

Methods for Developing Library Skills of Primary Students

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Abstract: This article provides information on the use of several methods to develop interest in books, reading skills and formation of reading skills in elementary school students and their application in children. The main goal of the study was to provide information about the importance of the support of parents and relatives in cooperation with the teacher in the development of the ability of primary school students to read books and what methods they should use.

Key words: ability, thinking, family, reading culture, reading ability, knowledge



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INTRODUCTION

This article focuses on methods for developing reading skills and cultivating a love for books among primary school students. The importance of fostering students' interest in books and enhancing their reading abilities is discussed, alongside the role of teachers, parents, and family members in this process. The article highlights

various strategies for engaging young learners in reading activities, such as book selection, library visits, and discussions. Emphasis is placed on the necessity of choosing appropriate books that match students' interests to ensure effective learning and the development of critical thinking skills. Through collaboration between teachers and parents, the reading habits and cultural values related to books can be significantly strengthened in young learners.

The thoughts of the President of the Republic of Uzbekistan Shavkat Mirziyoyev on reading and the culture of reading books are deeply reflected in his works and various speeches. In particular, in his works "Strategy of the New Uzbekistan", "Together we will build a free and prosperous, democratic state of Uzbekistan", and other works, important considerations are made about the role of books in the upbringing of the younger generation. In his speeches, President Shavkat Mirziyoyev especially emphasized the role of books in the spiritual enrichment of the people. In particular, he says: "The book glorifies the nation, the book is spirituality, the book is knowledge, the book is a criterion of development. The spirituality of a nation is determined, first of all, by the attitude towards books." Reading books is one of the oldest and most effective ways to gain knowledge in human history. Especially for children, the benefits of reading books are many. Reading a lot of books contributes not only to gaining knowledge, but also to the development of various mental and intellectual skills. Reading books in children increases language skills. In the process of reading, children learn new words, learn to build sentences and pronounce them correctly. This develops their speaking skills, allowing them to express themselves freely and clearly in speech. Along with reading, children also naturally master grammatical rules. Books increase children's imagination. In particular, fairy tales and fantasy stories help children create their own world, form new ideas and imaginations. Through stories, they follow the chain of events, connect with characters and try to apply their actions to their own lives.

Reading books, especially adventure and mystery stories, develop logical thinking in children. They learn to understand the cause and effect of events, to solve various difficulties. Thinking about the way the characters in the book make

decisions and solve problems forms important logical skills for children. With the help of reading, children master memorization, text analysis, correct expression of thoughts and other academic skills. In the process of reading, children also develop abilities such as concentration, paying attention to one activity for a long time. Fairy tales and stories often cover topics such as good and evil, right and wrong. Through this, children learn important moral principles such as making right and fair decisions, doing good and helping others. Books are a more effective and developing activity for children than computer games or watching television. Reading books is the most effective way for children not only to gain knowledge, but also to develop spiritually, socially and intellectually. For every child, reading is an important part of their future success and self-development. Parents and teachers should try to encourage children to read by explaining the benefits of reading to them.

At the initiative of our President Shavkat Mirziyoyev, many state programs aimed at developing a reading culture are being implemented in Uzbekistan. For example, at the initiative of our President, in 2017, a resolution was adopted "On measures to improve the spirituality of youth and meaningfully organize their free time." This resolution provides for the wide involvement of young people in reading.

Reading ability is a person's ability to read, understand, analyze, and derive useful knowledge from books. This ability includes the ability to comprehend the text read in the reading process, correctly understand its content, and apply the knowledge gained in practice. People with a high level of reading ability: deeply understand the text they read, its purpose and content, analyze the thoughts, ideas, and problems in the book and express their opinions on them, read purposefully and effectively, extract the necessary information from the material they read, think critically about what they read, and identify weaknesses or strengths in it. Reading ability usually develops over time, because constant reading, studying books of different genres, and reviewing the material read help strengthen this ability.

"Ability" is a person's tendency to perform a certain activity or task, a natural or learned ability. It can vary from person to person and is related to a person's unique talents, skills, or abilities. Abilities also include a person's ability to learn, adapt, solve problems, and acquire new skills.

Books play a great role in the education of primary school teachers. Books play an important role not only in increasing students' knowledge, but also in shaping their worldview. Teachers can give children an understanding of moral values, life skills, and social relationships through books. Books help children understand new ideas, imaginations, and emotions, which develops their creative thinking. In addition, primary school teachers should teach students to love books, accept reading as a habit, and become familiar with them. Books also serve as a solid foundation in teachers' pedagogical work and serve as an important tool in developing students' language, speech, and reading skills.

Speaking about the importance of developing reading in the education system, our President said: "Educating our children to be people who love books, think independently, and have high spirituality is our most important task."

For primary school students, reading is not only a means of acquiring knowledge, but also a key source of expanding their worldview and interests. However, it is difficult to introduce children to the right book without developing the skill of choosing a book. If a correctly selected book is a source of pleasure for children, then an incorrectly selected book can extinguish interest. Therefore, developing students' ability to choose a book is one of the important tasks of the teacher.

Forming the skill of independently choosing a book in children serves to study their interests, make independent decisions, and develop aesthetic taste. Such skills strengthen the process of students' learning and give them skills that they will need throughout their lives. First of all, it is necessary to study children's interest in books. Each child has his own interests. Someone likes to read about animals, someone loves fantasy stories. The teacher should determine the interests of

children and recommend suitable books for them. This will make students more enthusiastic about reading. The teacher should guide students in choosing a book. Students should be taught how to choose a book. For example: Asking the child what impression the picture and title on the book cover made on them, introducing them to the brief information on the back of the book, reading a few lines of the text and assessing whether it is understandable and interesting. In addition, organizing visits to libraries by the teacher is also important in developing children's interest in books. Taking children to the library and giving them the opportunity to choose a book independently. The librarian or teacher can facilitate children's choice by providing brief information about the content of the books. Organizing a book corner in the classroom in cooperation with parents can also stimulate the development of students' reading skills. In addition, introducing children to books on various topics by creating a small "book corner" in the classroom. The books in this corner should be updated in accordance with seasonal topics or the curriculum.

The teacher should organize a book recommendation and discussion once a week. Each student can share with their classmates about the book they have read and explain why they recommend it. This process develops critical thinking skills in children and the ability to make recommendations to others. Make the process of choosing a book interesting by using e-books, audiobooks, and digital libraries created for children. The teacher has a great role in developing the skill of choosing a book for primary school students. The teacher should not only guide children, but also be an example that increases their interest in reading. The teacher instills a love of books in children by recommending books he has read and telling stories about their content.

Developing the ability to choose a book for primary school students strengthens their desire for knowledge and makes the reading process more meaningful. When teachers and parents help children in this process and teach them to make the right choices, children will develop not only as good readers, but also as creative and independent thinkers. The role of the family in developing the ability to read books is important. In the family, parents and family members should help the child choose books for children with colorful pictures and simple

texts. This will interest children in reading. Take turns reading a book with children in the family circle .

METHODOLOGY

The methodology of this study is based on a combination of qualitative and practical approaches to developing reading skills among primary school students. The research was conducted using a variety of techniques, including observational analysis, surveys, and interviews with teachers, students, and parents to assess their views and practices regarding book selection and reading activities. To explore the development of students' reading abilities, a series of interactive activities were designed, including guided book selections, library visits, and reading discussions. These activities were aimed at fostering students' interest in reading, enhancing their ability to choose appropriate books, and encouraging critical thinking. The study also involved monitoring the effectiveness of these activities in improving reading skills and cultural attitudes toward books. In addition, the study examined the role of both teachers and parents in supporting children's reading development. Teachers were encouraged to create an engaging reading environment in the classroom, while parents were involved in supporting their children's reading habits at home. Through this collaborative approach, the study aimed to foster a deeper understanding of the various methods and strategies for developing strong reading skills among young learners. The research was conducted in line with the educational practices and policies in Uzbekistan, with a focus on developing a sustainable reading culture for primary school students.

RESULTS AND DISCUSSION

The results of the study demonstrate that a combination of teacher guidance, parental involvement, and engaging reading activities significantly enhances the reading skills and interest in books among primary school students. The implementation of interactive methods, such as guided book selection, library visits, and weekly book discussions, resulted in a noticeable improvement in students' ability to choose books independently and engage in meaningful reading. Students became more enthusiastic about reading, particularly when the books were aligned with their personal interests. Teacher-led activities that encouraged students to discuss the content of books and share their recommendations with peers were particularly effective in developing critical thinking and analytical skills. These discussions not only helped students understand the content more deeply but also allowed them to express their thoughts and opinions, fostering communication and public speaking abilities. Furthermore, the involvement of parents was found to be crucial in reinforcing the reading habits developed in school. When parents actively

participated in selecting books for their children and created a reading-friendly environment at home, children exhibited a higher level of interest in reading and a deeper understanding of the material.

One of the key findings was the importance of book selection. The study revealed that when students were given the freedom to choose books based on their interests, their motivation to read increased significantly. Teachers and parents played a pivotal role in guiding children to make informed choices about their reading material. Books with engaging illustrations, simple texts, and captivating stories proved to be the most effective in maintaining students' interest and fostering a love for reading. The results also highlighted the need for continuous support in developing reading skills. Reading, when approached as a habitual and enjoyable activity, not only enhances academic performance but also contributes to the overall intellectual and emotional development of students. The collaborative approach between teachers and parents was instrumental in nurturing a lasting reading culture among primary school students. In conclusion, the findings indicate that a structured and supportive environment, where both educators and family members actively participate in promoting reading, is essential for developing strong reading habits in young learners. The study underscores the importance of a personalized approach to book selection, along with regular reading activities, to foster a lifelong love of books and learning.

CONCLUSIONS

In conclusion, the study highlights the significant role of both teachers and parents in developing reading skills and fostering a love for books among primary school students. Through methods such as guided book selection, library visits, and discussions, students' reading abilities and critical thinking skills were enhanced. Personalized book choices, aligned with students' interests, proved to be key in maintaining their enthusiasm for reading. The active involvement of parents further strengthened these habits, creating a supportive environment both at school and at home. Overall, the findings emphasize that cultivating a reading culture requires a collaborative effort, ensuring that young learners develop a lifelong passion for reading and learning.

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