

Forms and Methods of Informing the Culture of Reading in the Development of the Spiritual-Intellectual Level of Primary School Studens

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Abstract: In this article, the forms and methods of providing intensity through informing the reading culture in the development of the spiritual-intellectual level of elementary school studens are widely covered.

In international education, a number of practical works are being carried out on the impact of media products on the social and psychological development of a person, ensuring children's information security, researching media education from a social, pedagogical and psychological point of view, and developing the scientific and methodological foundations of media activity. These studies include the International Chamber of Children and Screen Violence, the Children's Global Media Summit, Information for All! Special attention is paid to media education at UNESCO conferences. The development of media culture on the basis of the integration of education and the media, the development of media competence through the improvement of media knowledge on the basis of an integrative approach is gaining urgent importance in general secondary educational institutions. In our republic, major reforms are being implemented in the general secondary education system, information technologies and communications, mass media .

The use of digital technologies in the development of all areas can be seen in the solution of socio-economic problems of the society, the need to use digital technologies in the minds of young people of all strata of the population. In this regard, as President SHavkat Mirziyoyev noted, "To achieve development, it is necessary and necessary for us to acquire digital knowledge and modern information technologies. This gives us the opportunity to take the shortest path to ascension. After all, information technologies are deeply penetrating all areas of the world today. Of course, we know very well that building a digital economy requires the necessary infrastructure, a lot of money and labor resources. However, no matter how hard it is, if we don't start today, when will we?! Tomorrow will be too late."

It is necessary to determine the priorities for the development of the educational process, how to introduce digital technologies in the field of education, to study, apply, systematize and generalize scientifically based approaches. In this regard, a lot of work is being done in our Republic. For example, the broadcasting of online classes on television, the activity of the virtual education system for studens and pupils can be given as an example. For this purpose, the pedagogical possibilities of developing the media competence and media analysis skills of primary school studens in the formation of reading culture, integration of media skills (media skills) into the media literacy and media knowledge levels, evaluation criteria of the media culture development mechanism, classification, use, analysis and synthesis of media products, social, pedagogical and psychological evaluation of the impact, development of media culture of studens (including studens with disabilities) consist of creating media resources, i.e. film library, video library and audio materials according to age periods and educational stages, as well as combining media, education and professional activities based on innovative technologies training, debate, business games, role-playing games.

In forming the reading culture of primary school studens, the general essence of the formation process of media competence of studens finds its full expression in media literacy, media knowledge, media skills. In the monograph "Media education: yesterday and today" by pedagogue A.V. Fedorov, he shows the following types of media education models: a) educational-informational, b) morally educational, c) practical d) aesthetic, e) sociocultural. B.I.V. CHelysheva and in the training manual "Media Culture and Media Competence" scientific-educational center: working with teachers of schools and higher education institutions, synthetic media education models: aesthetic-sociocultural; informational-moral-educational; divides into educational-informational-practical types. In the article "Types of media education", I.A. Fateeva describes the models of media education: educational-informational; practical-utilitarian; aesthetic; developing; protection-ideological types.

The formation of media competence in the formation of reading culture in primary school studens, in the process of teaching studens to choose information, get acquainted with information, analyze information, sort and use information, step by step, in the process of teaching them to be media literate, knowledgeable, capable and competent. determines its practical value. As a result of studying the development history of media education in european countries, the USA and Canada, it was found that they have the following priority features: the introduction of media education was achieved by achieving integration between academic subjects; In the 1960s and 1980s, media education organized in general secondary

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schools was based on the unity and integrity of educational subjects (mother tongue, art and social sciences) and was not taught within the framework of natural sciences; By the 1980s, with the advent of computer technology, the scope of research into the role of media in education expanded, including: The national curricula of Denmark, Norway, and Sweden did not limit the integration of media education with academic subjects, but they were used by students to live in an informed democratic society. grouped according to the ability to acquire the necessary skills, in European countries, media education is taught in accordance with interdisciplinary integration on the basis of social sciences, media education is organized with the participation of organizations that create and distribute information, as well as establish the activities of communication media, in the United States, media education has developed by the beginning of the 21st century, in Switzerland, high schools have their own has a media library, university-level media education scientific research centers of Zurich and Lausanne universities. The main aspects of the development of media education in English-speaking developed countries are as follows: the Canadian state has been able to evaluate changes as a factor of development and express its ability to be socially flexible, in the United States, the slowness in the organization of media education has been noticed for many years, and by the beginning of the 21st century, it is significant in the implementation of media education. progress has been made, the state has its own model of media education; In Great Britain, the conservative approach resisted the implementation of media education in the teaching system, many pedagogues did not show zeal in applying the principles of media education in the teaching process, and the country's government tried to remove 12 elements of media education from the school curriculum twice in 1992-1993. the barrier has been removed. The theoretical study of the problem showed that foreign countries, in particular, in Russia, have accumulated a lot of experience in applying media education to the teaching process. In the conditions of Uzbekistan, despite the fact that the role and importance of the media in society and individual life is increasing, the application of media education in the teaching process has not been established at the required level. Also, information related to the field is very rare when familiarizing with electronic media, in particular, Internet sources and publications. The following conclusions were made based on clarifying the theoretical and methodological issues of the development of media culture in the formation of reading culture among primary school students: a holistic approach to the development of media culture among primary school students has not been decided, therefore, this problem can be solved by improving media education and having a wide range of media tools in information dissemination, using interactive methods. it is necessary to implement their services in the process of organizing social education, to achieve pedagogical-psychological (educational, educational) significance of media influence; development of students' media culture includes the following stages: media literacy, media knowledge, media skills, media competence; in order to develop media culture, it is appropriate to develop a mechanism for developing media culture among students.

In the development of media culture among elementary school students, as a result of getting to know the existing literature, studying the role and influence of media in information dissemination and social formation of the personality, and determining the attitudes and approaches of students to the media based on pedagogical observation, the following are: the content of the social environment (macro and micro environment); family education; activities of educational institutions; influence of parents, teachers, responsible persons and peers; the student's personal approach and spiritual and moral values; such factors as the role of media in the student's life and its influence on the personality give them the opportunity to successfully develop media culture. The development of media culture in the formation of reading culture among primary school students requires the improvement of the technology of media culture development in primary school students in the current globalization conditions.

The rapid development of the mass media, the attitude and interest of the students to the information transmitted by them, from the 80s of the 20th century, lead to the establishment of a large-scale, collective socio-pedagogical activity for the formation of media culture in the world, and the introduction of media education into school practice. In the new Uzbekistan, the role of the media in the social life of the society is increasing, and the growing interest of the students in getting to know and mastering the information transmitted by them is the basis for the formation of media culture in them at the level of media competence. The content of social environment (macro, meso and micro environment) for the development of media culture in primary school students, family education, the activities of educational institutions, the influence of parents, teachers, guardians, sponsors and peers, the student's personal approach and spiritual and moral values, and the role of the media in the student's life and it happens under the influence of factors such as its influence on the person. Development of media culture among primary school students serves to gradually form media literacy, media knowledge, media skills and media competence.

Today, relying on the priceless heritage of our great ancestors, all conditions exist to create the foundation of the New Renaissance, and its wise use is one of our strategic goals. During this period, the attention to the formation of book reading and reading culture in the Republic was raised to the level of state policy, to inculcate noble values and traditions in the life of society, especially in raising the spiritual-intellectual potential of the young generation, their thinking and worldview, with a sense of love and loyalty to the motherland and its people. special attention is paid to the formation of reading culture, which is of incomparable importance in educating a well-rounded person.

Resolution No. 781 of the Cabinet of Ministers of the Republic of Uzbekistan "On the National Program for the Development and Support of Reading Culture in 2020-2025" defines the priority task of rapidly developing the reading culture of young people and improving the quality of human capital due to the growth of their intellectual potential. As the honorable President noted, "each country in the world, each nation is powerful primarily with its intellectual potential and high spirituality." The source of such inexorable power is, first of all, the great discovery of human thought - in books and libraries. From this point of view, primary school teachers should have librarianship, methodical, research and management

activities in addition to their specialization in the formation of reading culture in primary education. In the formation of reading culture among primary school students, the teacher must have knowledge about books written for children, correctly understand the pedagogical goals and tasks aimed at making students accustomed to reading books, master the methods and ways of forming the reading culture of students, choose different methods, forms, and methods of teaching students to read books. and to know how to use it, to be able to use pedagogical technologies in this process, to have pedagogical knowledge, the skills of pedagogical and artistic analysis of works of art, to use methods of pedagogical communication with students, and to have the skills of speaking and expressive reading, to know the characteristics of artistic and creative activity of students, and this it is important to be able to use the knowledge in the formation of reading culture in them and to know how to work with the automated work process and modern technical tools. Therefore, it is appropriate for primary school teachers to set the following as a priority task with students.

Including:

- conducting various activities on mastering words and phrases with younger students;
- development of students' oral speech, expressive reading technique by getting used to reading aloud;
- to help them to get information and use it, to develop communication, listening, speaking, reading and writing skills of elementary school students;
- recommend a variety of books that meet individual learning needs and personal needs;
- to teach students to think independently, to identify and develop their intellectual capabilities;
- creating favorable pedagogical conditions for supporting students' creativity and talent;
- formation of moral standards recognized by society in students;
- to educate students to respect the rules of collective morality and lifestyle, to develop a sense of citizenship and social responsibility;
- formation of patriotic education in students, formation of loyalty to one's nation, state, because the tasks defined above serve as a foundation for formation of reading culture in primary education.

Another form of intellectual development of students is an independent approach. It is important to get acquainted with additional literature, to search for information related to this field on Internet pages for the further development of reading culture. These elements of independent education require students' independent approach to acquiring knowledge and choosing a profession. Intellectual development opportunities for students:

- ✓ mental, independence, critical thinking, adaptation;
- ✓ attention, perception, memory, thinking;
- ✓ development of comparison, comparison, analysis, generalization, conclusion ;
- ✓ debate, ability to prove, basing on facts and evidence, formation of basic competences ;
- ✓ consist of the development of the skills of using information and communication resources.

It is known that the development of students' cognitive abilities is one of the main factors of increasing their intellectual potential. This form of independent activity is formed on the basis of certain mechanisms of each student's worldview, mastery, independent learning, working with information. Systematic thinking occupies a special place in cognitive education, because the tasks set before modern education require that systematic thinking be one of the main goals of education. Cognitive education focuses on how to learn (thinking, cognitive processes) without denying the importance of what to read (content). In such an approach, the role of the teacher is considered as the creator of the environment aimed at the development of cognitive abilities and means of knowledge of the learner and its implementation. Non-traditional approaches are being implemented to ensure quality and outcomes at a time when online self-directed learning is becoming increasingly important.

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