

STUDY OF READING LEVELS AMONG STUDENTS

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Abstract

This study was conducted to statistically assess the level of reading engagement among students, their reading habits, motivation, and the factors influencing these aspects. A total of 100 students participated in the research. The results revealed that students generally have a positive attitude toward reading; however, the level of regular reading remains moderate. Fiction was identified as the most frequently read type of literature. The findings emphasize the necessity of developing systematic pedagogical interventions to foster a culture of reading among students.

Keywords: Reading culture, student, intellectual development, motivation, reading habits, statistical analysis.

Introduction

Reading is one of the critical indicators of societal development and is a key factor in shaping an individual's moral and intellectual potential. Reading promotes critical thinking, broadens cognitive horizons, and enriches verbal culture. In the context of globalization and the growing flow of information, regular reading has become essential for academic and professional success. International studies, including the OECD's PISA program, demonstrate a direct correlation between reading literacy and overall educational effectiveness.

The reading process not only involves understanding the text but also developing skills to analyze and draw practical conclusions. At the same time, the widespread use of modern information and communication technologies has, to some extent, influenced traditional reading habits among young people. The prevalence of short-form information may limit the development of deep and systematic reading skills.

Particularly during the student years, which are crucial for professional and intellectual development, studying the level of reading has significant scientific and practical importance. This study aims to statistically analyze students' reading levels, reading frequency, motivation, and influencing factors. The results provide a basis for developing systematic pedagogical measures to enhance reading culture in educational institutions.

International research shows that regular reading is directly associated with academic success, professional competencies, and cognitive development. However, the development of modern information and communication technologies has led to a slight decline in traditional reading habits among youth. Social networks and short-form information flows can negatively affect the formation



of deep and systematic reading habits. Given that the student period is a critical phase for professional and intellectual formation, assessing reading levels among students has high scientific and practical relevance.

Methods:

The study involved 100 students who completed an anonymous survey. The questionnaire included the following sections: socio-demographic information, attitudes toward reading, reading frequency and duration, types of literature read, motivation levels, obstacles to reading, and evaluation of library and reading conditions. Descriptive statistical methods were applied, including mean (M), standard deviation (SD), and percentage (%). Results were presented as M±SD.

Results:

The mean age of the students was 19.67 ± 1.17 years. The attitude toward reading scored 2.74 ± 0.46 , indicating a generally positive view. The number of books read per month was 1.42 ± 0.77 . Daily reading duration was rated 2.06 ± 0.88 .

Distribution of literature types: fiction – 62%, textbooks – 57%, scientific literature – 31%, personal development literature – 19%, other – 7%. Reading motivation scored 3.07 ± 1.77 . Obstructive factors were rated 2.19 ± 1.24 , while library and reading conditions scored 2.68 ± 0.55 .

Discussion:

The results indicate a positive attitude toward reading among students; however, the frequency of reading is not sufficient. The predominance of fiction reflects young people's preference for emotional and narrative works. The low proportion of scientific literature suggests the need to improve academic reading skills. Average motivation scores indicate that educational institutions should strengthen programs supporting reading activities.

In summary: students generally have a positive attitude toward reading; the frequency of reading is moderate; fiction is the most popular type of literature; and a systematic approach is required to promote reading culture.

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