

PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF FOSTERING READING CULTURE AMONG PRIMARY SCHOOL STUDENTS

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Abstract

This article examines the pedagogical and psychological foundations of forming a reading culture among primary school students. It analyzes the impact of the reading process on a child's intellectual development, vocabulary, and logical thinking. Furthermore, it highlights the state policy regarding the development of reading in Uzbekistan and the teacher's role as a facilitator in the modern education system.

Keywords

reading culture, primary education, reading, pedagogical technology, intellectual potential, PIRLS, critical thinking.

INTRODUCTION. Throughout the history of human civilization, books have been a source of knowledge, a tool for spiritual growth, and a key instrument for personal development. Especially in today's information-rich society with advanced digital technologies, bringing the younger generation back to books and forming a need for reading has become an urgent pedagogical issue. In the process of reforming the education system in the Republic of Uzbekistan, the issue of increasing students' reading literacy has been raised to the level of state policy.

The primary school period is the most fundamental stage where the foundation of reading culture is laid. During this stage, a student not only masters reading techniques but also develops skills in logical thinking, analysis, and drawing independent conclusions [4, 5].

Since ancient times, the land of Uzbekistan has been a place of culture and enlightenment, nurturing great thinkers who made huge contributions to world civilization. Today, our state can compete with few countries in the world regarding material and spiritual heritage.

All historically achieved successes are based on our people's love for books and passion for knowledge. When sages speak about reading and the culture of reading, they emphasize that evil never settles in a heart that is a friend of literature [6, 7]. Especially, individuals who love books since childhood have a high status, communication culture, and social influence in society.

When great representatives of literature described a book as the "untiring wing of thought," they meant it is the most powerful source that enriches a person's spiritual world [8, 9].

On September 13, 2017, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev adopted Decree No. PQ-3271 "On the program of complex measures to develop the system of publishing and distribution of book products, and to increase and promote reading culture." This document serves as a strategic direction in promoting reading and enhancing the intellectual potential of society [1].

As the President of the Republic of Uzbekistan Sh.M.Mirziyoyev stated: "A person who reads a book has a broad worldview and deep thoughts. If we raise our youth as friends of books, they will become the real pillars of society tomorrow" [1]. In this regard, it is no coincidence that the fourth direction of the "Five Important Initiatives" put forward by the head of our state is aimed at raising the spirituality of youth and widely promoting reading among them.

LITERATURE REVIEW. The role of the teacher plays a strategic importance in developing reading in the primary education process [25, 26]. According to the modern pedagogical approach, the teacher appears in this process not just as a giver of knowledge, but as a guide (facilitator), and a person who organizes motivational and reflective activities.

As the great representative of pedagogy Sh.A. Amonashvili stated: "The teacher is a bridge between the child's heart and mind."

The main task of the pedagogue is to awaken a stable interest in reading in students, encourage them to read books independently, and teach them to critically analyze the reading process [27, 28].

Psychological research shows that the regular reading process causes several positive changes in a child. When a book is read to a child, their vocabulary increases, love for books appears, and their behavior becomes more refined [20]. The more perfect words there are in a book, the easier it will be for the child to learn these words in the future. Reading a book to a newborn baby, even for 5 minutes, is very beneficial for their mental development [10, 11].

Another study shows that if books are read frequently to children aged 3 to 5, their left hemisphere of the brain develops. This means that qualities such as conversation, imagination, and language inclination develop in the child [20].

A child who often hears books being read begins to see the connection between objects and words more clearly. This pushes the child's brain to develop in a scientific and academic direction. Besides, if a book is read before going to bed, the child falls asleep easily and sleeps peacefully, and the spiritual relationship between parent and child is further strengthened [21, 22].

METHODS: historical, retrospective, and theoretical-methodological source analysis; synthesis and interpretation of obtained data; observation; interview; questionnaire; content analysis; qualimetry; and expert evaluation.

DISCUSSION AND RESULTS. The process of perception in primary school children (ages 7-10) is characterized by high emotionality. During this period, although the child's imagination is rich, voluntary attention is not yet fully stable. Therefore, the pedagogical approach should rely on the child's interests [19].

What kind of book should be chosen for a child? The best books are classic fairy tales and stories. But a better choice is to read a book that the child is personally interested in. It is necessary to visit bookstores frequently with the child. It is advisable to buy the book that the child chooses with interest and read it to them. During the reading process, the reader's logical thinking develops and their vocabulary increases. They imagine themselves in the events and compare themselves with the heroes of the work. This greatly helps in the development of moral standards [23, 24].

Developing reading based on modern pedagogical technologies is not just about increasing reading speed, but about forming critical thinking in the child. The UNESCO "Reading for Life Skills" concept and PIRLS international assessment criteria define the student's competence in working with text in harmony [12, 13]. In this process, the teacher must use interactive methods that activate visual, auditory, and kinesthetic channels of information perception, taking into account the child's individual development trajectory.

CONCLUSION. In conclusion, it should be said that goodness grows in a heart that is friends with literature and books. The need for reading formed since childhood is the main guarantee of creating a perfect person and a highly enlightened society in the future.

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