

## FOREIGN EXPERIENCES IN PERSONAL SOCIALIZATION OF STUDENTS THROUGH LIBRARIES

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**DOI: 10.63001/tbs.2025.v20.i04.pp1616-1621**

### KEYWORDS

**reading, young generation, program, students, work, text, author, research, reading, communication, literacy, education, foreign experiences, students, works, reading.**

**Received on:**

**20-10-2025**

**Accepted on:**

**14-11-2025**

**Published on:**

**25-12-2025**

### ABSTRACT

This article provides an analysis of foreign experiences in the personal socialization of students through reading, the positive aspects of reading, becoming a librarian, the opinions of world scientists about reading, and information about their work.

## INTRODUCTION

The future of every society is built by today's growing youth. Therefore, the organization of the upbringing of the younger generation is considered the most important socio-pedagogical task. Regardless of the time or place, the positive resolution of this task has always been the focus of society's attention.

In the current conditions, the education of the younger generation in Uzbekistan, their upbringing on the basis of universal values, spiritual and moral requirements, and social needs related to the development of science, technology, production, and technology, is being

addressed at the level of state policy. After all, the maturity of the younger generation, the development of society in close connection with it, is ensured on the basis of their socio-vital goals, priority values, high-level aspirations, and a broad worldview [19; 288 p.]. In achieving this, young people's attitude towards reading books and reading is of great importance..

## MAIN BASIC

According to research conducted at Yale University, reading for 3.5 hours per week—or an average of 30 minutes per day—reduces

the risk of mortality by 17 percent. For individuals who read more than 3.5 hours per week, the risk of mortality decreases by 23 percent. Researchers note that books not only enhance various “cognitive activities” but also “foster empathy, social perception, and emotional intelligence” [19, p. 288].

In studies conducted by Russian scholars, issues related to the development of students’ reading culture were addressed by writers, critics, and pedagogues such as V. G. Belinsky, A. I. Herzen, N. A. Dobrolyubov, L. N. Tolstoy, N. G. Chernyshevsky, and K. D. Ushinsky, who expressed their views on the activities of organizers involved in shaping students’ reading habits [5, p. 160].

Analytical findings of the research describe two types of attitudes individuals may have toward reading. The first is structural—consisting of an understanding of reading that ranges from simple interrelated elements to complex structures. The second reflects practical and distinct psychological processes such as attention, memory, thinking, and emotions, as well as how these processes manifest during reading [13, p. 156].

In S. A. Denisova’s research [12, pp. 52–57], the issues of family-based upbringing—considered the primary environment for fostering a positive attitude toward personal socialization through reading—are examined. According to the researcher, when adult family members are active readers, demonstrate positive attitudes toward books, discuss the content, characters, and events presented in texts, express their opinions about the reality depicted in books, and share information about newly published works, young people develop an interest in and need for reading.

In Russian education, recognizing the aesthetic and moral significance of reading for students and its potential integration into

the formal educational process, extracurricular reading activities were introduced as part of supplementary education programs. Based on this need, an experimental program titled “*Reading Through Reflection*” [8, p. 256] was developed and implemented over a period of three years. The purpose of the program was to reshape the system that supports students’ independent reading both at home and during extracurricular sessions. To achieve this goal, the following tasks were set: expanding students’ artistic and cultural worldview; forming initial understanding of the unique qualities of renowned Russian and foreign writers and poets; developing imagination, creativity, and artistic thinking; and cultivating reading culture, literary taste, and artistic cognition [4, p. 160].

In implementing the ideas of the “*Reading Through Reflection*” program [8, p. 256], texts selected from works of fiction for students were chosen based on the following principles: the literary value of the work; consideration of young readers’ interests; inclusion of compelling themes and genres; selection of texts from multiple authors; and the integration of the chosen texts into lesson content in a way that enriches rather than replaces instructional materials.

The program, consisting of four sections, included the following works: from Swedish literature, Selma Lagerlöf’s (1858–1940) “*The Red Room*” (Röda rummet, 1879) and August Strindberg’s (1849–1912) “*Gösta Berling’s Saga*” (1891), considered the first modern Swedish novels [13, pp. 126–129]. From American literature, Jennifer Egan’s “*The Candy House*” (2010), which reflects dystopian elements and depicts characters living in a world where memories can be stored in a shared database and used as currency; Barbara Kingsolver’s

“Demon Copperhead” (2022), addressing issues such as poverty and substance dependence; Namwali Serpell’s “*The Furrows*” (2022), centered on the trauma and anxiety of losing a 12-year-old brother; Hernan Diaz’s “*Trust*” (2022), exploring the formation of America’s upper class in the early 20th century; and Hua Hsu’s “*Stay True: A Memoir*” (2022), examining immigrant culture in the United States.

From French literature, François Anatole’s “*The Red Lily*” (1894) portrays the fragility of love driven by emotion, and his collections “*Baltasar*” (1889), “*The Mother-of-Pearl Box*” (1892), “*The Well of Saint Claire*” (1895), and “*Clio*” (1900) were also included [62, pp. 4–19]. Other works include Jules Verne’s “*In Search of the Castaways*”; from English literature, Jonathan Swift’s “*Gulliver’s Travels*” [17, pp. 9–13], Henry Fielding’s “*The History of Tom Jones, a Foundling*” [19, pp. 2309–2312], Ian Fleming’s “*James Bond*” novels, J. R. R. Tolkien’s “*The Lord of the Rings*”, and C. S. Lewis’s “*The Chronicles of Narnia*”; and from Russian literature, Yana Larin’s “*The Adventures of Karik and Valya*” and Vladislav Krapivin’s “*The Blue Flamingo Clan*” [14, pp. 210–215].

From Irish writers, Claire-Louise Bennett’s “*Checkout 19*” (2021) tells the story of a girl who grows up in a poor, working-class district of London and finds solace and new imaginative worlds through books. The novel is experimental and slightly surreal, yet deeply engaging. Fintan O’Toole’s “*We Don’t Know Ourselves*” (2021) offers a personal history of modern Ireland, juxtaposed with the author’s own life over the past six decades.

American researcher **E. Jessica Moyer**, in her work “*Today’s Teenagers Have Stopped Reading Books*,” presents the methodology for examining, substantiating,

and analyzing various interests and concepts underlying young people’s attitudes toward reading [17, pp. 287–290]. In her study titled “*A Study of Differences in Interest and Comprehension Based on Reading Modalities: Introduction and Methodology*,” she discusses the 2004 research conducted by the U.S. **National Endowment for the Arts (NEA)**, which investigated the reasons behind a sharp decline in young people’s reading of fiction. The study emphasized that among individuals aged 18 to 24, the decreasing interest in reading books was becoming an alarming trend [19, p. 224].

According to the findings of the **Pew Research Center**, presented within “*The Pew Internet & American Life Project*” and the report “*Writing, Technology and Teens*,” although young people tend to perceive themselves as digitally literate, their actual reading and writing proficiency is not at a high level. Such conclusions are linked to the fact that the survey mainly assessed the reading of printed books and did not examine the extent to which youth engage with electronic or audiobooks [19, p. 224].

The report “*Generation M: Media in the Lives of 8 to 18 Year Olds*,” published by the **Kaiser Family Foundation**, analyzes the role of multimedia tools—ranging from iPods to internet-connected computers—in the daily lives of the younger generation, which in 2005 accounted for 75% of media use. Between 1999 and 2004, the time young people spent using such devices increased from an average of 27 minutes to 62 minutes per day. Some youth were recorded spending 6 to 6.5 hours a day using electronic devices. During this period, the amount of time allocated to reading printed books decreased to 43 minutes [2, pp. 9–17].

Foreign experiences show that forming a positive attitude toward reading, fostering readership culture, and analytically

studying interest in printed, electronic, and audiobooks constitute an important practice in leading countries [20, pp. 3–4]. Theoretical analysis confirms that in the experience of advanced countries in this field, the following aspects are prioritized:

In the United States, the United Kingdom, France, Finland, Norway, Japan, Russia, and other countries, cultivating children's and adolescents' engagement with fiction, readership activity, skills, and reading culture—beginning from preschool and primary school—has become a matter of state policy and is viewed as significant for personal development.

In these countries, analytical monitoring has been established to examine young people's and adolescents' attitudes toward reading, fiction, and readership, including through dynamic indicators.

The development of reading habits, readership activity, reading skills, and a reading culture among youth and adolescents is studied systematically not only by researchers such as Kristin M. Merga, A. Lenhart, E. Jessica Moyer, A. Perrin, and D. Fallows, but also by numerous specialized organizations (e.g., the OECD, Asia Media Information and Communication Centre, Allensbach Institute, Publishing Technology, Pew Internet & American Life Project, NEA, research centers on teenage reading in Western Australia, the Kaiser Family Foundation, and the Pew Research Center) that produce, publish, and distribute books [20, pp. 3–4].

In response to social changes, the assessment of reading activity, readership skills, and reading culture among youth and adolescents is conducted using covariance analysis (to identify relationships between interdependent quantitative and qualitative indicators), correlation analysis (to detect connections between random variables),

variance analysis (to examine the significance of differences in sample means), and regression analysis (to study the influence of one or more independent variables on dependent variables).

The analyses reveal that with the development of social, economic, and cultural-value-oriented approaches among young people, traditions of reading printed, electronic, and audiobooks have formed.

Although innovative forms of reading have emerged in the global information era, interest, need, and time allocated to reading and readership among youth have been gradually decreasing.

The main causes of this problem include changes in moral and ethical values; expansion of individuals' material needs and the time required to meet them; reduction of leisure time; and young people's exposure to shallow, entertaining, and simplistic fiction targeted at youth audiences.

## CONCLUSION

Spiritual and moral values and their change directly affect the development of social skills in students. It is substantiated that through reading books, students develop artistic and aesthetic qualities, a culture of reading, patriotism, diligence, and the ability to solve life problems.

The practical and methodological process of using the reading tool in the development of students' social activity, the effective organization of competitions for the development of reading among students of higher educational institutions in conducting scientific and pedagogical experience, practical and methodological recommendations for organizational libraries, parents, mahalla, and families have been developed and tested in experimental areas. As a result of the testing, the compliance of these practical and

methodological recommendations with educational practice was shown.

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