in education and self-education. It fosters critical thinking, broadens the mind and improves literacy. In today's society, reading is an important tool for transmitting knowledge and cultural traditions from one generation to another.

The school is called upon to orient the growing person to the culture accumulated by society over millennia of civilization and constantly created by it. At the same time, the school can and must contribute to the self-determination of the prevailing abilities of the pupil, preparation for real participation in the life of society and an informed choice of profession. For this purpose, it is necessary to define the goals of each period of school education, based on the pupil's age capabilities and the leading type of activity.

Reading is the foundation of school and higher education, helping students to acquire new knowledge and develop analytical skills. Books, textbooks and scientific articles provide information on various disciplines and enhance professional knowledge.

In secondary and tertiary education, reading is becoming the primary means for learning various subjects and disciplines. Students read textbooks, scholarly articles, fiction and other resources to enhance their understanding and analytical skills.

Familiarization with historical cultural, religious and ethno-national traditions through literature shapes young people's value orientations, develops their worldview and cultural consciousness.

The application of knowledge about historical systems of social norms and values in life in a multicultural, multi-ethnic and multi-confessional society promotes intercultural interaction and the formation of a tolerant attitude towards representatives of other peoples and countries. The culture of reading, thus, becomes an important tool for the formation of a personality capable of intercultural dialog and respect for cultural diversity.

Reading contributes to the socialization of the individual by familiarizing him or her with cultural norms and values of society. Literature of various genres reflects social realities and helps readers to better understand social processes and human interaction. Literary works provide aesthetic pleasure, develop taste and sense of beauty, allow the reader to immerse in the worlds created by the imagination of authors and experience emotional feelings [6; P.58].

The spiritual heritage of previous generations is of great importance in the process of forming a culture of reading among young people. Aphorisms, legends about heroic deeds and activities of prominent people, their sayings and instructions, together with religious tales from the lives of saints are of great importance in moral education. And they are popular among the inhabitants. In Uzbek society, the traditional ethics of human behavior represented a whole life system.

Taken together, reading fiction and historical literature in higher pedagogical institutions plays a central role in the formation of a well-rounded personality, enriching its knowledge, cultural norms and aesthetic ideals. This contributes not only to the professional but also to the personal growth of students, making them more prepared for an active and meaningful life in modern society.

The culture of reading determines the preservation and multiplication of humanistic and cultural-historical values, contributes to the formation of value orientations and the system of historical knowledge, as well as the creative self-development of personality.

First of all, it is historical literature, i.e. emotionally colored images. From the creation of images about historical facts, pupils move on to cognition of their inner essence.

Developing the system of students' reading knowledge and skills we will, first of all, rely on the cognitive component. The use of fiction for the formation of reading competence of first-year students would give good results and become the basis for independent and scientific work of students in the future.

The culture of reading stimulates emotional responsiveness to the artistic word, the ability to realize the writer's word in the reader's imagination, to cover the content of a literary work with a single glance, to evaluate some elements of its form. Therefore, the theory of literature and the moral and historical aspect of studying word art is brought to the forefront here, and the system of comparing literature with other kinds of art (painting, sculpture, architecture, music, theater, cinema) becomes imperative. Reading contributes to personal growth and development. It helps form moral and ethical principles, develops empathy and emotional intelligence. Reading biographies, fiction, and philosophical works allows readers to reflect on their lives and choose role models for themselves.

The reading culture of an individual and society are closely interrelated. The attitude to reading of an individual person is largely formed under the influence of others. The very level of reading culture in society is formed by the reading interests of each individual.

What is going on, after all? Modern society faces the problem of losing not only the culture of reading, but also the culture of speech. This is due to the fact that a significant part of literary classics, which enrich the vocabulary, remains undeveloped. It is important not so much to choose between a book and a computer, a text on paper or a monitor screen. The question is what exactly will be read, how the process of perception and understanding of the text will proceed, and what knowledge, culture and art will be internalized by children.

Speech and reading culture serve as a basis for the formation of intellectual and moral qualities of personality, and their loss can lead to serious consequences for society. There is a need for a comprehensive approach to fostering reading interest and reading skills, which should begin at an early age and cover all levels of education. Man and his deed, heroic and ordinary, man and Motherland - these are the issues important for the moral education of personality.

Reading is of great importance for personal development; it forms an idea of the world, Uzbek history and culture, initial ethical notions, notions of good and evil, morality; it contributes to the success of learning in all subjects; it creates the need for systematic reading, educational and cognitive interest in new material. The main task facing the teacher is to teach children to

see the extraordinary in the ordinary, familiar, to feel the beautiful dissolved in the world, to bring them to the idea of the unity of all living things, to teach them to see, feel and understand the artistic image, to rejoice in the accurate and unexpected word of the writer.

Children's and teenagers' literature of the new millennium, as a rule, is easily read and perceived by adults - parents, teachers, if it is created in the context of domestic cultural traditions. The main thing for adults to understand and accept is that modern children want their own literature, so we need to know this literature, read it and choose quality and talented works for children to read.

Reading culture is an important part of a society's culture, which includes not only the process of reading, but also respect for books, writers and literary works. This in turn includes developing reading skills from childhood, supporting public libraries, bookstores and literary events, and promoting reading through book clubs and literary festivals.

Reading helps to search for the necessary information for the performance of training activities using educational literature. Educates and develops personal qualities that meet the requirements of the information society and innovative economy.

Reading is a worldwide phenomenon, part of the cultural heritage of nations and peoples, a phenomenon of the same scale as writing, literature, painting, music and theater. On the one hand, reading is a strategy for the life of a thinking person, and on the other hand, it is a creative process that requires a considerable expenditure of energy in order to perceive, accept and process any text. Accordingly, reading as a process and strategy should be taught, because without it it is impossible to get a full-fledged education, to be formed as a person in spiritual and intellectual terms.

The accelerated pace of life and the abundance of various forms of entertainment, such as television and the Internet, have resulted in people devoting less time to reading. This calls for new approaches to popularizing reading and supporting reading culture.

In the twentieth and twenty-first centuries, the culture of reading continues to evolve thanks to digital technologies. The advent of e-books, audiobooks and online libraries has expanded reading opportunities and made it more accessible. Despite competition from other forms of entertainment such as television and the Internet, reading remains an important way of self-development and knowledge acquisition.

In today's world, reading culture faces a number of challenges, such as competition from digital technologies and reduced time for reading due to the busy pace of life. However, despite these challenges, reading remains an important element of the cultural life of society. E-books and audiobooks open up new opportunities for the dissemination and popularization of reading.

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