

The growth of youth culture made possible mechanisms of ensuring strategic reading in Uzbekistan

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ABSTRACT

The article describes the author's socio-philosophical point of view about the strategic mechanisms that ensure the rise of the reading culture, which is considered relevant in today's society. An attempt was made to objectively analyze the state of the processes of the role of the library and new information technologies in the development of the reading culture of young people. Emphasizing the relevance of the formation and development of the reading culture among young people, it is concluded that the phenomenon of reading is one of the least studied areas, especially the question of the formation of the reading culture and thinking of students.

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Introduction. It is known that for several centuries, spiritual heritage has been transmitted from generation to generation mainly through written sources. Therefore, humanity invented writing in order to transmit spiritual and scientific heritage to generations. Since then, the main part of youth education is reading and writing.

If our ancient ancestors were mostly content with increasing literacy, today's generation lacks only the ability to read and write. In the 21st century, which is known as the information age, we are surrounded by so much information and this information is changing so quickly that to be able to swim freely in the ocean of this information, it is necessary to have the skills to quickly receive it, quickly process it and use it effectively.

Today, one of the important aspects of the system of secondary special education created in the Republic of Uzbekistan is that mostly teenagers are educated in these institutions. Adolescence is "an important period of a person's life, and during this period the processes related to the process of socialization of a person determine his life path in the future".[1] In particular, he chooses a profession, begins to communicate with people as an independent person, and other similar situations occur precisely at the age of a teenager.

Socialization as "the process of assimilation of the system of knowledge, norms and values that allows a person to live in society" [2] is carried out by several social institutions. In particular, family, educational institutions, neighborhood, etc. are the main institutions of socialization of the individual. Both ancient libraries and modern IRCs function as institutions of socialization, depending on their role in society.

As the main institution of personal socialization, libraries have always had several foundations. In particular, the following defined libraries as the main institutions of personal socialization, and these aspects have not lost their importance even for information-resource centers today:

- ✓ Libraries have always had a huge collection of printed, audio and video information in various forms and genres. The main task of these products and generalized forms of social experience is to ensure the socialization of young people.
- ✓ Libraries not only accumulate social experience, but also serve to deliver it, which increases their importance as an institution of socialization.
- ✓ The main method of assimilation of social information is reading, which is undoubtedly a process that helps socialization.
- ✓ By using various forms of information transfer, libraries provide deeply processed information, knowledge, which is important for inexperienced young people.

Like mass media, which are important in the socialization of the individual, IRCs use all forms of communication: private, private, public communication; in addition, libraries have the opportunity to communicate not only directly, but also with users.

IRC (children, adolescents, educational, special, scientific, public) can accompany a person throughout his life and help socialization in all periods: childhood, adolescence, maturity, old age.

IRC service covers all areas where socialization takes place: education, recreation, communication process.

Modern IRCs have the ability to influence the stages of socialization: formation of worldview, choice of profession and so on.

The non-determinism of the socializing effect of IRCs, the freedom of access to its resources, increases the effectiveness of the influence, especially on teenagers.

The influence of libraries on the socialization process can be direct as well as indirect, through library service, library communication, and this also corresponds to the receptive nature of teenagers.

The analysis of the literature and methods. As readers, its advantages, read the culture of our great thinkers to explain the issues found in the structure of Farobi Abu Nasr, ibn Sina Specific Street Yusuf, Alisher Navoi, Health Muhammad Babur, Abdurauf Fitrat, Abdulla Avloniy, and others in the works of lit. N.A. Rubakin, N.M. Sikorskiy, O.S. Chubaryan, Yu.S. Zubov and other readers of the direct process of the analysis, read the culture into the body of your coming and the principles of formation of the text, and reading mastering the effectiveness of the issues arising from the dedicated works. [3] same as many of the scientific works in the country and abroad come into the world at the time, as they indirectly depend on our theme. Kasimova O. Country., Yo'ldoshev E. Yu., Oxunjonov E. O. M Rakhimova. A. Umarov A. Shamsiev Sh. M. Turovov. M. and librarians and bibliographers on others and works to teach students: the problem of theoretical and practical issues of strive to take off with is important.

Discussion. Libraries, which play an important role in the socialization of a person, first appeared in the territory of Uzbekistan during the reign of the Ahmonites. According to the researcher E. Okhunjonov, the peoples of Turonzamin, who were part of the Achaemenid state during this period, had the opportunity to master the advanced achievements in literacy and librarianship of the peoples of ancient Asia, Greece, Egypt, India and other regions.

This, in turn, led to the "multiplication of books in manuscript form and the establishment of book stores - libraries" in the regions of Central Asia. [3]

The four types of libraries in the ancient and middle ages the land in it worked:

- ◆ Of the state library. Here mainly the state's decrees, and holly knew the history of common land "good" in different parts and stored on the comments written on it.
- ◆ Of the public library. The fund shall consist of mainly secular books (which similar to those found in the ancient library from the city Oyxonim);
- ◆ The library of a different religious sect. The religious content in the book are stored in the warehouse.

◆ The scribes and scholars of religious, personal educated person in the library.

This period of time in the land of the library reader preliminary steps served to put the stone work and the culture.

It is known that in the 8th century, the territories of Central Asia were included in the Arab caliphate, and the religion of Islam began to spread in our country. The new religion and worldview that came with the Arabs brought some changes to the lifestyle of the local population. In particular, we can observe the process of Islamization in librarianship.

Manuscripts of Zoroastrianism and other religions that existed in state libraries were destroyed and replaced with the Qur'an and hadiths and commentaries written on them. There were also public libraries accessible to the majority of the population, from large cities to large rural areas. In addition to these, madrasahs and mosques, libraries were established under various households, which were considered the property of the foundation. For this reason, the researcher E. Okhunjonov suggests naming these libraries as "Waqf libraries".[4]

These types of libraries were among the main libraries that existed in our country until the invasion of Tsarist Russia. Although librarianship, like other areas of cultural life, developed during the Timurid period, its form remained almost unchanged. In terms of content, the progress achieved in the development of librarianship and reading culture during this period cannot be compared with any period.

By the end of the 19th century, European-style books and libraries began to proliferate in Central Asia, which was conquered by Tsarist Russia. Along with the traditional libraries that existed in the country, along with Eastern national libraries such as modern school libraries, public and private libraries, European public, scientific societies, educational institutions, military units, private and community libraries appeared.

At the end of the 20th century, the Jadidist movement, which appeared in Crimea, soon reached Central Asia. In a short period of time, modern schools were established in these lands and children began to be educated. Also, a number of educational literature and textbooks were created for these schools. These books were collected, and later, libraries of schools appeared, educational libraries of a new type for the country. By 1917, about 100 modern schools were operating in Turkestan.[5] As mentioned above, these schools had a book fund - educational libraries.

Together with Tsarist Russia, a new type of education - secondary special educational institutions - appeared in Turkestan. In particular, the Turkestan teachers' seminary, real education center or Tashkent city women's educational center are among them. These educational institutions have their own educational libraries. The main library with 7,000 volumes operated in the Turkestan teachers' seminary.[6]

"Rules for the Orderly Maintenance of Libraries of Educational Institutions of the Turkestan Region" approved on July 30, 1871, are dedicated to regulating the service system in educational institution libraries. The tsar's government tried to regulate and control the reading of books by students through these rules. According to the researcher E. Okhunjonov, these rules did not meet the needs of the students and therefore caused various protests.[7] The policy of Russification and colonization by Czarist Russia was also implemented in the library system.

In 1917-1919, the state, public organizations and private libraries were nationalized and transferred to the public education departments. On April 14, 1919, the order of the Council of People's Commissars of the Republic of Turkestan "On nationalization of public, city, public libraries and private libraries" was announced. According to this order, all libraries in the country were declared the property of the Turkestan Autonomous Republic and transferred to the People's Commissariat of Education. The Library Department of the Commissariat of Education was involved in the nationalization of all libraries in the country and the creation of a completely new system. According to this system, universal libraries and special libraries under institutions were established.

The system of special libraries included libraries of educational institutions and scientific institutions, including children's and teenagers' libraries. This period is an important period in the history of librarianship of our republic. It was during this period that librarianship was raised to a modern level, cataloging of books, library-bibliography service, service according to age or professional characteristics, studying the reading culture of the population and a number of other such innovations began to be introduced.

In particular, the sociological research of the reading process in our country is inextricably linked with the history of the study of reading processes in Russia. In the 20th century, the tradition of reading books and studying interest in it through empirical research, which was carried out in the central regions of Russia during the colonial period, entered our country. Studying the audience of readers in Russia and its colonial territories before the Red Revolution was one of the main directions of applied sociological research. The reason for the high interest in this problem in different historical periods was that reading is a powerful tool of ideological influence. From the beginning of the 20th century, with the initiative of the enlighteners, the study of reading processes took an organizational form and was carried out by state institutions and research teams. In our country, the revolutionary-enlightenment people correctly understood that the role of libraries in society is incomparable, that they are of great importance in liberating the country from colonial oppression and, most importantly, from the dependence of thought, and tried to establish various libraries, to study the needs of readers and to increase literature on topics and areas of interest to them.

During the communist colonial period, the researchers of our republic were widely involved in the research carried out by the researchers of the former center. However, the initiative in this regard, the development of methodological aspects of the problem, was mainly at the disposal of scientists in the former center. In Uzbekistan, sociological researches are mainly carried out by librarians or bibliographers, and serve as an empirical base in their scientific research.

Results. Since the 70s of the 20th century, research has been conducted centrally under the methodological guidance of the State Library of the former Union. These studies are distinguished by the fact that they cover many areas. By the end of the 1980s, research began to be carried out independently in other regions.

The achievement of national independence in 1991, as in all aspects of social life, gave a new meaning to the study of reading culture. First of all, as a result of independence, the science of sociology entered the path of independent development in our republic, and one of the first dissertation scientific research works - A. Umarov's doctoral dissertation was devoted to researching the sociological aspects of the phenomenon of reading.[8] This research work is dedicated to the comprehensive study of the phenomenon of reading, and the state and prospects of the formation of the reading culture of the population in the Republic of Uzbekistan are widely covered.

However, this scientific research work did not comprehensively cover the tasks of creating and developing the reading culture of the population of our republic. In particular, it did not fully reveal the peculiarities of the population according to age or gender groups, profession and other characteristics. Therefore, there are a number of collective directions before the researchers studying the culture of reading, which are as follows:

- ◆ to study public opinion about books and libraries that reflect cultural norms and values;
- ◆ analyzing the structure of information circulation formed in the social and cultural context, determining the place of modern ARMs in this structure;
- ◆ researching the formation of reading according to the level of mastery of literature in the family, educational institutions and other social institutions;
- ◆ analysis of reader audience segmentation, reading qualifications and requirements, reading activity;
- ◆ to study the impact of reading on different areas of life (work, study, leisure);
- ◆ researching the impact of new information technologies on reading.

Today, the sociology of reading is mainly limited to practical research, and as a result, there is no single theory of the sociology of reading, no single approach to the concept of "reader", and no uniformity in research methods. Nevertheless, these case studies can serve as a basis for making theoretical generalizations in the future.

In particular, one of such comprehensive studies was a sociological survey conducted in 2005 by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan on the study of the spiritual environment in higher and secondary special educational institutions.[9] In this survey, students are

asked, "How do you usually develop your knowledge?" was addressed with the question and the analysis of answers to this question revealed that 17.0% of students of secondary and special educational institutions use libraries. Almost half of the respondents (49.4%) reported that they prepare independently. It was found that the libraries satisfy the demands of the youth only for educational literature. "Where do you get the necessary educational literature for further education?" and the analysis of answers to the question, 61.3 percent of students said that they get educational literature from the library.

According to the conclusion of the study, the researchers of the Center gave recommendations to educational institutions to revive the work of libraries, to attract students and young people to these institutions more widely.

One of the main features of modern ARMs is to make it possible for readers to use all possible information services. However, in 2005, the libraries of many educational institutions did not provide students with the opportunity to use the available computer equipment. "Does your school have access to computers outside of class?" The analysis of the answers to the question showed that 60.7% of the respondents answered that they have all the possibilities, while 28.3% answered that they have a computer, but they do not allow to use it. The answer in this negative sense is more (42.9%) indicated by the students of higher education institutions in Tashkent city. Also, students of Fergana (39.9%) and Khorezm regions (38.0%) are not allowed to use computers.

Conclusions. The analysis of these answers allows us to understand the reasons why young people's visits to libraries decreased by the end of the 20th century and the beginning of the 21st century. That is, traditional libraries were unable to meet the needs of young people to get information, and as a result, young people began to look for alternative options to meet this need. Therefore, the decision PQ-381 of the President of the Republic of Uzbekistan on June 20, 2006 "On organization of provision of information-library to the population of the Republic" is an important timely document. According to this decision, modern information-library centers and information-resource centers were established instead of traditional public libraries under the jurisdiction of the Ministry of Culture and Sports, and the following tasks were assigned to these centers:

- ◆ systematic organization of education of students of educational institutions and independent education of the population using modern information technologies;
- ◆ wide promotion of national spiritual and moral values, ensuring the enjoyment of the cultural and historical heritage of the people, creating an opportunity for the moral and comprehensive creative development of the individual;
- ◆ providing information services to the population based on new information technologies (electronic databases, Internet resources);
- ◆ development of cooperation with educational institutions, local self-government bodies, national cultural centers in the implementation of cultural, educational, informational and other programs and projects.[10]

Extensive work was done to implement this decision. In particular, instead of 4,955 traditional libraries belonging to the Ministry of Culture and Sports, 914 modern information resource centers were established.[11] As of May 2007, 343 out of 914 IRCs were connected to the Internet. IRCs were provided with 743 printers, 450 scanners, 334 copiers at the expense of internal capabilities of educational institutions. 4354.0 mln. in order to provide IRCs with computer programs and equipment. A program of sum was developed. The amount of necessary computer equipment was determined and a tender was announced through the newspapers "Khalk sozi" and "Narodnoe slovo". The concept of development of the information and library sector in the Republic of Uzbekistan in 2019-2024 was adopted.[12]

During the last 7 years, a number of activities have been carried out to further develop the reading level of young people in our country. These activities should meet the informational needs of the population, especially young people, and also serve to increase their reading culture. For this, these institutions must also have employees who meet modern requirements.

In short, the reforms implemented in our republic serve to increase the reading culture of the population and also serve to develop the sociology of reading. In this, it is necessary to pay special attention to the

establishment of the sociology of reading as an independent direction, to enrich its theoretical foundations, to expand the directions and scope of practical research, to increase the knowledge of modern librarians in the field of sociology and psychology of reading, and to study the phenomenon of reading in a broad socio-cultural context.[13]

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