

THE CONTENT OF DEVELOPING A READING CULTURE IN PRIMARY SCHOOL STUDENTS

Hayitov A.I

Lecturer, Nizami UzNPU

Xoldorova N.G

3rd-year Student, Nizami Nizami UzNPU

Annotation: *This article highlights the content of developing a culture of reading among primary school students. The pedagogical significance of reading culture, the stages of its formation, as well as the effective methods and tools applied in the educational process are analyzed.*

Keywords: *reading culture, reading, primary education, student, upbringing, method, interest, independent thinking, spirituality.*

Аннотация: *В данной статье раскрывается содержание формирования культуры чтения у учащихся начальных классов. Анализируется педагогическое значение культуры чтения, этапы её формирования, а также эффективные методы и средства, применяемые в образовательном процессе.*

Ключевые слова: *культура чтения, чтение, начальное образование, ученик, воспитание, метод, интерес, самостоятельное мышление, духовность.*

Annotatsiya: *Mazkur maqolada boshlang'ich sinf o'quvchilarida kitobxonlik madaniyatini shakllantirishning mazmuni yoritilgan. Maqolada kitobxonlik madaniyatining pedagogik ahamiyati, uni shakllantirish bosqichlari hamda ta'lim-tarbiya jarayonida qo'llaniladigan samarali metod va vositalar tahlil qilingan.*

Kalit so'zlar: *kitobxonlik madaniyati, mutolaa, boshlang'ich ta'lim, o'quvchi, tarbiya, metod, qiziqish, mustaqil fikrlash, ma'naviyat.*

In the 21st century, one of the most important factors in the development of society is the enhancement of the intellectual, spiritual, and cultural potential of the younger generation. As the President of the Republic of Uzbekistan has emphasized, **"In building a New Uzbekistan, one of the highest priorities is to ensure that our youth grow up to be knowledgeable, enlightened, and fond of reading"*^{*1}. Therefore, in the education system—particularly in primary school—the issue of fostering a reading culture is regarded as one of the pressing tasks.

Reading culture is not merely the act of reading books; it also encompasses understanding the text correctly, drawing life lessons from what has been read, thinking independently, expressing one's views with reasoning, as well as cultivating an inner need and interest in reading². According to specialists in child psychology, the primary school years represent the most active stage of the development of children's thinking, imagination, speech, and logical memory³. Hence, attention paid to the formation of reading culture during this period ensures the intellectual and spiritual growth of the individual in the future.

From the perspective of pedagogical theory, several factors play a decisive role in the process of shaping reading culture. The first is the teacher's own reading culture: if the teacher is not fond of books, it is difficult to instill a love of reading in students. The second factor is the family environment: parental interest in and example of reading are directly reflected in a child's upbringing⁴. The third factor is the richness of the school library and the educational environment. As noted in scientific sources, reading has a positive impact on a child's psychological development.

For example, L.S. Vygotsky emphasized that *"reading a book activates a child's thinking, broadens imaginative perception, and enhances verbal activity"*⁵. Likewise, the Uzbek scholar M. Qodirova has pointed out the invaluable role of didactic games and literary works in the development of reading culture⁶.

The issue of forming a reading culture among primary school students, first and foremost, requires consideration of their age-specific characteristics. At this age, children are more inclined to read works that are short, concise in content, and enriched with colorful and engaging illustrations. Therefore, teachers must choose appropriate methodological approaches. For instance, reading fairy tales, analyzing texts through role-playing activities, and dramatizing the actions of literary characters not only spark students' interest in reading but also serve as effective tools in moral education.

In recent years, comprehensive measures have been undertaken in Uzbekistan to promote reading culture. Activities such as "Reading Weeks," the contest "Most Active Reader," and the national competition "Young Reader" are all aimed at fostering a love of books among children, engaging them with literature, and encouraging them to spend their free time meaningfully.

The purpose of this article is to analyze the content of developing a reading culture in primary school students, to reveal its pedagogical and psychological foundations, and to identify effective methods and tools. The research objectives can be outlined as follows:

- to clarify the scientific foundations of the concept of reading culture;
- to substantiate the necessity of forming a reading culture in primary school students;
- to analyze existing pedagogical practices;
- to demonstrate the practical application possibilities of effective methods and approaches.

It should also be particularly emphasized that the process of forming a culture of reading among primary school students has not only educational but also moral significance. Through the works they read, children not only acquire knowledge but also become familiar with national and universal values, while developing high moral qualities within themselves. From this perspective, the book is regarded as a means of spiritual education. Therefore, it is no coincidence that literary works, fairy tales, stories, proverbs, and legends occupy a significant place in the curriculum.

Modern pedagogical technologies also play an important role in the formation of reading culture. For instance, interactive methods such as "Brainstorming," "Venn Diagram," "Insert," and "Quick Survey" are used to process the text read, allowing students to draw independent conclusions and freely express their opinions. These methods make

the reading process more engaging, facilitate memorization of the text, and foster students' critical thinking skills.

In addition, the use of multimedia tools has become an integral part of modern education in the development of reading culture. Through audiobooks, electronic textbooks, and online libraries, students demonstrate interest in books in new and innovative ways. At the same time, preserving the tradition of reading printed books remains an urgent issue.

Thus, the formation of a reading culture is a complex and multi-stage process. It is carried out in close connection with the student's interests, family environment, the teacher's competence, school conditions, and modern information technologies. When these factors are harmoniously combined, a well-rounded, book-loving, independent, and broad-minded young generation is formed.

REFERENCES:

1. Xodjayev M. Boshlang'ich ta'limda o'qish darslari metodikasi. O'quv qo'llanma — Toshkent: O'qituvchi, 2015.
2. G'afforova T. Kitobxonlik madaniyatini rivojlantirishda pedagogik yondashuvlar. Monografiya — Toshkent: Fan, 2019.
3. Qodirova M. Boshlang'ich sinf o'quvchilarida kitobxonlikni shakllantirish metodlari. O'quv qo'llanma — Toshkent: Nizomiy nomidagi TDPU, 2020.
4. Hasanboyev J. va boshqalar. Pedagogika. Darslik. — Toshkent: O'qituvchi, 2011.
5. HAYITOV, A. (2021). BOSHLANG'ICH TA'LIM PEDAGOGIKASI, INNOVATSIYA VA INTEGRATSIYASI.
6. Mahkambayevna, E. G. Z., Sharapat, Y., Isomidin o'g'li, H. A., & Zoda, T. L. M. T. (2024). CONTENT OF DEVELOPMENT OF REFLECTIVE COMPETENCE OF FUTURE PRIMARY CLASS TEACHERS ON THE BASE OF INTEGRATIVE LESSONS. CAHIERS MAGELLANES-NS, 6(2), 6893-6899.
7. Hayitov, A., & Yusupova, I. (2022). Integrativ yondashuv asosida boshlang'ich sinf o'quvchilarida mantiqiy fikrlash kompetensiyalarini rivojlantirish usullari. Science and innovation, 1(B7), 1262-1267.
8. Hayitov, A., & Azizova, S. (2022). Abu nasr farobiyning "fozil odamlar shahri" asari-bugungi kun yoshlarining ma'naviyat maktabi sifatida. Science and innovation, 1(B7), 432-438.
9. Hayitov, A. I., & Azizova, S. (2023). Abdulla avloniy darsliklaridagi axloqiy sifatlar tahlili. In Proceedings of International Conference on Educational Discoveries and Humanities (Vol. 2, No. 3, pp. 101-105).
10. Hakimov, F. N., & Ahmadova, G. N. (2025). THE CURRENT ROLE AND IMPORTANCE OF DISTANCE EDUCATION IN BEGINNER CLASSES. SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM, 3(34), 95-98.
11. Norboy o'g'li, H. F. (2024, March). Raqamli Ta'lim Jarayonini Elektron Muhitda Qurishning Psixologik-Pedagogik Jihatlarini. In International Conference on Linguistics, Literature And Translation (London) (Vol. 1, pp. 56-58).