

THE IMPORTANCE OF DEVELOPING READING ACTIVITIES IN PRIMARY EDUCATION

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Abstract

The article highlights the immense importance of fostering interest in reading books, which plays a crucial role in enhancing the spiritual and intellectual potential, consciousness, and worldview of our people, especially the younger generation. It emphasizes the significance of cultivating a well-rounded individual who lives with love and loyalty for their motherland and people.

Keywords: Book, reading, literary book, reader, systematic reading, spiritual thinking, book selection.

INTRODUCTION

Today, special attention is being paid to increasing interest in reading books, which holds unparalleled importance in enhancing the spiritual and intellectual potential of our people, especially the younger generation, as well as in nurturing a well-rounded individual who lives with love and loyalty for their motherland and people. In this regard, the decree of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, dated January 12, 2017, No. F-4789, concerning the "Development of the system for publishing and distributing book products, increasing interest in reading books, and establishing a commission for promoting reading," became the foundation for the spiritual development of people in our country. Undoubtedly, the strength and power of each state lie in its knowledgeable, intelligent youth who can believe in a better future. The main objective of this decree is to widely promote reading among the youth, to educate the younger generation in reading, especially in reading fiction, and most importantly, to make them knowledgeable and happy.

Moreover, in the decree of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, dated February 76, 2017, No. PF 4947, entitled "Strategy for Action on Further Development of the Republic of Uzbekistan," the fourth direction called "Development of the Social Sector" includes measures to "ensure the accessibility of educational institutions, improve the quality of general secondary, specialized secondary, and higher education, and implement development measures." These issues are directly related to effectively addressing the problems of the spiritual and moral maturity of the young students emerging in our society.

In this regard, particular attention is being paid to deepening noble values and traditions in

social life, especially in enhancing the spiritual and intellectual potential of the younger generation, their consciousness and worldview, and nurturing a well-rounded individual who lives with love and loyalty for their motherland and people. From this perspective, the decision of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, dated September 13, 2017, No. PQ-3271, regarding "The Program of Comprehensive Measures for the Development of the System of Publishing and Distributing Book Products, Increasing Interest in Reading Books and Promoting Reading," recognized that books are the best factor for development. It emphasized that well-chosen books not only make a person knowledgeable but also guarantee happiness. The decision underscored the importance of publishing books that meet spiritual, educational, and aesthetic needs with high quality, delivering them to educational institutions, and translating the best examples of national and world literature. This is crucial for developing reading skills among our young students from an early age and enhancing the culture of reading in our society.

If we consider books solely as a source of knowledge, we fail to fully understand their essence. In fact, books help young readers to be happy and achieve great heights throughout their lives. Indeed, there is no medication available in any pharmacy that can lift a person out of despair and make them strong-willed, patient, and hard-working. However, this remedy is found in books, where readers can find whatever they are seeking. A book is a source of knowledge, spirituality, and enlightenment. This aspect elevates the need to a psychological level. In Diagram 1, the criteria demonstrating interest in reading books are represented in the form of various situational scenarios.

Characteristics of Reading Activities

1. Increasing interest in reading
2. Being able to demonstrate a personal example in book selection
3. Feeling the need for reading a book
4. Demonstrating personal goals in choosing a book

Criteria for Demonstrating Students' Interest in Reading Books

Dividing books into categories for students is appropriate. The concept of book culture essentially encompasses how to choose books, what to read at what age, how to select additional literature, what knowledge is required for choosing a profession, and most

importantly, how to find one's place in life. In today's information age, the importance of books and reading in raising our youth to be conscientious individuals with noble qualities is invaluable.

As a result of reforms aimed at fostering students' interest in reading, the state has created opportunities for every student to familiarize themselves with the world of books. Competitions such as "Young Reader" have contributed to enhancing students' love for books and have helped to shape the ideal of reading in their minds. Young people have understood that books are the best sponsors for the future. Indeed, what makes a nation a nation, a state a state, and a people a people is books. As emphasized by our leaders: "There is no future without books."

At this particular time, despite the various approaches and differing forecasts regarding the future of fostering students' interest in reading books in general education schools, scholars and educators have reached a consensus that traditional forms of extracurricular lessons in this domain may not provide the expected results and significant benefits. The question of what exactly constitutes students' interest in reading and how it can be effectively encouraged is a pressing issue in methodological science. This is especially crucial because the prospects for restructuring the reading instruction course in grades 1–3—including the fate of the extracurricular reading classes, for which 123 study hours were allocated in the old curriculum—are dependent on finding solutions to this problem.

Scientific research by Uzbek bibliographers, such as E. Yo'ldoshev, who focuses on children's reading and the collaboration between school libraries, deserves special attention.

If the effective technology and methodology for developing and nurturing the reading interest of primary school students are developed and implemented in practice, the level of efficiency regarding rational use of books and libraries, as well as the formation of reading culture among students, will significantly increase.

The formation of readers' independent need and ability to read is one of the issues that attracts everyone's attention, and its importance in addressing this issue is undoubtedly recognized by all. Solutions can be proposed based on the experiences of individuals with adequate literacy. Should the process of teaching a child to read be complicated when it has already been expressed in various sources in a rather uniform manner?

It is worth emphasizing that books play a crucial educational role in shaping the spirituality and enlightenment of primary school students, helping them reach the level of a well-rounded individual. A book is a guide that leads to the prosperity of two worlds. Like a telescope, it allows us to see far, like a calculator, it finds solutions to various problems, and in difficult times, it sheds light on our path. It helps us overcome life's obstacles and continually introduces us to the treasure trove of knowledge held by the wise.

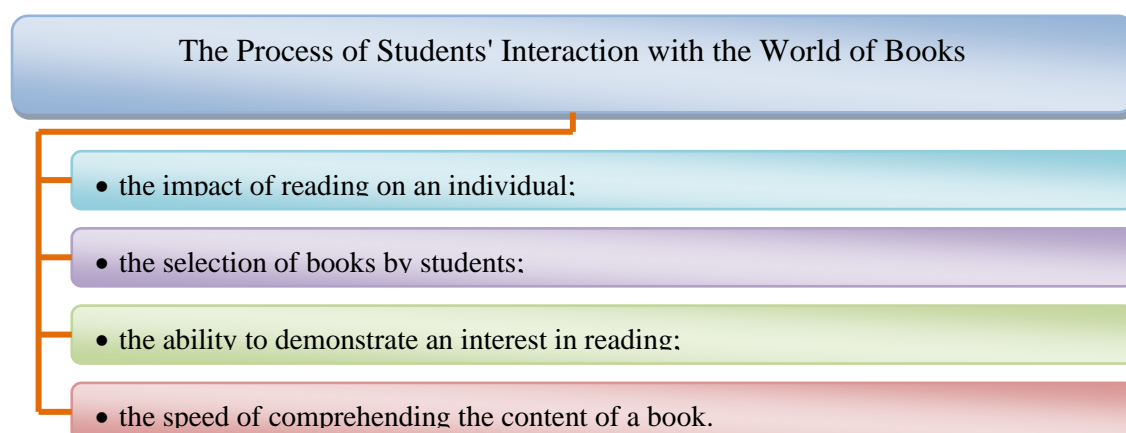
"The artistic book enters the child's life in the second half of the first year of school," writes A.A. Lyublinskaya, Doctor of Pedagogical Sciences, in her scientific research. "The child not only listens to how adults read but also begins to read for themselves. As soon as the difficulties in reading techniques are overcome, children become more interested in this new type of activity" [7] (p. 87). By citing this scholar's opinion, the author does not intend to overlook the complexity of the problem that was merely mentioned.

In a collection dedicated to the experimental research of the motivational spheres of children and adolescents, edited by V.V. Davidov, we encounter the statement: "The emergence of a new need does not occur automatically... For example, a child may learn to read well, be familiar with many literary works, and yet may not feel the need to read or to enrich his or her knowledge" [5] (p. 14). This is a unique phenomenon noted by psychologists.

Reading the necessary book, which aligns with its content, undoubtedly creates an impression in the reader's mind, arouses interest, and gives rise to subsequent needs. It encourages the will to pursue new goals; to achieve them, one must engage in communication with the diverse world of information found in books—essentially, the realm of literature. The first option creates a sphere of reading activity, and the system begins to mobilize itself and operate again. This particular variant is depicted in the second diagram, with conditional symbols:

- The initial connections of the system
 - Direct relationships
 - Re-establishing connections

In the second variant, the reader approached the book without any distinct personal purpose, yet in this case, during the qualified process of reviewing books that serve as the initial component of the activity, a certain book captures their interest, evoking a desire to learn something new, recall something, experience something, or re-examine something, and so on. Driven by the emerging purpose, the reader chooses a reading method, engages in reading, and either feels the energy to assimilate the "alien" experience expressed in the book or senses dissatisfaction, unfulfillment, or discontent. In both cases, the aspiration to affirm their thoughts and deepen their knowledge through the accumulated experiences of humanity does not fade away but rather strengthens. In this context, the reader clarifies the purpose and begins to search for other relevant books, as the process of communicating and creatively understanding the world is infinite. Consequently, the model of reading activity in the third diagram is restructured and continues to function according to a more complex scheme.



Third Variant: The book for reading and the reading purpose is defined by another person (due to educational, scientific, or practical necessity). The reader may feel the need to continue reading while assimilating the content of what has been read (in accordance with personal goals, topics, etc.), or if, "by obligation," during the process of reading the book, they find no personal meaning, they may not feel such a need. In the first case, the reading activity does not stop; rather, it takes on personal meaning. The reader adapts the book reading process according to their needs that have arisen, in line with the goal set by someone else, based on advancements in the first diagram. In the second case, if the motivation that encourages the reader to read the assigned book fades due to it not holding personal significance in the reader's mind, the activity concludes with the assimilation of the content that has been read. In other words, in this case, the component that served as the starting point simultaneously becomes the conclusion within the system of the personal reading activity being researched.

Accordingly, the conditions for the functioning of independent reading activity systems do not arise. A "circle" is not formed; as a result of the "meeting" of needs with an object that responds to it, the individual can initially direct and manage the activity. The encounter of the need with the object is an extraordinary action. The act of objectifying the need—"filling" it with content that can be explored from the external world.

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