

PRIMARY SCHOOL STUDENTS' READING CULTURE DEVELOPMENT

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Abstract

This article provides a scientific analysis of effective pedagogical methods for developing reading culture among primary school students in reading literacy classes. It examines ways to increase students' interest in reading, develop independent reading skills, and highlights the didactic and educational significance of Uzbek folk tales and literary works in the reading process.

Keywords: reading literacy, primary education, reading culture, reading instruction, Uzbek folk tales, fiction, independent reading, pedagogical methods, student engagement, interactive approach.

Introduction

In the system of primary education, reading literacy classes play a crucial role not only in developing students' basic reading and writing skills but also in fostering their moral and spiritual growth. It is at this stage that students develop a positive attitude toward books, acquire reading habits, and form the ability to comprehend texts meaningfully. Therefore, developing reading culture in primary school reading literacy classes is considered one of the priority tasks of modern education.

In the context of rapid development of information and communication technologies, increasing students' interest in reading requires special pedagogical approaches. The main task of the teacher is to organize the learning process in an engaging, meaningful, and effective way in order to cultivate a stable interest in books among students. In this regard, the use of interactive methods, modern didactic tools, and literary materials is of particular importance. Especially, Uzbek folk tales serve as an effective pedagogical tool in stimulating students' interest in reading. Through these tales, students develop moral values such as distinguishing between good and evil, honesty, and diligence. Moreover, folk tales expand students' imagination, enhance their communicative competence, and encourage independent thinking.

This article explores the methodological foundations of developing reading culture in primary school reading literacy classes, as well as the role of fiction and folk tales in this process. The formation of reading culture in primary school reading literacy classes is a complex and systematic pedagogical process that should be implemented step by step, taking into account students' age and psychological characteristics. At this stage, reading should be organized not only as a means of acquiring knowledge but also as an engaging and motivating activity.

The Content and Significance of Reading Literacy Classes. The main goal of reading literacy classes is to develop students' ability to read correctly, fluently, and consciously. However, in modern education, this concept has expanded to include competencies such as comprehension, analysis, generalization, and the practical application of the information obtained from texts. These classes perform the following functions: expanding students' vocabulary, developing oral and written communication skills, fostering independent and critical thinking, increasing motivation and interest in reading.

Methods for Developing Reading Culture.



The following methods are considered effective in primary reading literacy classes:

1. Expressive and role-based reading

This method increases students' interest in the text and develops imaginative thinking. By reading in roles, students gain a deeper understanding of the content.

2. Question-and-answer and discussion method

This method enhances students' logical and critical thinking. Gradually moving from simple to analytical questions stimulates deeper cognitive engagement.

3. Interactive methods (cluster, brainstorming, etc.)

Interactive approaches increase student participation. For example, the cluster method helps systematize the content, while the insert method allows students to monitor their understanding.

4. Organization of independent reading

Providing students with age-appropriate and engaging books helps develop independent reading skills.

5. Encouragement and motivation

Rewarding students through praise, certificates, or small incentives strengthens their intrinsic motivation to read. Uzbek folk tales are among the most effective didactic materials for primary school students. Their simple language, engaging plots, and rich moral content attract students to reading activities.

Through folk tales, students: understand moral values, become familiar with national culture, develop imagination and creativity, enrich their vocabulary. Additionally, activities such as dramatization, role-playing, and creative tasks increase students' active participation in lessons. The Importance of Fiction. The use of fiction in reading literacy classes enriches students' spiritual and emotional world. Through stories, poems, and tales, students learn to understand life situations, evaluate characters, and draw conclusions.

Fiction contributes to: the development of aesthetic taste, emotional and intellectual growth, fostering a love for reading, creating a need for independent reading. The Role of the Teacher. The teacher plays a decisive role in developing reading culture. The teacher is not only a source of knowledge but also a guide who introduces students to the world of books.

The teacher should: organize lessons using innovative methods, apply an individual approach, consider students' interests, establish cooperation with parents.

Creating a reading-friendly environment at home is also an important component of this process.

Conclusion

In conclusion, developing reading culture in primary school reading literacy classes is an essential pedagogical task. This process should be organized systematically, taking into account students' age, psychological, and individual characteristics.

Modern pedagogical methods, interactive approaches, and independent reading activities significantly enhance students' interest in reading. In particular, the effective use of Uzbek folk tales and fiction plays a crucial role in developing students' thinking, speech, and spiritual world.

Furthermore, the cooperation between teachers and parents serves as a key factor in the successful formation of reading culture. As a result, it becomes possible to educate intellectually capable, morally mature, and independent-thinking individuals.

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