

PRINCIPLES OF BOOK SELECTION FOR FORMING AN INDEPENDENT
LIBRARY

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Abstract: This article presents the criteria for choosing a book as the harmony between the personal interests of the reader and the needs of society, the priority of works reflecting national and universal values. As a result, a scientific and theoretical analysis has been made of the fact that the formation of independent reading contributes to the intellectual development of students, increases their interest in reading, and serves to form independent thinking skills.

Keywords: book, principle, value, reader, universal, educational, literature, reading skills, reading, reading motivation, positive reading environment, reading habit.

Introduction.

Today, the development of independent thinking, analytical reading, and self-improvement skills in students is one of the most important goals of the educational process. The formation of independent reading is a key component of this process, which enriches children's thinking, broadens their worldview, and serves their spiritual and moral education. Therefore, it is necessary to pay attention to the principles of book selection, starting from the primary grades.

When choosing a book, the student's age, level of knowledge, interests, and psychological state are taken into account. For elementary school students, simple works based on real-life events and promoting moral ideas are selected. For older students, works with complex plots that require analytical thinking are recommended.

2. Understandability of language and style

The language and style of the book should be appropriate for the student's reading skills. Works written in a fluent, natural, and easy language increase children's interest in reading. On the contrary, complex and incomprehensible expressions tire the student and reduce motivation to read.

3. Educational and spiritual significance

The selected work should serve the personal development of the student and enrich his spiritual world. Works that promote ideas such as goodness, honesty, hard work, friendship, and patriotism play a special role in the formation of independent reading.

4. Taking into account interests and needs

The student's internal needs and interests are an important criterion when choosing a book. Each child has his own area of interest - some love adventures, some love nature, and others love historical events. Choosing a book that meets this need of the student encourages him to read independently.

5. Size and level of complexity

For primary school students, it is advisable to choose short, rich in content, but easily understandable books. Later, as the student develops his reading skills, he moves on to more complex works.

6. Have artistic and aesthetic value

The selected book should be not only spiritually, but also artistically and aesthetically perfect. Beautiful visual aids, vivid language and a wealth of images develop the student's aesthetic taste.

7. Compliance with national and universal values

Works should not only express national culture, customs, history and traditions, but also embody universal ideas. Such works strengthen the sense of national pride and humanity in the younger generation.

The formation of independent reading is one of the most important goals of today's educational process. Because an independent reader seeks to expand his knowledge, is open to innovation and actively participates in the development of society. The principles of book selection play a special role in this. After all, a correctly chosen book can make a turning point in a person's life, enrich his thinking, worldview and spiritual world. In the process of choosing a book, first of all, it is necessary to take into account the age characteristics, level of knowledge and personal interests of the student. Works that are not suitable for age or do not correspond to interest can turn the student away from books. On the contrary, books that correspond to interests and needs, rich in spiritual and educational aspects

positively shapes the student's attitude towards reading.

Also, when choosing books, literature that promotes national and universal values, and has socio-spiritual significance should be selected. Because such books strengthen the student's respect for his people, form such qualities as loyalty to the Motherland, humanity, and kindness. At the same time, they arm them with modern knowledge and help them gain a global outlook.

Properly selected books:

- 1) increase the intellectual potential of students,
- 2) form creative thinking and independent thinking,
- 3) increase interest in reading,
- 4) fosters a reading culture.
- 5) creates the basis for growing up as a well-rounded individual who responds to the needs of society.

In addition, parents and teachers also have a great responsibility in forming independent reading. They should guide children in choosing books, instill a love for books with their own example, and form a reading environment at home and school.

The formation of independent reading is carried out through the joint activities of teachers, parents, and students. The process of choosing a book is the most important stage of this activity. A correctly selected work will instill a love of reading in the student, while an incorrect choice can have the opposite effect. Below are the main principles that should be considered when choosing a book.

1. The principle of age and psychological characteristics

It is extremely important to choose books that are appropriate for the student's age and level of psychological development. For primary school students, short works with simple plots and characters close to the lives of children are considered effective. Such books increase the student's interest in reading.

2. The principle of educational orientation

The selected book should encourage the student to be kind, patriotic, hardworking, friendly and honest. The educational idea serves as the main factor shaping the student's worldview.

3. The principle of artistic and aesthetic value

Any book should develop the aesthetic taste of the reader. Therefore, the language of works of art should be fluent, expressive, and rich in content. Artistically mature works also expand the reader's speech repertoire.

4. The principle of vitality of content

The reader should see real-life situations, familiar events, and images of the environment in the work he is reading. This creates a connection with real life in the reader's thinking and increases positive motivation for reading.

5. The principle of correspondence to the interests of the reader

Each reader has his own sphere of interest. Someone likes adventure stories, someone likes nature, someone likes fairy tales. Therefore, when choosing a book, it is necessary to take into account the internal needs and interests of the reader.

6. The principle of simplicity of language and form

Works intended for primary school students should not contain complex expressions or difficult word combinations. The natural, easy-to-read language of the text encourages the reader to read independently.

In conclusion, the principles of book selection should combine the personal needs of the reader with the general interests of society. Through properly selected books, independent reading is formed, the reader learns to appreciate the book as an integral part of his life. As a result, educated, broad-minded, independent-thinking, spiritually mature young people grow up. This, in turn, serves to strengthen the foundation of social development.

The article analyzes the basic principles of book selection in the process of forming independent reading. It is justified that the age, interests, level of knowledge and spiritual characteristics of the reader should be taken into account in the development of reading. Also, when choosing literary works, special attention is paid to their artistic, educational and spiritual significance, as well as to their aspects that serve to broaden the reader's worldview. The formation of independent reading encourages the reader to read and gain knowledge throughout his life. The study of works dedicated to the book and the reader allows us to emphasize that the book represents the most complex phenomenon among the objects included in the educational activities of junior schoolchildren. Due to its complexity, the "book" still does not have a single interpretation. As the French writer, literary critic, sociologist Robert Escarpí noted: "Like all living beings, the book does not fit into the strict boundaries of definitions. No one has yet been able to give it a clear and stable definition. Bibliologists distinguish the following most commonly used definitions related to the concept of "book":

A book is a means of communication between people, a tool of mass information. The historical experience of mankind and the mental abilities formed in it are reflected not only in the book, but also in "every object created by man - from a homemade weapon to the modern electronic computer" has been practically implemented. In this sense, the book is no exception, it is also "the process of implementing an idea". However, social experience and individual thought are realized in a book twice: firstly – when creating a manuscript – in language, in words, when the writer has an acute need to make his idea the property of a wide circle of people; secondly – it is realized in a subject specially designed to convey the author's idea in a purposeful and direct way and to organize some written message addressed to all of us. However, in the "man-book system", we are interested not in the author and publishers, but in the reader, in which the reader is the initiator - a junior schoolchild. In independent reading of a given text, the book serves as a word-symbol, and in order to master the ideas directed by the task and the uniqueness of the image of the text, it is necessary to correctly interpret their system.

The formation of reading skills in students, especially in primary school students, is considered one of the elements of the entire primary education system. Therefore, the activities of libraries in schools are aimed at teaching students how to effectively use bibliographic devices and book collections. This system, which includes the goal of satisfying the interests of the student and the participants in the dialogue, the motives of the activity, the content, methods and forms of teaching, serves to instill in students a love of books from the primary school level and to form it as a reading skill later.

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