

FAMILY READING AS A FACTOR OF SPIRITUAL AND MORAL DEVELOPMENT OF THE CHILD

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ABSTRACT

The article discusses the role of the library in the revival of traditions of family reading as an essential component in the spiritual and moral development of the child. Particular attention is paid to the forming of motherland image through family reading.

Keywords: family reading, children, spiritual and moral development, study of local lore.

INTRODUCTION

The order of the President of our country, sh. M. Mirziyoyev "about creation of the Commission on development of system of the publication and dissemination of book products, improve and promote the culture of reading" on January 12, 2017 was an important step to raise this work to a qualitatively new level, which aimed at increasing the younger generation's interest in reading, getting acquainted with the life and work of famous writers and poets of our country. [1]. The decree of the President of the Republic of Uzbekistan States that the book is a tool through which are formed the ethical and moral principles of the younger generation. It is through the book the younger generation learns the information that has accumulated over the centuries. The book develops imagination, teaches to think, evaluate their own and others actions, to try on a particular situation to yourself, to experience it and analyze. So the book and reading becomes a bridge that helps parents and children to find common ground and do not move away from each other. The book becomes the intermediary for a dialogue between adult and child. So before schools are challenged to develop an interest in reading. As one means of developing such an interest are the tradition of family reading. It forms a positive attitude to books and reading in General. Only with the revival of family reading traditions, you can solve this problem. It is the home, not school, is the most important educational institution in the country, and the most important teachers – parents. The family laid the moral foundations imparted spiritual values, originate the origins of the child's soul and worldview foundations. Moreover, to extend the rights and responsibilities of parents as "first teachers" highlighted in the Law of the Republic of Uzbekistan "On education" requiring parents "to lay the foundations for the physical, moral and intellectual development of child's personality". [2]

In this regard, the work of the schools support the preservation and development of family reading cannot be overestimated. Schools have experts in the field of children's reading that can convincingly explain the need for joint reading of parents and child, and can create conditions for easy communication, convergence of the parent with the child.

There is a need in this article clarify the concept of family reading. The process of family reading includes:

1) the process of reading by adults to the child; 2) parents reading pedagogical and medical literature for education and child care; 3) organizing independent reading of the child (recommendation to him of books, purchase them in bookstores, trips to the library for books, conversations about books, etc.).[3]

School of the Republic of Uzbekistan is actively engaged in the problems of family reading. Solving the problem of family reading, the schools of the Republic of Uzbekistan put before themselves the following tasks:

- To introduce children and parents to the book culture, educate a competent reader;
- Contribute to the maintenance of traditions of family reading;

to bring up careful attitude to the book;

- To increase the efficiency of introducing children to the book in the interaction of all participants of educational process: teachers, children, parents.[4]

In this regard, the parents practiced different forms: - group discussions on such topics as "What to read to a child", "How to be a parent of the reading child", "Mom, read me a story", where we together with the parents understand the tale, trying to find their hidden meaning; - individual interviews – advice books for parents and children; - consultative and informational assistance in questions of upbringing and education of children; - maintenance services according to family form; - number of recommendations for parents to promote reading interest: "Tips for parents to help read, How to start family reading," "note to parents", etc. Interaction between the school and families is the most effective way of introducing children to reading.

The family planted the first seeds of Patriotic education, and schools along with parents should nurture these seeds. The essence of Patriotic education is to sow the seeds and nurture the child's soul the seeds of love to the native nature, to his own home and family to the history and culture of the country, created by the efforts of relatives and friends, those who are called and countrymen. And our land's rich history, talented people, and very important for us to show the power and beauty of our region, the child that he was proud of and increase the glory of their ancestors. And do it best from an early age. So, the promotion of outstanding achievements of our compatriots in the field of science, culture, sports, Economics, literature, etc. – one of the important tasks of the school, which promotes the teaching of patriotism. So a lot of attention school pays to organization of book exhibitions on local history is a great advertising books and reading that attracts readers. [5]

Especially interesting for the children and their parents were exhibitions: "Our country is in the distant past," "Children of Tashkent in the years of the great Patriotic war", etc. Also prepared a recommendation list of references for parents "Read with your children", which presents works by Uzbek authors, as hudaiberdy Tohtabaev, Anwar Abidjan etc. starting from preschool age with the children can read such books as "Magical hat"" hudaiberdy Tohtabaev and Jaggi, Jaggi cocalar" (Tiny, tiny pellets) Anwar Abidjan. These books are written in simple accessible language, and the child of pre-school age they will be understandable and interesting. For example, let's take, for example, the poem cambara Utaeba "Vatan sayli" (Walk at Home). The poem begins with the words E IRI, IRI, IRI, reminiscent of folk elements.

The theme of the Motherland, which sounds in the work of each poet gets a peculiar feature, thanks to the folk element. As in the poem of Dilshod of Rajapa "Winter comparison," from his book "the Baby train". Despite the fact that this poem is a landscape, each row shows how the images change. The author teaches the reader to compare, think about every comparison, to think. And it's working. Such activities will not only acquaint the child with the history of the city and its famous inhabitants, but also be able to sow in the baby grains of patriotism and love to native land. All of this also applies to people who have lived in our city, walked or walking with us on the same streets and glorify our native land. Thus, we see that the constant cooperation of parents with the school helps to see in the school a centre of useful, interesting leisure activities, informal communication where parents can get advice on issues of children's literature, pedagogy, and children reading. In turn, the work of the school is geared towards family, despite the fact that it works with different target groups: preschoolers, students, elementary or secondary school, teenagers and their parents and teachers. If we want to solve the problem of family reading, then, of course, you have to start with preschool (which is very important to have close contact with parents), continue to shape the tradition of family reading in adolescence and young adulthood, to speak to them a theme of family and family life. Parents need to address topics such as family traditions, family values, family structure, family reading, family library, and in educational institutions to discuss and develop them. However, in order to solve this problem in General, we need a comprehensive program that would cover the work of kindergartens and schools, museums and theatres. Such programs are, unfortunately, not today, and the work is built only on the enthusiasm of teachers and librarians of the school. Based on the foregoing, it can be concluded that the work to address family, work on the restoration and support of traditions of family reading is one of the priority directions of work of modern educational institutions.

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