

BOSHLANG'ICH SINFLARDA KITOBXONLIK MADANIYATINI SHAKLLANTIRISH METODIKASI

Xo'jamova Gulmira Sag'dullayeva

*Methodology for forming a reading culture in primary grades
University of Economics and Pedagogy Department of "Pedagogy and
Teaching" Specialty in Pedagogy 2nd year master's student*

Abstract: *This article analyzes the pedagogical and methodological foundations of the formation of a reading culture in primary school students. The role of the reading process in the development of children's thinking, worldview and creativity is highlighted. Also, effective ways to instill a love of books in students, teach them to read independently, and create a reading environment in the family and at school are considered. The article substantiates the importance of modern pedagogical technologies, interactive methods and extracurricular activities, and their effectiveness is proven through experimental examples.*

Keywords: *primary education, reading culture, reading skills, independent reading, family reading, pedagogical technologies, interactive methods, fiction.*

INTRODUCTION

In today's era of globalization and rapid development of information technologies, it is important to interest the younger generation in books and to form a reading culture in them. Because the primary school period is the most important stage in the formation of children as individuals, in the development of their worldview, thinking and creative abilities. It is during this period that instilling the habit of reading books creates a solid foundation for raising a well-rounded person in the future.

The Resolution of the President of the Republic of Uzbekistan "On measures to improve the state policy on developing the system of publishing and distributing book products and increasing the culture of reading" also emphasizes that the development of reading is an important condition for the development of society. Therefore, strengthening the scientific and methodological approach to the issue of forming a reading culture in the process of primary education is of great importance.

This article analyzes the methodology for forming a reading culture in primary school students, the role of the family, school, and teacher in this process, and the issues of instilling a love of books in students using modern pedagogical technologies.

Literature review

The issue of forming a reading culture in primary school has been the focus of attention of many domestic and foreign researchers. Research by psychologists and pedagogical scientists has shown that reading has a positive effect on children's mental development, thinking, and creative abilities.

For example, V. Vygotsky and L. S. Rubinstein in their research proved that reading books is an important factor in the formation of thinking processes in children,

expanding their imagination and developing independent thinking. J. Dewey, on the other hand, saw the student as an active subject in the educational process and emphasized the need to direct him to independent knowledge through books.

In the work of Uzbek scholars A. Avloniy, "Turkish Rose Garden or Morality," book reading is seen as an integral part of education. Also, methodologists such as H. Yuldoshev, N. Saidahmedov, and Sh. Sharipov have developed pedagogical foundations for instilling a love of books in children through reading lessons in primary grades.

Recent scientific research has also highlighted new methods for developing a reading culture. For example, it has been found that the use of interactive methods (role-playing games, literary text analysis, question-and-answer technologies) increases students' interest in books. The use of multimedia tools and electronic libraries effectively supports the traditional reading process.

Also, the Resolution of the President of the Republic of Uzbekistan No. PQ-3271 dated September 13, 2017 indicates that the development of reading is recognized as one of the priority areas of state policy. This indicates that the formation of a reading culture has not only pedagogical, but also socio-cultural significance.

A review of the literature shows that although theoretical and practical research has been conducted on the formation of a reading culture in primary school students, today it remains an urgent task to further improve this process based on new pedagogical technologies, interactive methods, and family cooperation.

Research methodology

This study examined the theoretical and practical foundations of effective organization of the process of forming a reading culture in primary school students. The primary educational process was chosen as the object of the study, and its subject is methods of forming a reading culture in students. 120 students studying in grades 2–4, their parents, and primary school teachers participated in the study.

The methodological basis was the analysis of the experience of secondary schools, local and foreign pedagogical sources, as well as scientific views on the development of reading. Several methods were used in the research process. Pedagogical and psychological literature was studied using theoretical methods, and best practices were analyzed. Among the empirical methods, questionnaires, interviews, and observations were used, as well as experimental training sessions were organized. Diagnostic tests and special questionnaires were developed to determine the level of reading comprehension of students. The results obtained were processed using statistical methods and summarized on the basis of percentages and diagrams.

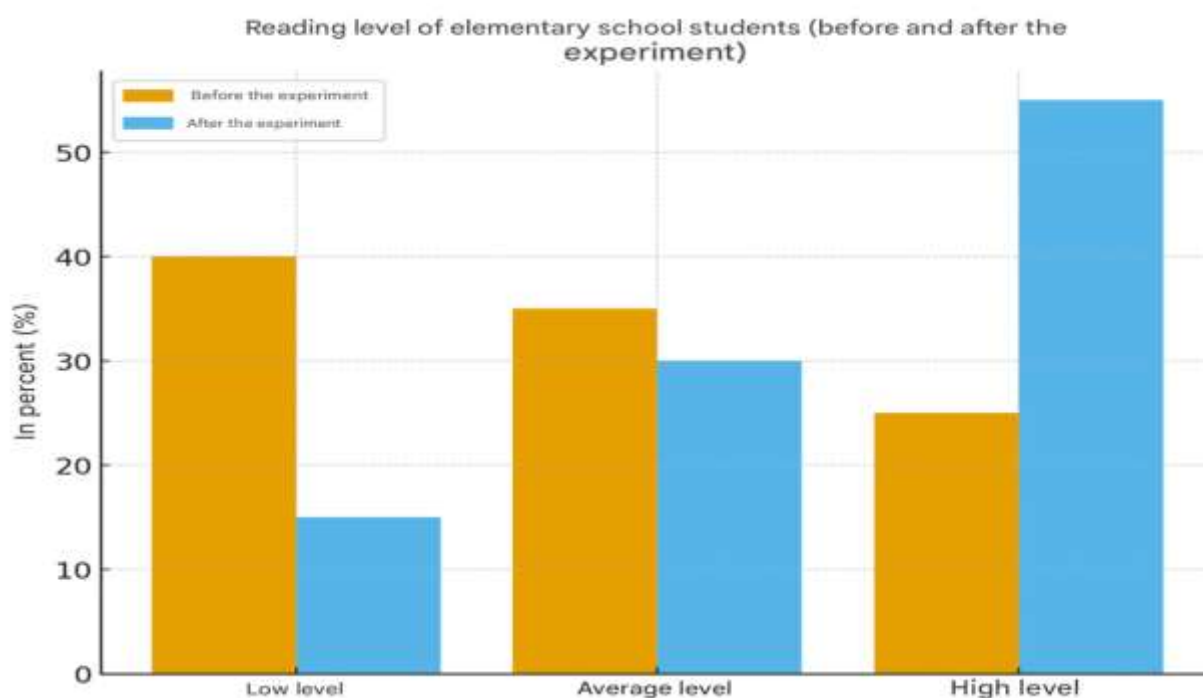
The research was carried out in three stages. At the preparatory stage, theoretical sources were collected, diagnostic tools were developed, and preliminary analyses were conducted. At the main stage, reading lessons, interactive sessions, and extracurricular activities were organized with students. At the final stage, the results obtained were analyzed, their effectiveness was compared with theoretical conclusions, and a summary was drawn.

The results were evaluated based on several criteria. In particular, students' interest in reading, independent reading skills, ability to understand and analyze literary texts, and the presence of a reading environment in the family and at school were evaluated as key indicators.

Thus, the research methodology made it possible to identify effective methods for forming a reading culture in students and apply them in practice.

As you can see in this graph, after the experimental process, students:

- decreased low-level reading,
- significantly increased high-level reading.



Conclusion

The results of the study show that the formation of a reading culture in primary school students is an integral part of the educational process. The methodological skills of the teacher, the capabilities of the family and school library, and the use of interactive methods are of great importance in increasing students' interest in reading. The study found that when conversations, role-playing games, discussions, and creative tasks are organized in addition to traditional reading lessons, the need and culture of reading in children significantly develops.

Also, according to the results of the experiment, the majority of students with low reading levels at the initial stage improved to a high level at the final stage. This indicates the need to develop and put into practice a scientifically based methodology for forming a reading culture in primary grades.

Proposals

1. Introduce a weekly “Book Reading Day” in primary grades, during which children present their independently read books to their classmates.

2. Organize storytelling, role-playing games, and book-based performances to increase student interest.
3. Create separate bookshelves for primary grades in each school library.
4. Organize educational campaigns with the participation of parents to encourage family reading.
5. Regularly organize advanced training courses on reading methods for primary school teachers.

LIST OF REFERENCES:

1. Resolution of the President of the Republic of Uzbekistan “On measures to radically improve the system of spiritual and educational work” No. PQ-4426. — Tashkent, 2019.
2. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan “On supporting the printing and distribution of book products”. — Tashkent, 2017.
3. Karimov I.A. High spirituality is an invincible force. — Tashkent: Ma’naviyat, 2008.
4. Yuldoshev J. Theory and history of pedagogy. — Tashkent: O’qituvati, 2016.
5. Gulyomov A., Qosimova M. Theory and practice of pedagogy. — Tashkent: Science and technology, 2015.
6. Jalolov J. Primary education methodology. — Tashkent: Publisher, 2020.
7. Rakhmonov N. Methodology of reading lessons in primary schools. — Tashkent: Economics-Finance, 2018.
8. Vygotsky L.S. Imagination and creativity in childhood. — Moscow: Pedagogika, 1991.
9. Bruner J. The Process of Education. — Harvard University Press, 1960.
10. Krashen S. The Power of Reading. — Portsmouth: Heinemann, 2004.
11. Gambrell L. Reading Motivation in Young Children. — New York: Routledge, 2011.
12. UNESCO. Reading for Life: Literacy and Reading Promotion. — Paris, 2018.