

Ways to Develop Students' Library Culture in Extra-Curricular Processes

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Abstract: This article analyzes effective methods for forming and developing a reading culture of students within the framework of extracurricular activities in secondary schools. The role of organizational forms such as school libraries, literary evenings, creative meetings and reading competitions in increasing interest in reading, strengthening aesthetic and moral education, as well as in the formation of independent reading skills in students is highlighted. The possibilities of enriching students' thinking, expanding vocabulary and increasing social activity by developing a culture of working with books in extracurricular processes are scientifically highlighted.

Keywords: Reading culture, extracurricular activities, student thinking, motivation to read, aesthetic education, critical thinking, independent learning.

Introduction: In today's era of globalization and digital information, the role and importance of books in the formation of cultural, moral and intellectual values in society is incomparable. In particular, the attitude of the younger generation to books, the level of formation of reading culture and reading skills is manifested as an important criterion in their socio-psychological development. From this point of view, extracurricular activities, which are an integral part of the educational process in general education institutions, serve as an important methodological basis for the formation of a reading culture.

Pedagogical and psychological research shows that such competencies as independent reading, the development of literary and aesthetic taste, critical thinking and text analysis are effectively developed in students in extracurricular activities. Therefore, the process of developing a reading culture is one of the socio-pedagogical problems that must be organized not only in the formal form of education, but also in informal, free, interesting forms.

The culture of working with books plays a central role in ensuring the correct attitude of the younger generation to information, increasing their intellectual potential, increasing the level of social adaptability and spiritual maturity. However, today, the increasing flow of electronic information, the primacy of visual culture

and the weakening of the reading culture among students further increase the urgency of the problem. From this perspective, one of the priority areas of the pedagogical process should be to systematically and purposefully organize students' reading activities in extracurricular activities, to teach them to approach books based on a conscious need. This article analyzes effective ways, forms and means of developing a reading culture in students within the framework of extracurricular activities, as well as the scientific and methodological foundations of library-pedagogical cooperation in their implementation. The formation of a reading culture in students is a continuous, step-by-step socio-spiritual and pedagogical process. This process should be organized taking into account the personal interests of students, youth psychology, individual learning needs, and the specific characteristics of the modern information environment. Therefore, the following main methodological directions for the development of reading within the framework of extracurricular activities are highlighted:

A modern school library is considered not only an institution distributing books, but also an information and spiritual center that forms the information culture, independent learning competence, and social activity of students. The use of electronic catalogs, audiobooks,

multimedia educational resources, and online reading platforms in libraries based on digital technologies increases interest in books and stimulates student learning.

One of the effective forms of extracurricular activities is the organization of literary evenings, book presentations, meetings with authors, poetry marathons, and reading competitions. Through these activities, students understand the essence of a work of art, consciously accept aesthetic and moral values, and develop speech culture, means of expression, and analytical thinking.

Projects organized in collaboration with parents, community activists, writers, librarians, and the media ensure greater involvement of students in the reading process. In particular, projects such as "Family and the Book", "Bookworm Neighborhood", "A Day with a Writer" serve to arouse a sustainable interest in young readers.

Reading books on digital devices (in e-books, PDF, EPUB formats) is more convenient for modern students, and it is important to combine this opportunity with didactic goals. Gamified reading through mobile applications and web platforms (for example, "read a book - earn points"), online forums, and virtual book clubs develop students' critical thinking and social interaction.

The teacher's personal reading culture, attitude to literature, and educational influence directly affect students' reading habits. Therefore, teachers should use scientific and methodological approaches in their lessons and extracurricular activities, such as methods of working with literary texts, analyzing the author's style, and revealing the intertextuality of works. Based on the analysis, it can be said that extracurricular activities serve not only as a meaningful organization of free time, but also as an important tool for developing independent reading activities in students, expanding aesthetic taste and spiritual outlook, and increasing social activity. This, in turn, serves to improve the quality of general education and form an intellectual generation.

Literature analysis

The issue of developing students' reading culture has been an important part of many pedagogical, psychological, and cultural studies. In particular, the well-known pedagogical scientist A.V. Mudrik noted that communication with literary works serves as a basic social institution in the socialization and cultural formation of a person. This process is especially intensively formed in school-age students and includes aesthetic, moral, and intellectual competencies.

Doctor of Pedagogical Sciences I.A. Zimnyaya in his works especially recognized the importance of extracurricular activities in the formation of students' motivation for independent learning and reading. According to him, extracurricular activities are a form of education that is freely chosen based on personal interests and relies on internal motivation. This creates an important psychological foundation for the effective organization of reading activities.

This topic has also been sufficiently studied in local studies. In particular, according to A. Yuldashev, in the formation of a reading culture among young people, the role of family upbringing, the role of the neighborhood environment, and organizational and educational work in educational institutions should be carried out in an integrated manner. He suggests introducing the analysis of literary texts and supporting students' creative activities based on books in the development of literary aesthetic taste.

Also, N.A. Konopkina, studying the psychological mechanisms of conscious organization of educational activities in students, proves that working with books is an effective tool for their self-development, self-improvement, and the formation of internal needs. In her theory, the culture of reading is interpreted as a factor that develops personal reflection and critical thinking. In addition, the information published by UNESCO and IFLA (International Federation of Libraries) also emphasizes that in the formation of information literacy and digital culture in the 21st century, traditional reading is noted as a factor ensuring the global competitiveness of students. This, in turn, creates the need to combine extracurricular reading activities with digital technologies. The analysis shows that although the existing scientific literature sufficiently covers the educational, intellectual, and moral aspects of reading culture, specific mechanisms and innovative approaches to the formation of this culture through extracurricular activities have not yet been fully systematized. This article is based on practical research materials that serve to fill this gap.

DISCUSSION

One of the most important tasks facing the modern education system is to form not only knowledge, but also independent thinking, spiritual and aesthetic taste and social responsibility in students. This process cannot be fully realized without a reading culture. The activity of reading books is not just a process of obtaining information, but also a socio-pedagogical phenomenon that enriches the inner intellectual and spiritual world of a person, turning him into a conscious citizen.

Extracurricular activities create a unique pedagogical

space in this regard. It is an environment in which students participate in a psychologically free, creative and motivated state. It is through this informal educational format that students develop the habit of reading based on their internal need for books, personal interest and independent choice. Reading activity is a complex process that develops the cognitive (cognitive), affective (emotional) and conative (behavioral-practical) competencies of the student.

Experience shows that literary evenings, discussions of works of art, meetings with writers, and interactive reading clubs organized in extracurricular activities activate students' thinking, stimulate analytical and critical thinking. This, in turn, serves to form an analytical approach to the text. The student begins to compare the work he has read with real-life events, analyzes the mental state of the characters, and draws conclusions. Such thinking develops the reflective competence necessary for a modern person.

Also, the development of information technologies opens up new opportunities for organizing extracurricular activities. Projects promoting reading on digital platforms, audiobooks, interactive reading applications are changing the attitude towards books among young people in a positive direction. However, special methodological approaches are required to use these tools for pedagogical purposes. The teacher must act as a mediator here, forming the student's critical thinking about digital information.

It is important that extracurricular reading activities are not limited to providing only aesthetic pleasure. It also performs socio-spiritual functions such as socializing the individual, developing behavior in accordance with cultural norms, and awakening civic consciousness. Therefore, increasing the activation of work with books in extracurricular forms in education is one of the relevant directions of modern pedagogy.

In this regard, the most effective strategy is to create a reading environment based on the joint activities of the school team - teacher, librarian, psychologist and parents. In this process, taking into account the individual capabilities, interests and age characteristics of students is considered the main principle of pedagogical differentiation. Extracurricular activities serve as an important socio-pedagogical tool in developing students' personal maturity, conscious attitude to information and social activity. Each targeted work carried out in this direction should serve to educate students as knowledgeable, enlightened and thoughtful individuals through reading.

CONCLUSION

The results of the study show that extracurricular

activities serve as an effective pedagogical tool in the formation and development of students' reading culture. It is through these types of activities that students have the opportunity to form artistic and aesthetic taste, independent thinking, moral values and social consciousness. Also, the school library, literary events, interactive learning forms, the use of digital resources, and teacher-student-parent cooperation serve as an important methodological basis for developing a reading culture. Reading is not only a reading skill, but also an integral indicator of a person's level of thinking, cultural level, vocabulary, and social activity. Therefore, systematic and purposeful approaches are needed in the educational process, especially in extracurricular activities, aimed at forming a reading culture. In this regard, the professional competence of teachers, the active participation of librarians, and the spiritual and educational influence of the neighborhood and family should be taken into account as important factors.

In conclusion, extracurricular reading activity is a socio-pedagogical process that serves to form a student not only as an educated person, but also as an enlightened, thoughtful, cultured and responsible person, and its organization based on modern approaches is one of the priority tasks facing today's education system.

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