TRANSFORMATION OF READING CULTURE IN CONTEMPORARY SOCIETY AND SOCIOCULTURAL DETERMINANTS OF THE PHENOMENON OF MARGINALITY

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Summary. The article examines the transformation of reading culture in the context of contemporary digital society and its connection with the phenomenon of marginality. It analyzes the main socio-cultural determinants influencing the decline or change of reading practices, including the educational environment, family, and digital technologies. The study shows that the weakening of traditional reading culture may intensify processes of social isolation among certain population groups. The methodological basis includes descriptive and complex approaches. The importance of reading is emphasized as a key factor in social integration and the reduction of marginality.

Keywords: Reading culture, transformation, marginality, social integration, socialization, cultural capital, digital society, informatization, youth culture, social determinants, cultural policy, communicative environment.

In the context of contemporary globalization and digital transformation, the cultural life of society is undergoing profound changes. In particular, the content, forms, and functions of reading culture are evolving, and it is emerging not only as a traditional source of knowledge but also as an important factor shaping an individual's socialization and identity. At the same time, against the backdrop of these processes, the phenomenon of marginality—that is, the exclusion of individuals or social groups from the central values of society—is becoming increasingly relevant.

Reading culture is not merely the ability to read; rather, it is a complex socio-cultural phenomenon that reflects an individual's ability to select and analyze information and apply it in social and practical activities. The renowned sociologist Pierre Bourdieu, in his theory of cultural capital, interprets reading as an important resource that determines an individual's social position. According to his theory, "cultural capital is formed through education, knowledge, and cultural experience, and it reproduces social inequalities." Therefore, individuals with low levels of reading engagement are often at risk of experiencing social marginality. In Uzbekistan, the development of reading culture is also regarded as one of the priority areas of state policy. In this regard, several initiatives put forward by Shavkat Mirziyoyev are of particular importance. Specifically, the resolution entitled "On Comprehensive Measures to Develop the System of Publishing and Distributing Books and to Enhance Reading Culture" emphasizes the following: "The development of reading culture is of decisive importance in enhancing the spiritual and intellectual potential of the younger generation." This normative document recognizes reading as a strategic resource for societal development. In contemporary society, the transformation of reading culture is primarily associated with the influence of digital technologies. The Internet, social media, and electronic resources have fundamentally changed traditional reading practices. The American futurist Alvin Toffler described this process in terms of the "information wave," emphasizing the radical transformation of learning methods. He is widely attributed with the following statement: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." This idea demonstrates the dynamic, adaptable, and interactive nature of contemporary reading culture.

METHODS

This scientific article employs a comprehensive range of research methods to examine the transformation of reading culture in contemporary society and the socio-cultural determinants of the phenomenon of marginality. In particular, the descriptive method is used to provide a systematic account of the current state of reading culture, its developmental trends, and the various manifestations of the phenomenon of marginality.

RESULTS AND DISCUSSION

The research findings indicate that reading culture in contemporary society is undergoing significant transformation, and this process is closely interconnected with the phenomenon of marginality. In particular, traditional reading practices are gradually being replaced by digital forms of reading, while the reading

process is increasingly characterized by speed and fragmentation rather than in-depth analytical engagement. This, in turn, affects the qualitative dimensions of reading culture and contributes to superficial knowledge acquisition among certain social groups.

The analysis reveals that the decline or improper development of reading culture negatively affects an individual's social integration and may increase their vulnerability to social marginality. This process is particularly evident among young people, giving rise to challenges related to their social engagement, critical thinking, and cultural identity. From this perspective, Pierre Bourdieu's theory of cultural capital finds further support, as individuals with lower levels of reading engagement may also face limitations in their social opportunities.[2]

The analysis of various scholarly approaches during the discussion demonstrates that evaluating the contemporary digital environment solely as a negative factor represents a one-sided perspective. On the contrary, digital technologies also create new opportunities for the development of reading culture. For example, digital libraries, audiobooks, and online learning platforms make it possible to reach a broader audience. In this regard, Alvin Toffler's views on the information society remain relevant: although the forms of knowledge acquisition are changing, the importance of knowledge itself continues to grow.[3]

At the same time, the research findings demonstrate that the phenomenon of marginality is closely associated not only with economic factors but also with cultural and informational factors. In particular, the underdevelopment of reading culture emerges as one of the key determinants contributing to social exclusion, communicative isolation, and cultural passivity. This perspective broadens the contemporary interpretation of the theory of marginality proposed by Robert E. Park.

An analysis of the reforms being implemented in Uzbekistan demonstrates that state policies aimed at developing reading culture serve as an important instrument for reducing social marginality. In particular, programmes implemented through initiatives put forward by Shavkat Mirziyoyev contribute to increasing public interest in reading, especially among young people. This, in turn, helps enhance their social engagement, foster cultural awareness, and facilitate their integration into society.

The discussion findings substantiate the need to examine the relationship between reading culture and marginality not as a one-dimensional phenomenon but as a multifactorial system. In other words, the development of reading culture should not be limited to the education system alone; rather, it should be pursued in close connection with the family environment, social institutions, information policy, and cultural infrastructure.[4]

Sociological observations conducted in recent years indicate that the amount of time young people devote to reading has been declining. This situation, in turn, directly affects their analytical thinking skills, speech culture, and social engagement. For example, observations conducted at certain higher education institutions have revealed notable differences in the depth of thinking and approaches to problem-solving between students who regularly read fiction and academic literature and those who do not.

International experience also confirms this relationship. In developed countries, particularly the Scandinavian nations, reading culture is highly developed, and these societies tend to exhibit comparatively lower levels of social inequality and marginality. In these countries, reading is cultivated not only through the education system but also as a family and social value. Conversely, scientific studies have documented a higher prevalence of social exclusion, passivity, and even deviant behavior among young people in areas where reading engagement is low.

Pierre Bourdieu's concept of "cultural capital" provides an important methodological foundation for a broader interpretation of the research findings. According to his theory, the knowledge and intellectual skills developed through reading influence an individual's success within the social field. Consequently, individuals with limited access to reading opportunities or low levels of interest in reading may face a greater risk of occupying lower positions within the social hierarchy, thereby making reading culture an important factor in understanding and potentially mitigating social marginality.

Furthermore, under the conditions of contemporary digital culture, the phenomenon of "superficial reading" is also emerging. In other words, although some individuals present themselves as readers, they may lack the skills required for in-depth reading and critical analysis. The practice of relying exclusively on short quotations, headlines, or superficial reviews on social media has become increasingly widespread. This contributes to the fragmentation of knowledge and creates gaps in an individual's social and cultural identity. As a result, such individuals may lose their ability to navigate the information flow effectively and become vulnerable to social marginality.[5]

In the case of Uzbekistan, both positive developments and persistent challenges can be observed. In recent years, large-scale reforms aimed at promoting reading culture have been implemented. The expansion of library services, the organization of book fairs, and the introduction of competitions such as "The Most

Avid Young Reader" have contributed to increasing young people's interest in reading. At the same time, certain regions continue to face challenges related to the inadequate operation of information-resource centers and the insufficient availability of contemporary literature. These factors contribute to disparities in the level of reading culture across regions and may result in the cultural exclusion of certain social groups.

Another important aspect of the discussion concerns the influence of reading culture on an individual's psychological well-being. Scientific studies suggest that regular reading can enhance empathy, reduce stress, and improve social adjustment. Conversely, individuals who disengage from reading may become more dependent on virtual environments and experience difficulties in maintaining real-life social relationships. These circumstances may also contribute to the psychological dimensions of marginality.

On this basis, it can be argued that the development of reading culture has significance not only for education and enlightenment but also for social prevention. In other words, it serves as an important means of preventing marginality, strengthening social integration, and fostering an active civic stance within society. Therefore, developing comprehensive research and practical programmes in this area, particularly by applying innovative approaches when working with young people, is of considerable importance for the future.

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Rezyume. Mazkur maqolada zamonaviy raqamli jamiyat sharoitida kitobxonlik madaniyatining transformatsiyasi va uning marginallik fenomeni bilan o'zaro bog'liqligi tahlil qilinadi. Tadqiqotda kitobxonlik amaliyotlariga ta'sir etuvchi asosiy ijtimoiy-madaniy determinantlar — ta'lim muhiti, oilaviy tarbiya hamda raqamli texnologiyalar o'rni ko'rib chiqiladi. An'anaviy kitobxonlik madaniyatining zaiflashuvi ayrim ijtimoiy guruhlarning ijtimoiy izolyatsiyasini kuchaytirishi mumkinligi asoslab beriladi. Tadqiqot natijalarida kitobxonlik madaniyatining ijtimoiy integratsiyani ta'minlash va marginallikni kamaytirishdagi muhim omil ekani ta'kidlanadi.

Резюме. В статье рассматривается трансформация культуры чтения в условиях современного цифрового общества и её связь с феноменом маргинальности. Анализируются основные социально-культурные детерминанты, влияющие на снижение или изменение читательских практик, включая образовательную среду, семью и цифровые технологии. Показано, что ослабление традиционной культуры чтения может усиливать процессы социальной изоляции отдельных групп населения. Методологическую основу составляют описательный и комплексный подходы. Подчёркивается значимость чтения как важного фактора социальной интеграции и снижения маргинальности.

Kalit so'zlar. Kitobxonlik madaniyati, transformatsiya, marginallik, ijtimoiy integratsiya, ijtimoiylashuv, madaniy kapital, raqamli jamiyat, axborotlashuv, yoshlar madaniyati, ijtimoiy determinantlar, madaniy siyosat, kommunikativ muhit.

Ключевые слова. Культура чтения, трансформация, маргинальность, социальная интеграция, социализация, культурный капитал, цифровое общество, информатизация, молодежная культура, социальные детерминанты, культурная политика, коммуникативная среда.