

Level of Studying the Psychology of Reading in Foreign Countries

Sohiba Yuldasheva

Fergana regional branch of Uzbekistan state institute of arts and culture

Annotation: This article is about the science of reading psychology as a result of international research in collaboration with experts - the formation of reading skills, the structure of perception and understanding of literature, psychological processes, the role and characteristics of human situations in reading, the objective qualities of printed publications; it goes.

Keywords: reading problems, trends, experimental learning, American Libraries Association, developmental reading.

The study of reading psychology is one of the most social problems around the world today. Library communities in almost all countries are concerned about this. The purpose of studying the psychology of reading is, first of all, to gain a deeper understanding of the interests and needs of the reader, the library user, and thus to serve him more effectively.

Paying close attention to reading problems, purposeful study of readers' interests, organization of research, their methods, etc. are all closely related to the general state and traditions of each country's culture, education, economy, politics.

Apparently, the psychology of reading and the only science about reading and reading is still in its infancy. However, there are countries that have gained great experience in this area.

Thus, despite the fact that Russia was formed much later than the rest of Europe in terms of reading, research in the field of reading and reading psychology shows that this work was carried out in Russia earlier than in other countries, ie in the early 19th century.

In the first years of the existence of the Imperial Public Library, the first sociological ("protosociological") research on reading psychology in Russia was started by its director A.N. Olenin, the results of which were reflected in the library's 1817 report. Thus, N.A. Rubakin noted that "it is noteworthy that the experimental study of reading and reading psychology began in Russia much earlier than abroad."

Interest in reading and reading psychology in Russia is almost always based on two trends: enlightenment education - associated with the traditions of Russian liberal intellectuals, who saw their role in introducing culture and knowledge to the general public, and propaganda, ideological education - ie revolutionary propaganda, ideological education related to its use as an educational tool.

As for the experience of studying reading in foreign countries, the available sources show that the situation in this regard is very uncertain.

Roger Chartier and Guillermo Cavallo's well-known fundamental research on the history of reading and its in-depth analysis of its distribution around the world has not been translated into other languages. However, the problems of studying reading and reading psychology have only been considered by chance in an analysis of the research's own evolution. However, it is clear that the most active study of reading (users, customers) in foreign countries began only in the last decades of the 20th century.

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Today, different levels of reading psychology are being studied intensively in both Europe and America. Researchers emphasize the difference between American and European approaches in the study of reading psychology. Discovered only half a century after Gutenberg's invention of the printing press, America, which did not have the same level of book culture as Europe, also focused on the problem of reading, as it saw it as a key factor in education and raising the standard of living.

Sociological research on library readers in America is believed to have begun only in the mid-20th century, although the American Library Association (ALA), founded in 1876 in Philadelphia, began studying them from the outset to attract readers to the library.

Turning to the recently published unique bibliographic index of dissertations on librarianship in English, we can see that more than three thousand dissertations, written from 1903 to 2004, are devoted to the study of various aspects of the psychology of reading. That is, the first studies date back to the 1970s and 1980s. The research of Douglas Wopless, a well-known American professor and psychologist at the Chicago School of Sociology in the twentieth century, dates back to the same period. His later monographs were devoted to the psychology of reading as a social process. It is noteworthy that even today; the Chicago Research School is active in the field of reader learning.

In the 1970s and 1980s, as well as in the following period, American researchers were distinguished by their interest in problems in a specific sense. For example, their interest was related to the needs of reading psychology of a particular university student; the interest of students of different races in the psychology of reading; They analyzed the interest in reading books for residents of nursing homes in Michigan as well as those over 65 years of age.

The interest of American scholars in the study of Reading Psychology is enormous: in the 1970s and 1980s, much more extensive research was conducted by A. Sorensen and M. Hallinan (North Carolina), D. Hanson, S. Williams, and R. McGee and others.

The study of reading and reading psychology in America is now considered a very serious issue. In the 1980s, there were concerns in the United States that the country was becoming a “spectator nation,” so the “top” focused on the problems of reading and reading psychology.

Research from the early 1990s to the present has revealed major changes in the psychology and nature of reading in Americans. The peculiarity of this phase of the study of reading and reading psychology is that special attention is paid to the psychology of reading outside the library; interest in reading is compared to interest in other information channels. The psychology of reading and reading is considered in cultural, social, and educational contexts.

Today, reading research is conducted by reputable services such as the Book Industry Study Group, the Gallup Institute, and the Reading Vatch Observatory.

Multidimensional studies such as America Online, which covered all aspects of American life, have provided insights into Americans' reading.

The most relevant areas of study of reading and reading psychology in American practice are: The study of student reading psychology; marginal groups; to study the place of reading in family and community life, and so on. As the most important analytical studies of recent years, American experts have published D. David's “Readers and Reading Psychology in America: Historical and Critical Perspectives” (1994) and K.S. Recommend Davidson's “Psychology of Reading in America: A History of Literature and Society” (1994).

In 2002, a study was conducted in the United States to engage the public in the arts, including the psychology of reading fiction. A similar study was previously conducted in Canada in 1998 and provides a basis for comparing these studies.

Today, the need for a comparative analysis of the situation in the field of reading and reading psychology among professionals is clear, which encourages collaborative international research. However, their number was small. One of the first was "Are You Reading a Book Now?", Conducted in 1974 by the Gallup Institute in the United States, Canada, Australia, the United Kingdom and Germany. is an international study called. This blitz study was a new step in understanding reading and reading psychology as a single, global phenomenon. The researchers were able to compare the performance of reading and reading psychology in different countries, analyze the situation on their own, and find the reasons for the differences.

It should be noted that before that, in 1970, the Department of Reading and Reading Psychology IFLA was established, and then (from 1993 to 1997) the Russian specialist V.D. Stelmax conducted an international study on civic reading, which covered 26 countries. At the time, the issue led many to view the study of reading and reading psychology as a global professional problem. In the same years, an international study of reading was conducted in the Soviet Union, which involved the socialist countries: Poland, Hungary, the German Democratic Republic, and others. But ideological differences made it impossible to conduct research together with colleagues in foreign countries.

Today, research is very active in European countries. Extensive research has been conducted, especially in Germany, France, the United Kingdom, the Scandinavian countries, and Italy.

The spread of reading in France has been the subject of extensive surveys. They were organized by the National Publishing Syndicate in collaboration with the newspaper Le Figaro. The data obtained during these surveys were later included in K. Kuno's book, which was able to analyze the reading situation in the country.

By the 1980s, more than thirty studies had been conducted in the UK, most of which were of a local nature. They can be divided into three groups: the study of student demand in special and scientific libraries; study of readers' inquiries in reading rooms; analysis of the reading circle in public libraries. The most important issues of British research were the study of interest in reading among male members of the population, ethnic minorities, and needy students.

Analytical studies reflecting the state of reading in the UK at different times are of great interest. These are D. Coleman's "Psychology of Mass Reading and the Reading Mass in the Early Middle Ages of England and France" (Cambridge, 1966), N. Bennett's "English Books and Readers: 1475-1557" (Cambridge, 1970), and J. Kingten's reading "(Pittsburg, 1996). Similar studies have been conducted on research and analytical materials from Italy, Spain and other countries.

Currently, European and American research is closely linked to reading promotion programs among the non-reading population, and there are state-level reading support projects available in almost all countries.

Modern data on reading and reading psychology of Europeans was collected by EUROSTAT - United European Organization. That is why it emphasizes European unity in the field of education as well.

In many Western countries, theoretical research is, as a rule, concentrated in specialized universities and colleges. All this explains why major works of an analytical nature are more strongly expressed in Western traditions. Nowadays, most of the research on reading in the West is carried out within the framework of programs to promote reading and develop a culture of reading.

Thus, there is no doubt that reading is a large-scale phenomenon such as writing, literature, theater, painting, regardless of nationality. Reading on the level of "emergence" of creative energy is no less important than other creative researches, and it turned out that a good reader not only masters the world around him, but also recreates himself. Furthermore, reading a book (whether a book or a small work) is in a broad sense the only technology for assimilating the knowledge accumulated by humanity.

The most important task of professors and teachers of psychology in each university is to shape the student's academic performance, or to study his psychology. As long as the student does not know how to work independently, with his own intellect, he will always try to master the ready knowledge and skills that come from the teacher's mouth and mechanically memorize the scientific concepts in the book, but the student will never be able to apply this knowledge in practice. This causes him to be unable to establish conscious, proper psychological communication with people and to organize activities, to select the necessary literature, to learn to think psychologically.

How to shape student activity? Does it depend on each student learning the science of reading psychology correctly? But what is the point of reading? In psychology, this problem is explained as follows; how does something that was previously unknown to the student, that is vague, that is not in his mind, become known to him, passing from objective to subjective?

The answers to the above questions lead to exactly the right knowledge.

American scientist E. Thorndike conducts observations on specific problems of reading psychology. The American author is more concerned with the motivation of reading than with the perceived motives of the learning process, and in a way that makes some aspects seem less comprehensible.

The dissertation of Russian researcher D. Likhachev "Formation of the basis of independent reading in extracurricular reading classes of the first grades" (Moscow, 1975) contains noteworthy observations on the methodological problems associated with the organization of extracurricular reading lessons in teaching students to read independently.

Observations show that books need to be taught to communicate in the language of the book in order to teach the reader interest and the need to read. If the child does not communicate in the language of the book, even works that are a high example of word art will be for him nothing more than a collection of ordinary papers.

There is a need to use the opportunities available in the methodology of teaching reading psychology.

First, the development of methodologies in laboratory and practical classes by students in pedagogical universities (depending on the direction of the faculty) adapted to the special school disciplines (depending on the nature of reading in schools); the teacher has unlimited possibilities in carrying out propaganda work, on the basis of the above concept and on the basis of active methods of teaching in general.

Another aspect of reading psychology is educational activity, which is said to be a form of subject activity based on theoretical development, which focuses on the condition of individual development as a result of the social experience of generations. D.B. Elkonin showed that the change of the subject performing the activity as a result of finding a solution to the learning process, which is an important part of the psychology of reading, leads to the formation of his worldview, knowledge, skills. VV Davidov found that educational activity is the acquisition of theoretical knowledge, and the formation of educational activity is caused by independent reading and creative approach.

D.B. Elkonin and V.V. Davidov developed a system of reading development in 1960-1970 and tested it in school practice. Reading psychology is its essence, not only to equip teachers with certain knowledge in the learning process, but also to teach them to work with any scientific information. The main goal of these school representatives is to teach people to think, so they argue that students should master the basics of modern thinking.

In other words, reading should be organized in such a way that it always has an ‘evolving character’.

So reading is learning to think. The idea of evolving learning was also included in the elementary school curriculum in those years (it takes 3 years to master) and in a separate subject curriculum taught in grades 5-8 (separate subjects). In 1996, more than 1,000 faculty members worked with the program.

In experimental classes on the D.B. Elkonin-Davidov system "mainly corresponds to the description of the process of formation of educational activity, intellectual development, the quality of development of the student community and the individual in the development of these learning processes in traditional conditions, the system of reading ideas." The description of these results is usually unplanned in a traditional reading system and is evaluated without appearing as a reading result.

The description of the results of reading in the ideological system of DB Elkonin-Davidov includes the following indicators:

- a) the degree of formation of learning activities;
- b) the level of intellectual development of students;
- c) the level of development of the student body and the individual;
- d) The level of knowledge, skills and abilities of students at the end of study.

As we have seen, within the descriptions, there are almost no levels of knowledge in the quality indicator of reading in the individual and basic traditional system. Does this mean that the developmental learning system denies the necessity and necessity of knowledge? Of course not, the focus here is not on the amount of knowledge, but on what knowledge, skills and abilities, styles and other qualitative aspects the individual has acquired. After all, knowledge should contribute to the development of the individual and should not be the sole purpose of reading.

Thus, the psychology of reading is the transformation of a subject’s activity from a person who knows nothing to a person who has acquired knowledge, skills, and abilities. Therefore, learning activities can be defined as activities of self-transformation, self-expression, and the subject of this can be taken from the experiences that students have acquired through social experience. The acquired part of the social experience and this constitutes the product of the learning activity by changing the previous experience.

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It wasn’t long before the concept of ‘reading psychology’ emerged that most of the time, more than 30 years ago; it was associated with the development of a recommendation for students’ areas of knowledge. With the need to fully review the learning process, it includes not only knowledge,

skills, competencies and methods behind them, students' operations with the learning material, but also the student's acceptance of the learning material, his self-monitoring, self-assessment .

Reading psychology is a scientific science that studies the formation of reading skills, the structure of perception and understanding of literature, the role and characteristics of psychological processes and human situations in reading, the objective qualities of printed publications, the psychology of the student's personality.

Thus, the psychology of reading is the transformation of a subject's activity from a ignorant person to a knowledgeable person who has acquired knowledge, skills, and abilities. Therefore, learning activities can be defined as activities of self-transformation, self-expression, and the subject of this can be taken from the experiences that students have acquired through social experience.

Reading is an independent activity that cannot be accomplished without a creative approach to the learning material, self-analysis of the learning task, and self-assessment.

Learning to read is a task that is considered necessary for the student to complete the learning activity. The acquired part of the social experience and this constitutes the product of the learning activity by changing the previous experience.

Researchers have different approaches to the topic of reading psychology. Some exaggerate the boundaries of reading psychology beyond measure. Others leave reading psychology with only questions related to determining a person's attitude toward a book. In both cases, the main task of reading psychology is lost - the analysis of student interest and problems of student cognition.

One of the main tasks of reading psychology is the comprehensive theoretical development of a set of issues of interest to students. An in-depth study of this problem should answer questions about the nature and nature of the student's interest, the influence of various, primarily social factors, on its formation, the forms of manifestation, and the specific features of the student's interest.

It should be noted once again that the subject, product, goal and outcome of the psychology of reading is not only the transfer and acquisition of knowledge, but also the knowledge, skills and abilities of the student's intellect, personal qualities and knowledge. The main task of reading psychology is to study the mental development of the student during the period of mental and moral development.

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