

# THE ROLE OF FAMILY AND SCHOOL COOPERATION IN THE DEVELOPMENT OF LIBRARY CULTURE OF TEENAGERS

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## **ABSTRACT**

*This article provides an insight into the culture of reading and reading literacy, as well as the factors that influence the reading literacy of teenagers. The advantages of family reading, issues of continuing the tradition of reading books in the family are highlighted. In addition, recommendations are given on the development of a reading culture among young people in the interaction between family and school.*

**Key words:** *reading, reading literacy, family reading, reading culture, family-school cooperation, shared reading, family library, fiction, teenagers.*

**INTRODUCTION.** Today, due to the introduction of information technologies and electronic devices in the life of society, the issue of developing reading culture among teenagers in the family is considered as an urgent problem.

In our republic, especially among young people, the efforts being made to establish the tradition of reading books, to pay more attention to book reading, are noteworthy. The development and rapid introduction of new information technologies increases the importance of reading in society. **An example of this is the Decree of the President of the Republic of Uzbekistan dated September 13, 2017 No.3271PQ.** Analysis of literature on the topic. The issues of reading, its benefits, and creating a culture of reading in the family are covered in the works of our great thinkers Abu Nasr Farabi, Ibn Sina, Yusuf Khos Khajib, Alisher Navoi, Zahiriddin Muhammed Babur, Abdurauf Fitrat, Abdullah Avloni and others. Even today, a number of scientists in our republic are conducting research on the development of reading culture and family reading. First of all, let's define the concepts of reading culture and reading literacy. E.I. Yoldoshev defines the concept of reading culture as follows: "Reading culture is a very comprehensive concept, which includes interest and love for books, wider familiarity with literature, special knowledge about books and working with them. It also requires having skills and competences that help to fully use the book" [ 2, p16] .According to A. Ismailov, the concepts of reading and reading literacy have changed over the years and have been reflected in the spheres of society, economy, culture and technology. Reading is no longer considered to be a skill acquired only in the early stages of education, in childhood. Today, this ability is defined as a set of knowledge, skills and abilities, methods that a person develops on the basis of communicating with peers and the general public in various contexts throughout his life [ 3, p12].

Research methodology. In her article, M. V. Tarabuyeva highlighted the existence of a number of factors that can affect the formation of reading literacy. The author emphasized that the formation of reading literacy depends on the following factors:-maktab omili;

- teacher factor;
- student factor;

- family environment[ 5,p33].

In fact, a child is brought up and polished by reading various scientific and artistic books in an educational institution for years. If students acquire theoretical information from school textbooks, fiction literature plays an important role in their formation as a perfect person. When reading fiction books, students read a text filled with events, places of events, images, consequences, characters, the atmosphere of the work, feelings and ideas and enjoy the language of the text. In order to understand and appreciate literature, every reader must think about the events, emotions, language, and artistic form of the text. Literature provides an opportunity for young readers to discover situations and emotions that they have not yet experienced.

Although the events and actions described in the work of art are fictional events, they give the reader an idea that they are happening in real life and allow the reader to experience them in imagination [4,p13]. The teacher makes the students interested in fiction during the lessons and activities. Also, the effective and expected result is achieved when children are interested in reading and instill a love for books in a family environment, i.e. family reading in the family circle.

Russian researcher A.N. Gubaydullina used the concepts of family reading and joint reading as complementary terms. He puts forward the idea that family reading and joint reading often means interaction in the triad of "adult - child - book". The main motivation of family reading is teaching reading literacy, expanding vocabulary, intellectual development, and forming close intergenerational ties through common experiences. At the same time, joint reading often goes beyond the family, representatives of other social institutions are involved in this process - preschool educational institution, school, library, book club, etc.[7,p 9]. Formation of a culture of reading in young people allows them to perceive various situations and eliminate them. Especially in the family circle, reading together and analyzing the read information brings a number of advantages.

First, family reading is based on "reading aloud" to oral communication, which creates a kind of closeness, that is, it helps to form an atmosphere of mutual trust, mutual understanding, common unites interests.

Second, family reading includes the skill of "reading together" (but not collectively). Reading together is important for the spiritual, mental and emotional development of children, especially teenagers. Also, in family reading, comfort can be created for the elderly and sick family members by changing the role of "reading" and "listening". Family reading is based on the interests of the participants of the interaction, which implies a high degree of freedom of reading.

Third, family reading is closely related to the concept of a special type of "family library" (personal, private, at home). In the home library intended for family reading, first of all, books of the "mind and soul", "positive" and "entertaining" type are selected, which do not contain unpleasant situations. Thus, family reading makes it possible to choose artistic, interesting, instructive, poetic works in the family, depending on the taste and wishes of the reader.

Fourth, it is closely connected with the processes of family formation, first of all, with the role of a woman in raising children and becoming a reader.

Fifth, family reading provides almost all the most important functions of reading (cognition, learning, development, recreation, socialization, communication, etc.) and they are carried out simultaneously [ 6,p11 .].

Analysis and result. Based on the studies, if the following activities are carried out in cooperation between the family and the school, it is possible to achieve effective results by

increasing the interest of teenagers in books and reading. The establishment of school and family cooperation in the formation of reading culture in children led to a change in the students' attitude towards books. In this case, it is possible to organize "I will present a book to my child" and "Visit to the library" events. Discussing the negative and positive sides of the read work forms the ability of the student to have an independent opinion and prepares them to find the right way in different situations. In this case, "Discussion of a work of art" seminar can be organized in the form of a training or a performance. The organization of competitions such as "The best reading student", "The best reading family" develops the reading culture among teenagers and increases their interest in books.

**CONCLUSION.** The formation of the culture of reading books in teenagers creates feelings such as patriotism, loyalty to the country, loyalty to family values. In addition, it teaches to choose books, to enjoy the aesthetic pleasure of the read art work, to analyze the read art works and to be able to apply them in difficult situations, to find accurate information. Family reading develops the skills of communicating with others, exchanging ideas, establishing positive relationships, and expressing one's opinion freely and independently. Based on this, we can make the following suggestions:

1. Various activities should be held in the educational institution in order to interest the children of teenage age in reading.
2. In order to develop the ability to read in teenage children, a home library should be established in every house. The books in this library should include works of art that are interesting to teenagers on various topics.
3. Books should be placed in places intended for children's free time and comfortable conditions should be created for the child to read.
4. In their spare time, parents should, of course, set aside free time to read books to their children and form the "adult-child-book" trinity.
5. In order to remember the read work for a long time and to retell it, it is recommended to keep a notebook that specifies the name of the work, the author, the characters in it and their character traits.

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