



BOOK – SUN

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Abstract: This article analyzes the cultural and creative activities of the library, its role in the meaningful organization of educational and leisure time from the perspective of socio-cultural activity. The role of the library as an important social institution that ensures not only the dissemination of knowledge, but also the independent thinking of the individual, self-awareness and creative assimilation of culture is highlighted. The role of the school librarian as a representative of the cultural sphere in introducing children to the world of literature, art and other cultural values is described separately. In general, this work sheds light on the great importance of books and librarianship in the formation of the younger generation as spiritually mature, independently thinking, creatively capable people on a scientific and practical basis. This, in turn, is valuable as a current scientific research aimed at developing library activities and combining them with the educational and upbringing process.

Keywords: library, librarian, cultural and creative activities, socio-cultural process, educational activity, free time organization, educating students, aesthetic taste, creativity, self-awareness, conversation, expressive reading, career guidance, communication, cultural emissary, spiritual wealth, reading culture, independent thinking, reading culture, appreciation of art.

“Books inspire dreams, bring them to life, make people think, and develop the ability to be independent in discussions.”

S.Strumilin.

INTRODUCTION

Today, in societies where the concepts of social consciousness and social culture are widely promoted, culture is highly developed, it is useful to study these concepts, which have been passed down from generation to generation for centuries, and to turn to cultural studies, its part called “socio-cultural activity”. This term appeared relatively recently. Its predecessors were the terms “cultural-enlightenment work” and “mass cultural work”, which meant the transfer of culture from the subject-carrier of culture to the audience of object-listeners or spectators. The change in concepts is not accidental. The democratization of society has turned listeners and spectators into active participants in cultural actions. The main attention is paid not to someone’s work directed at others, but to the interaction of the parties. Listeners and spectators become subjects of general cultural creative activity. Its task was not only to disseminate or preserve socially significant cultural values, but also to create them through the joint efforts of people.

Promoting cultural values among people in the library sector

In the library sphere, activities aimed at promoting cultural values among people are called educational and leisure activities. Both roles distort the content and essence of cultural activity. The educational function traditionally assigned to the library, despite all its value, is one-sided. It involves the movement from the librarian as a subject of thought and action to an attentive but passive object (lectures, reviews, training sessions, exhibitions). In this model of relations, the activity belongs to the librarian: he is a transmitter of knowledge. His activity is of the nature of the “teacher-student” relationship. Educational activity includes the activity of disseminating scientific and other knowledge among people. . If we consider this activity as a service, as is

customary today, it can include information services, lectures, meetings with writers, publishers, illustrators and other people who are of interest to a certain audience. Visual aids include educational book fairs, opening days, posters, advertising publications, presentations, films, and other visual forms of information.

The second term - leisure activities - sets the task of keeping children and adults busy in their free time from work (study), organizing their weekends. Based on the understanding of the role of leisure, librarians often reduce public events to creating opportunities for the audience to have fun, laugh and play. Leisure activities include holidays, fairy tales, evenings, competitions, quizzes. Despite the usefulness of such public work, educational and recreational activities prepare not the creators of culture, but its consumers, who consider the library to be a sphere of free services.

But there is another concept of free time as a purposeful type of activity that brings real joy from the contribution of personal transformation, spiritual growth. This type of activity goes beyond mandatory, for example, attending school classes. A person chooses it himself, at the behest of his heart. In this case, the individual becomes a subject of socially significant activity, entrenched in culture. The subject of the activity can be group (circles, clubs, studios and other communities) or individual. The activity carried out in this way changes a person, enriches his experience and indirectly affects the world around him.

Socio-cultural activity (we have called it cultural-creative for the sake of brevity) cannot be reduced to educational or recreational activities, although it includes both. In the West, a school librarian focused on cultural creativity is called an emissary of culture, that is, an agent fulfilling a public order for the cultural development of the younger generation and the entire school community. His main goal is to introduce children and adults into the sphere of cultural values, to increase their needs, to humanize and harmonize their relationships. The basis of this mission is relationships that form a socially active personality, striving for development, capable of creative activity.

In modern conditions, when people, absorbed in the Internet, lose their sense of self and break social ties with other people, the acquisition of a cultural identity by a person becomes fateful.

The library is a subject area of social and cultural activity, which unites and ennobles people both inside and outside the school. This consumption is measured not by the service that shapes society, but by the development of the individual in this process.

Participation in cultural creativity is an important feature for a person. As cultural experts note, without a component of significance, all phenomena become simply material objects. In their opinion, in the diverse social conditions in which we live, cultural activity cannot be reduced to socialization, that is, the development of social experience. Here, a more important role is played by the self-awareness of the individual, which often occurs in voluntary, self-organizing associations.

Socio-cultural activities aimed at a person's self-awareness and interaction with others:

The basis of socio-cultural activity aimed at self-awareness of the individual and interaction with others is communication, which supports the desire of children and adults to self-discovery and the manifestation of independent thinking. The peculiarity of this communication is that in it the participants of the communication do not act as transmitters of knowledge, but as carriers of culture, discovering their personal meanings and values in it. In this case, their creative experience of life and culture is maximally revealed and enriched.

The cultural and creative activity of the librarian is aimed at developing children's values and ideals, which are brought to their consciousness through the emotional sphere, which in turn is activated through the perception of literature and art. It is necessary to develop the ability to "read" not only printed texts, but also other types of art: artifacts, dances, music, plays, videos, television.

It should be noted that literature lessons and other school subjects often neglect the child's access to culture in various forms. This task is taken on by the school library, which, having universal

resources, both printed and digital, including resources of various types of art, opens up the possibility of free communication with children, free from coercion and norms.

Speaking about the cultural and creative activities of the school librarian, special attention should be paid to his role in supporting and developing children's reading, primarily literary works. Full-fledged fiction has no equal in illuminating the depth and content of life, human relationships. It activates the child's mental strength, opens up the opportunity to see himself through the knowledge of others. According to N.A. Rubakin, "here knowledge about life merges with his creativity, with what should be".

It can be said that a language teacher does this in literary reading lessons in primary school, and in secondary school in the subject of "literature". However, library reading and classroom reading are different types of activities. Their main difference is that the teacher focuses on analyzing the text of a literary work, and the librarian, in a conversation with the child, puts the child's personal meaning of reading a book in the first place, these thoughts and feelings that are born in it. In the process of reading, numerous studies and journalistic works show that the study of literature at school negatively affects the attitude of schoolchildren to reading it. Voices are increasingly being heard about the need to "cultivate" reading, bring it closer to the child's soul, and accept the process of perceiving a literary work. In the current conditions, the school library plays the role of a kind of emergency ministry to save reading, which is now fatally dying.

In library reading, there is no obligation either in choosing a book, or in the teacher's interpretation of the work, or in the nature of perception. The child reads for himself, not for someone else, and is happy to share his impressions with other readers. Everything that comes from the reading child is supported by the librarian.

The librarian is not included in market relations and therefore is not interested in communicating with the reader, but rather in the revelations of the reading experience by the reader and the librarian. Openness, improvisation, and the absence of a difficult situation are attractive features of library communication, satisfying the spiritual needs of the reading child. In subjectively significant communication, the Russian psychologist A. N. Leontov highlighted two sides: the first ". It is in the library that all the conditions for the implementation of both sides of subjectively meaningful communication are present. Library communication is highly valued, especially for the era when people, including children, are disconnected and have a social significance. The "luxury of human communication" is associated with literature and life, both individual and group. This is what distinguishes the library style from a school literature lesson. The librarian, as a rule, begins any conversation about the book with questions: did you like the book, did it arouse interest, which episode made a strong impression. The beginning of the conversation requires an answer, a natural chain of communication arises on the basis of what has been read. Others can join the conversations between the two. The arsenal of library methods is aimed at developing imagination and empathy, activating the reflection of thoughts, feelings, images that are born in the reader's mind. A professional librarian According to N. A. Rubakin, the most important thing in the methodology is not the text itself, but the thoughts, feelings and images of the student created by the book. In children's perception, everything that the school ignores is the child's own thoughts, the discovery of personal meaning in what he reads, the creation of fantasy products as a special type of reading activity, the creation of student creativity products based on comments, drawings, and his own works - the library encourages, supports, highly appreciates, and develops. School events related to books, reading, and reader creativity, such as "Reading Initiative", "Main View", "Children's Book Week", "Culture Day", often fall on the shoulders of the school librarian. The school library becomes an innovative platform, a laboratory for developing effective pedagogical and cultural methods of working with books, and raising the reading culture in the minds of each schoolchild.

CONCLUSION

In conclusion, the activity of the library in modern conditions is significant not only for imparting knowledge, but also for serving such lofty goals as the development of cultural identity, independent thinking, and creative abilities in children and adults. As a unique subject

of socio-cultural activity, the library is not limited to storing and distributing books, but also takes on the task of uniting people, turning them into active participants in culture. The school librarian, as a cultural emissary who introduces young readers to the world of culture and art, becomes the main tool that helps them form their aesthetic taste, instill human values, and understand themselves through reading. In this process, it is of great importance that the library activities are carried out in a free and friendly environment, focused on enriching the reader's thinking through conversation, expressive reading, theater, musical or artistic events. Thus, the development of library activities as a socio-cultural process, turning it into a space for creativity, independent research, and the assimilation of culture, remains one of the most urgent tasks today. This directly contributes to the spiritual wealth of the younger generation, their awareness of their cultural identity, and their formation as well-rounded citizens of society..

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