



## THE ROLE OF READING ACTIVITY IN PERSONAL DEVELOPMENT

Nafisa T. Kamalova

Lecturer, Faculty Of Education Yangi Asr University Tashkent, Uzbekistan

### ABSTRACT

However, the issues of reading are in the sphere of interests of different sciences, isolated from each other and aimed at achieving their own goals. The richest material received by each of them is not generalized as knowledge that is significant for other sciences. The urgent need to comprehend and generalize heterogeneous interdisciplinary knowledge about reading requires the synthesis of scientific ideas about its various aspects on a different theoretical and methodological basis, which is due to a number of factors.

**KEYWORDS:** Student, primary grade, reading skills, learning process, PIRLS, PISA.

### INTRODUCTION

The reader should become the subject of knowledge as an integral structural formation, including different facets of development (genetic, biological, social, cultural-historical, psychological and purely personal, acquired in the process of life), since the developing reader is in constant interaction with a complex information environment. Mastering it, he experiences significant difficulties in shaping the personal world of reading.

The task of librarians and other subjects involved in reader socialization is to help the individual development of a person's personality as a reader, taking into account the characteristics of the individual. Knowledge of the theoretical, technological and organizational foundations of reader development will contribute to a more constructive, productive and efficient solution of complex problems of preserving increasing the reading culture of the individual based on the interaction of social institutions, in the system of which the library occupies an important place.

### THE MAIN RESULTS AND FINDINGS

The basis for the study of reading personality development in relation to the purpose and objectives of the study were works from many areas of knowledge Research Logic, from substantiating the category of "development" to creating a theory of reading personality development, developing technology for reading development for its practical implementation in the library and other social institutions. This logic dictated the choice of the scientific and information base of the study, which reflects the diverse theoretical and methodological aspects of the reader's personality development. The basic category of research is development, the analysis of which is presented by us in various aspects based on the works of domestic psychologists BG Ananiev, AG Asmolova, L I Bozhovich, L .WITH. Vygotsky, A.N. Leontieva, A R. Luria, K K Platonova, L S. Slavina, D. B. Elkonina Lovyagina, N. A. Rubakina, Yu.S. Zubova, V.P.

Leonova, Yu.M. Tugova, A.S. Chachko, is reflected in the pedagogical views of L.N. Tolstoy, AM Levidov. Foreign experience of human development is presented according to the monograph by G. Kraig. Comprehension of the theory of reader development, its structure and content, conceptual apparatus was carried out according to the works of GM Andreeva, V Ya Askarova, L I Belyaeva, L N. Zazorina, O L. Kabachek, A A Leontiev, Yu P Melentyeva, N G. Morozova, M .D Smorodinskaya, A.V. Sokolova, Yu.N. Stolyarova, V.P. Talovova, I.I. Tikhomirova, S.A. Trubnikova, B. G. Umnova , V.N. Maksimova, G.S. Mikhailova, V.V. Rubtsova, A.P. Sitnikova, G.I. Khozyainova.

The identification of the acmeological component in reading science in the historical aspect is traced according to the works of Kh.D. Alchevskoy, D A Baliki, B V Banka, A V Blum, S L Waldgard, A.N. Vaneeva, K.I. Vorobieva, A.A. Gayvorovsky, A.G. Glukhova, P.I. Gurov, N.M. Kufaev, A. Kukharsky, V.A. Nevsky, A.P. Nechaeva, A.S. Pavlova, N.N. Rozova, N.A. Rubakina, B.V. Sapunova, A. Filonova, E.I. Khlebtsevich, A. E. Shaposhnikov, L. I. Shafir, L. M. Schwartz, and A. Shomrakova. The stages of the early development of the reader, associated with the psychophysiological foundations of speech activity, were considered on the basis of the works of K. B. Barkhin, A. Bertin, P.P. Blonsky, N.E. Dobrynina, E.L. Goncharova, A. Gritsenko, O.S. Zhukova, M.M. Koltsova, A.N. Korneva, V.V. Lailo, N. Levitova, O.B. Sizova, I.N. Timofeeva, I.I. Tikhomirova, N P Trifonova, A Troshina, L.M. Shvartsa, D.B. Elkonina The analysis of reader and literary development in elementary school within the framework of teaching reading was carried out according to the works of M. P. Voyushina, L.N. Zazorina, O.L. Kabachek, M. I. Omorokova, E. M. Plyusnina, I. 3 Postalovsky, N. N. Svetlovskaya. Some aspects of the technology of reader development, such as the perception of texts, semantic folding and unfolding; organization of knowledge, were studied according to the publications of V. P. Belyanin, S.A. Vishnyakova, M. G. Vokhrysheva, G. F. Gordukalova, A. S. Krymskaya, A. A. Leontiev, E. R. Sukiasyan, N. N. Smetannikova, Yu. A. Sorokina, and V. V. Uchenova. In the analysis of qualitology and qualimetry of reading, the works of R. Bamberger, A.A. Brudny, D.M. Vatchenko, A.A. Gayvorovsky, V.N. Zaitsev, E.A. Korsunsky, B.C. Kreidenko, I.F. Nevolina, A. I. Subetto Problems of Sh1 (tggucialization and professionalization of the activities of librarians in the field of reader development) were studied according to the works of K. N. Artemenko, T. G. Brazhe, M. G. Vokhrysheva, A. A. Gayvorovsky, Yu. N. Drescher, G. A. Ivanova, M L. Kistyan, E A Klimova, V P Leonov, V. A. Nevsky, I P. Osipova, A. S. Pavlova, A. V. Sokolov, O. R. Starovoitova, E. R. Sukiasyan, I. B. Teplitzkaya, G. N. Khan, A. S. Chachko, E. L. Shapiro, J. Shira The identified and presented problems testify to the multidimensionality of the subject field of reading personality development.

The category "development" contains a heuristic and predictive potential, being a backbone in structural and functional terms in substantiating and solving scientific and practical problems in the field of reading. Development is a regular quantitative and qualitative change that characterizes irreversibility and direction, as a result of which a new qualitative state of the object arises. Human development (individual, personality, subject of activity) occurs in biogenesis, sociogenesis, ontogenesis as a process of transition from one state to another, more perfect, from the simple to the complex, from the lowest to the highest, from the old qualitative state to the new. The same thing happens with the reader's personality development. It includes types of speech activity (listening, speaking, reading and writing) associated with philological,



cultural and mental processes in the integration of these and other components Understanding the culture of reading, its interpretation as a level of personality development, reflects the characteristics of the psyche, speech activity, literary and cultural development, main activities (games, learning, labor), communication and mentality of the individual in the socio-cultural and information space Reading culture is the achievement of the individual, the level of reader development, quantitative and qualitative indicators of consciousness, activity and communication, is both a product and a development factor personality.

The methodological basis of theoretical and experimental research in the field of reader development can be the thesis of NA Rubakin about the reader, which is a different "facts" (legal, economic, historical, geographical, psychological, anatomical, physiological, chemical, physical, space), studied simultaneously by many sciences . For this study, the priority is the analysis of reading as a psychological fact. Psychology is the leading science about a person, and therefore about a person reading Reading is a mental process determined by the development of the psyche in ontogenesis in two forms (progress and regression), taking into account achievements in phylogenesis.

In the theory of reader development developed by us, one of the central categories is the personality, which one becomes in activity and communication on the basis of individual development. In psychology, it is stated that the awareness of one's "I", the selection of oneself as a subject in the world of objects comes in childhood. By the beginning of primary school age, the child begins to realize his place among those around him. In adolescence, a special form of self-consciousness arises - reflection, reflections on one's internal mental processes (the need for self-affirmation and self-expression). At senior school age, the development of self-awareness leads to the need for self-determination and determining one's own place as a member of society. We have revealed that the formation of reflection is possible at earlier stages of development through emotions. The theoretical justification of emotions, the primary form of mental life, is also important for understanding their role in the practice of reading. therefore, at an early age, poetic forms are important in the reading circle of children (rhymes, counting rhymes, etc.) Poetry is primary in relation to prose, it is most of all associated with emotions through rhythm, musicality, movement. The category of "personality" is revealed with the help of other concepts BG Ananiev highlights individual development - the most difficult, but especially important problem for pedagogy. In all types of development, no matter how specialized they seem, the unity of human development as a complex organism (individual), personality, subject is manifested. (cognition, activity, communication), individuality.

For the problem of reader development, the position that the individual development of a person is ontogeny with a phylogenetic program embedded in it is significant. It is reflected in our historical excursion into the theory, methods and technologies of reader development. Rubakin's concept of the reader - a system of facts coincides with the thesis of B. G. Ananyeva about the individual variability of all the properties of a person as a person, determined by the interaction of the main components of the status (economic, legal, family, school, etc.), the change of roles and systems of relations in teams in the social development of a person Socialization of a person begins from the first minutes of a person's life It is carried out in

activity, communication, self-consciousness. There is an expansion, multiplication of the social ties of the individual with the outside world.

A.G. Asmolov, from the standpoint of the historical-evolutionary approach, considers a personality, where the biological properties of a person act as "impersonal" prerequisites for the development of a personality; society - as a condition for the implementation of activities, communications, during which a person joins the world of culture. The basis and driving force for the development of an individual is a joint activity in which the assimilation of given social roles, cultural norms of perception, thinking and behavior takes place. LS Vygotsky noted that personality development and personality reactions are essentially two sides of the same process, which is significant for understanding the role of reflection. His thesis about the connection between words, thoughts, thinking, development is important for substantiating methods, methods and technologies for teaching reading in ontogeny.

The semantic side of speech develops from the whole to the part, from the sentence to the word, and the external side of the speech goes from the part to the whole, from the word to the sentence. actually reading activity He analyzed not only speech, thinking and consciousness, but also other mental functions, in particular - memory. All this must be taken into account in the reading development of a child at an early age.

Heuristic points about the development of a child's speech in two ways, individualization and socialization It is more productive to proceed from the unity of contradictions in the processes of individualization and socialization, despite all the difficulties of a methodological nature. In the reader's development, this is manifested in the contradictions between the reader's consciousness, reader's activity and reader's communication.

At different ontogenetic stages, the disequilibrium of the three spheres manifests itself in "pulling up" each other, as a result, reader development as a whole occurs.

K.K. Platonov refers the development of the psyche to a general psychological category, highlighting an important principle - the gradual and spasmodic complication of the psyche in the procedural and content aspects. With the negative development of the psyche, its degradation and disintegration occur. The periods of development of the psyche are phylogenesis, anthropogenesis, socio-historical development, ontogenesis. It is summarized that personality development is the highest level of mental development, it has specific stages (from prenatal to harmonious improvement with subsequent degradation, but not mandatory) and boundaries of personality development (from birth to retirement) Development as a form of movement from a simple to a complex organization is carried out on basis for resolving conflicts. In this movement, the main role belongs to the individual.

LN Tolstoy addressed the category of "development", interpreting it in connection with the effectiveness of the method of learning, personal interest, the process of self-learning, consciousness, the development of feelings, mind, imagination, memory, the gift of speech, concentration, self-activity, the habit of working in society , respect for order, with the excitement in children of hunting and love for learning. The question was also raised about the forms of development.

Among the pedagogical tasks, a special place is given to the formation of a strong-willed and moral sphere, the education of arbitrariness with the dominance of moral motives. The general developmental impact on the personality, its intellectual potential, mental activity and self-

consciousness is provided by developing reading (L.N. Zasorina) Note that the term “developing reading” is found in 1861 by A. Filonov.

In library science and bibliography, the principle of development was put forward by Yu S Zubov. It formed the basis for constructing models of the structure and dynamics of reading activity, reflecting the levels and directions of the artistic development of the individual. The task was to develop new methods of developmental reading with highly effective and realistically measurable end results in qualitative changes in the needs and interests of readers. He used an information-psychological approach in which information-psychic activity was considered in the form of specific mental processes.

An analysis of the category "development" in various sciences indicates its fundamental nature for the study of human life in general. To substantiate the theory and technology of reader development, it acts as a methodological basis for systematizing and generalizing the accumulated theoretical and practical experience in reader science.

Reader development as a term and subject of scientific understanding occurs quite often, but there is no consistency in the interpretation of the concepts included in its terminological system. Difficulties in the terminological analysis of reader development are due to the complexity of the mutual intersection of the basic categories, which include concepts that simultaneously relate to the categories of consciousness, activity, and communication. This was shown by a detailed analysis of the works carried out by us, such authors as L. V. Bunova, O.L. Kabachek, Yu.N. Stolyarov, V.P. Talov, I.I. Tikhomirova, B.G. Umnov and others, presented in the thesis.

The categories of "reader development" and "reader socialization" are closely related to each other. Reader socialization is the process and result of the assimilation and reproduction of the reader's experience accumulated by mankind by an individual in a certain way fixed and functioning in a specific social environment. The influence of the environment on the reader, the nature of interaction with it depend on the personalization of the reader's socialization, the involvement of the individual in this complex process. It is the personality, mastering the socialized reader's experience, that appropriates it and makes it unique acmeological positions, where the personality, and not the environment, dominates Reading personality development - natural quantitative and qualitative changes in the personality of the reader They occur evolutionarily and abruptly in the form of movement from the unformed structure and content of reading behavior to a complex hierarchical phenomenon of the reading world, realized in two forms (phylogenesis and ontogenesis) and reflecting different aspects of development (biogenetic, psychophysiological, speech, psychological and pedagogical, socio-psychological, cultural communicative).

## **CONCLUSION**

The historical digression gives an idea of a wide range of problems of reader development, natural and relevant for ontogeny at each stage of phylogenetic development. This is due to the following:

the origins and prerequisites of reader development are laid in the prenatal period of human development,

reading - one of the types of speech activity "grows" from listening and speaking, developing in parallel with writing.

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