

FORMING A READING CULTURE IN PRIMARY GRADES**Erdosheva Iroda Alisher qizi**

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This article analyzes the pedagogical, psychological and methodological foundations of the formation of a reading culture in primary school students. Reading culture is highlighted as an important factor in developing the intellectual potential of students, forming independent thinking skills, and improving their spiritual and moral education. It also reveals the issues of effective use of fiction in the process of primary education, increasing students' interest in reading, and organizing reading activities based on modern pedagogical technologies.

Keywords

reading culture, primary education, reading process, student personality, fiction, pedagogical approach, interactive methods, spiritual education, reading competence, independent thinking, educational effectiveness.

Annotatsiya

Ushbu maqolada boshlang'ich sinf o'quvchilarida kitobxonlik madaniyatini shakllantirishning pedagogik, psixologik va metodik asoslari tahlil qilinadi. Kitobxonlik madaniyati o'quvchilarning intellektual salohiyatini rivojlantirish, mustaqil fikrlash ko'nikmalarini shakllantirish hamda ma'naviy-axloqiy tarbiyasini yuksaltirishning muhim omili sifatida yoritiladi. Shuningdek, boshlang'ich ta'lim jarayonida badiiy adabiyotlardan samarali foydalanish, o'quvchilarda mutolaa qiziqishini oshirish hamda zamonaviy pedagogik texnologiyalar asosida kitobxonlik faoliyatini tashkil etish masalalari ochib beriladi.

Kalit so'zlar

kitobxonlik madaniyati, boshlang'ich ta'lim, mutolaa jarayoni, o'quvchi shaxsi, badiiy adabiyot, pedagogik yondashuv, interfaol metodlar, ma'naviy tarbiya, o'qish kompetensiyasi, mustaqil fikrlash, ta'lim samaradorligi,

Аннотация

В данной статье анализируются педагогические, психологические и методические основы формирования культуры чтения у учащихся начальной школы. Культура чтения выделена как важный фактор развития интеллектуального потенциала учащихся, формирования навыков самостоятельного мышления и совершенствования их духовно-нравственного воспитания. Также рассматриваются вопросы эффективного использования художественной литературы в процессе начального образования, повышения интереса учащихся к чтению и организации читательской деятельности на основе современных педагогических технологий.

Ключевые слова

культура чтения, начальное образование, процесс чтения, личность ученика, художественная литература, педагогический подход, интерактивные методы, духовное

воспитание, читательская компетентность, самостоятельное мышление, эффективность обучения.

INTRODUCTION.

In the primary education system, the development of the spiritual, intellectual and creative potential of students is one of the important tasks. In this process, the formation of a reading culture is of particular importance. Because books are one of the main sources that enrich human thinking, expand their worldview and develop the ability to think independently. In particular, the primary school period is considered the most important stage for the formation of children's interest in reading, reading habits and information comprehension skills. In today's era of globalization and the rapid development of information technologies, increasing the interest of the younger generation in books is emerging as one of the urgent pedagogical problems. As a result of the widespread use of electronic media, children's need for reading fiction is in some cases decreasing.

LITERATURE REVIEW AND METHODS

The issue of forming a reading culture in primary grades is one of the important research areas of modern pedagogical and psychological sciences. Because the reading culture not only develops the reading skills of students, but also serves as an important factor in the formation of their spiritual and moral education, thinking, speech and creative abilities. In scientific literature, reading is interpreted as a process that develops the intellectual potential of a person, expands his worldview and forms the competence of independent learning. Therefore, the formation of a reading culture in students at the primary education stage is considered one of the priority tasks of the pedagogical process. Pedagogical and psychological sources emphasize that children's interest in reading is closely related, first of all, to the family environment and activities in the primary education process. The theory of socio-cultural development developed by L. S. Vygotsky notes that the cognitive activity of a child is formed under the influence of the social environment, in which the book and the reading process are considered one of the main tools. According to the scientist, the guiding activity of the teacher and parents is of great importance in the development of a child's thinking. At the same time, J. Piaget's theory of cognitive development emphasizes that primary school children effectively acquire knowledge through concrete images and simple logical concepts. This indicates that the formation of a reading culture in students through the use of works of art, fairy tales, stories and children's literature gives effective results. Modern scientific research pays special attention to innovative methods of developing a reading culture.

In particular, it is scientifically proven that lessons organized on the basis of interactive methods increase students' interest in books, develop their independent thinking and analytical skills. Methods such as "Brainstorming", "Cluster", "INSERT", "BBB", "Conceptual Table", "Squinain" help students to deeply understand the content of the text, analyze events and draw independent conclusions. Also, the use of role-playing games, staging methods and creative tasks develops students' artistic thinking and forms a positive motivation for reading books. Studies have also shown the effectiveness of the school library as an important factor in developing a reading culture. The library serves not only as a source of information for students, but also as a spiritual and educational environment. Organizing book exhibitions on various topics in the library, holding "The Most Active Reader" competitions, meetings with writers and organizing extracurricular reading activities serve to increase students' interest in books. Especially since primary school children have a high need for colorful and interesting fiction, it is important to provide them with books that are appropriate for their age and psychological characteristics. Also, the family reading environment is one of the important factors in forming a reading culture in students. Scientific sources have noted that reading books together with their children,

discussing fairy tales and stories, increases children's interest in reading. When an atmosphere of respect for books is formed in the family, the habit of independent reading develops in children.

Therefore, strengthening the cooperation between school and family, involving parents in reading activities is also pedagogically important. In this study, a number of scientific methods were used to study the theoretical and practical aspects of forming a reading culture. In the theoretical part of the study, methods of analyzing pedagogical, psychological and methodological literature, studying scientific articles and dissertations, and comparative analysis of existing experiences were used. Through these methods, the scientific foundations and effective pedagogical approaches for developing a reading culture in primary education were identified.

DISCUSSION

The results of the study showed that the process of forming a reading culture in primary grades is a complex, multi-stage and continuous pedagogical activity. It was found that the formation of interest in books in students is directly related not only to the lesson process, but also to the family environment, the pedagogical skills of the teacher, the activities of the school library and the use of modern educational technologies. Therefore, it is important to approach the development of a reading culture based on an integrated approach. The analysis showed that the role of the teacher in the formation of reading activity in primary school students is leading. The use of interesting methods and techniques by the teacher in lessons increases students' interest in books, develops their skills in understanding and analyzing the text. In particular, it was observed that during classes using interactive methods, students' activity in the lesson increased, they tried to express their thoughts freely. This shows that the reading process is not limited to the formation of reading techniques, but also serves to develop students' creative and critical thinking.

Also, during the study, it was found that fiction selected taking into account the age and psychological characteristics of students increases the effectiveness of reading. Simple and meaningful works, rich in colorful images, attract the attention of primary school students and form a positive motivation for reading in them. On the contrary, complex texts that are not age-appropriate can lead to a decrease in interest in books among students. Therefore, it is important to follow pedagogical and psychological criteria when choosing literature used in primary education.

During the discussion, the family reading environment also emerged as an important factor. The results of the study showed that children in families where parents pay attention to reading have a higher interest in reading. Parents reading books together with their children, discussing fairy tales and stories has a positive effect on the formation of a reading culture in children. This confirms that the cooperation of the school and the family is an important pedagogical factor in developing a reading culture. The results of the study also showed the need to improve the activities of school libraries. A library environment enriched with modern and interesting children's literature increases students' need for books. In addition, organizing various reading events, competitions, literary meetings and extracurricular reading classes further activates students' reading activities. In particular, events such as "The Most Active Reader", "A Book a Week" serve as an effective tool for forming healthy competition and motivation for reading among students.

At the same time, it was discussed that the development of modern information technologies has a two-way effect on the reading culture. On the one hand, electronic resources and audiobooks expand students' opportunities to obtain information. On the other hand, excessive interest in mobile devices and social networks can reduce children's need for traditional book reading. Therefore, the rational use of digital technologies in the educational process, the combination of electronic and traditional reading are urgent tasks. In general, the results of the discussion confirmed that the formation of a reading culture in primary grades is an

important factor in improving the quality of education, developing independent thinking of students, and ensuring their spiritual and moral maturity. In this process, it was scientifically substantiated that the effective use of interactive methods, strengthening family cooperation, developing library activities, and introducing modern pedagogical technologies have high efficiency.

CONCLUSION

In conclusion, the formation of a reading culture in primary grades is of great importance for the intellectual, spiritual and moral development of students. The reading process serves to increase students' reading literacy, develop independent thinking skills, expand speech, and form creative thinking. Therefore, the effective organization of reading activities at the primary education stage is one of the priority tasks of the education system.

The results of the study showed that the pedagogical skills of the teacher, the family environment, the activities of the school library, and modern pedagogical technologies play an important role in the development of a reading culture. In particular, it was found that the use of interactive methods increases students' interest in books and increases their activity in the lesson process. It was also scientifically substantiated that the selection of fiction appropriate to age and psychological characteristics increases the effectiveness of reading.

During the study, it was confirmed that the cooperation of school and family is one of the main factors in the formation of a reading culture. Parents' attention to their children's reading activities and the creation of a reading environment in the family form a positive attitude towards books and a habit of regular reading in children. At the same time, enriching the collection of modern children's literature in libraries, organizing various reading events, and establishing extracurricular reading classes further develop students' reading activities.

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