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THE ESSENCE OF TECHNOLOGY FOR DEVELOPING READING CULTURE AMONG SENIOR PRESCHOOL CHILDREN

Abstract

This article presents a scientific and theoretical analysis of the essence of the technology for developing reading culture in senior preschool children. The study examines the pedagogical content of reading culture, the role of modern pedagogical technologies in its development, as well as effective methods applied in preschool educational institutions. The research findings prove that these approaches have a positive impact on children's interest in reading, independent thinking, and the development of speech activity. In the context of globalization, the intellectual potential of society is primarily determined by the level of knowledge and reading culture of the younger generation. In particular, the preschool period is the most important stage in personal development, during which a child's attitude, interest, and need for reading are formed. Developing reading culture in senior preschool children is not merely teaching them to read, but rather a process of fostering the ability to value books, obtain information from them, understand their content, and draw conclusions.

Keywords: reading culture, preschool education, pedagogical technology, speech development, interest in reading.

Introduction

The modern system of preschool education is undergoing fundamental transformations driven by global trends in digitization, the rapid development of information technologies, and the increasing demands for the quality of human capital. In the context of the 21st century, characterized by an unprecedented flow of information, the proliferation of artificial intelligence, and the transformation of traditional educational paradigms, the issue of preserving and enhancing the culture of reading as a fundamental mechanism for the development of a child's personality acquires special relevance. This is particularly true for senior preschool age (5–6 years), a sensitive period when basic speech skills are formed, vocabulary is actively accumulated, the grammatical structure of speech develops, and the foundations of coherent utterance are laid.

Purpose

The purpose of this scientific article is to provide a scientific and theoretical analysis of the role and significance of reading activities in the process of speech development of senior preschool children (aged 5–6) in preschool educational institutions, as well as to highlight the possibilities of developing children's oral speech, vocabulary, grammatical structure, and speech culture through working with fiction. Another important objective of the study is to improve the technology for developing reading culture in senior preschool children.

Methods

In the course of the study, the following scientific and pedagogical methods were applied: The method of theoretical analysis – studying and analyzing pedagogical, psychological, and methodological literature; The observation method – directly observing children's speech activity during reading processes; The interview method – conducting question-and-answer sessions with children based on the read texts; The storytelling and retelling method – identifying and developing children's coherent speech; The expressive reading method – developing speech culture through the teacher's expressive reading of literary works;

The comparison and generalization method – analyzing the obtained results and drawing conclusions. In ensuring speech development through reading activities, the above-mentioned methods and techniques can be used effectively[1].

Discussion and results

According to the findings of the study, the following technologies were identified as effective in developing reading culture: role-based games (dramatization of fairy-tale characters); multimedia tools (audio and video fairy tales); and technologies for working with fiction (creating stories based on pictures, continuing the text). When these technologies were applied, a significant expansion of children's vocabulary, as well as noticeable improvements in speech culture and independent thinking skills, were observed. The results indicate that the traditional model of "the teacher reads – the child listens" is no longer sufficient in modern educational practice. Educational processes organized on the basis of contemporary pedagogical approaches transform the child into an active subject of learning[2]. Reading culture is not only a cognitive process but also has educational value, as it fosters moral qualities, aesthetic taste, and a sense of respect for national values in children.

In conclusion, the technology for developing reading culture in senior preschool children is an important pedagogical process that ensures the intellectual, moral, and speech development of the individual. The use of interactive methods and modern technologies in this process yields effective results in increasing children's interest in books. Effective application of pedagogical methods and techniques based on reading activities promotes children's speech development, enriches their vocabulary, and forms their speech culture. Therefore, the systematic organization of reading activities in preschool educational institutions is of great importance. There is a significant positive relationship between speech development and reading in senior preschool children. Supporting speech development and introducing children to fiction enhance their interest in books and contribute to the development of their vocabulary, thinking, and social skills[3]. Thus, the methodology of simultaneously developing speech and reading in preschool education requires special attention.

In our country, the main task of preschool education is to raise children on the basis of our people's rich national, cultural, and historical heritage and to educate them in moral and ethical values; that is, to form a sense of national patriotism in the younger generation, who represent the future of the nation. Another important objective is to develop in preschool children the need for acquiring knowledge and a positive inclination toward learning, to prepare them systematically for the educational process, to enhance their thinking abilities, and to form skills of independent and free expression of ideas. Ensuring children's physical and psychological well-being remains more relevant than ever. Preschool educational institutions are social and educational organizations[4]. Today, literary activities such as riddle-based sessions, storytelling and epic reading, poetry reading, and reading promotion organized in preschool institutions play a significant role in nurturing well-rounded individuals who will become *достойные* (well-developed) citizens of the future great state of Uzbekistan. These activities contribute substantially to the intellectual, moral, and cultural development of young children. The comprehensive and harmonious development of a person as an individual depends on the depth, breadth, and strength of their moral and spiritual roots. The tradition of books and reading is ancient, reflecting inheritance, legacy, and continuity[5]. In Uzbekistan, research is being conducted to enhance the role of preschool education in fully utilizing the intellectual development potential of young children, in accordance with the demands of scientific and technological progress. In preschool education, particular attention is given to shaping the child's personality, fostering positive interactions with others, developing moral concepts, and instilling feelings of patriotism. The goals, objectives, significance, content, and effective aspects of preschool education are being re-examined; methods for developing reading culture in children are being identified. These approaches are reflected in theoretical studies of the last decade, including the works of V.V. Abramenkova, N.E. Veraksa, M.B. Zatssepina, S.A. Kozlova, and M.V. Komarova, among others.

Thus, existing contradictions need to be addressed:

- Between the social demand that emphasizes the importance of reading as a fundamental educational skill, a method for acquiring human culture, and a significant aspect of the preschool education phenomenon, and approaches that underestimate its value;
- Between the accumulated wealth of materials and the need to distinguish these approaches and sufficiently generalize them as essential knowledge across all stages of literary education.

These general contradictions are manifested in the inconsistencies between pedagogical theory and practice at various levels.

Socio-pedagogical: Between the relevance of scientific and theoretical developments in the field of preschool education that ensure the fulfillment of social demands, and the conceptual foundations for developing reading culture in preschool children;

Scientific and methodological: Between the rapid development of information and media technologies aimed at preschool children and the underdeveloped methodological foundations of the process of fostering reading culture in preschool children. The culture of reading is a broad concept that encompasses an interest in and love for books, a wider acquaintance with literature, possession of specific knowledge about working with books, as well as skills that help to make full use of books. Reading culture teaches a reader to fully comprehend the work being read, to derive artistic and aesthetic pleasure from it, to understand and evaluate the author's ideas and the central theme of the work. In addition, it develops skills for using books and libraries, finding books on topics of interest or necessity through reference and bibliographic tools, and effectively utilizing them. Selecting books, reading them efficiently, recommending read books to others, and preserving them carefully are also integral components of reading culture. The concept of reading culture is used in a very broad sense. Specifically, this phenomenon requires a certain level of preparation and literacy from the reader in order to comprehend and understand a work. Its essence goes beyond merely leafing through a book or using it for general purposes, encompassing creative reading, becoming acquainted with the author, and deeply analyzing and studying their work. As a means of imparting knowledge, books have historically served to cultivate faith, shape moral conduct, and form the rules of life. Books especially enhance children's interest in acquiring knowledge, as reading, studying, and learning occupy a special place among values.

Today, the entire world lives in an "information captivity," as a huge number of books are published every day, alongside numerous journals, collections, and newspapers. Cinema, theater, radio, television, and various other media continuously provide information, whether one seeks it or not. The surrounding environment itself is also a significant source of information. In this context, a person must be able to distinguish what is necessary for them, which directly depends on how well the culture of reading and study has been cultivated

It should be emphasized that the culture of reading is a broad concept and a highly complex issue, encompassing approximately the following aspects:

1. The ability to select a book;
2. Knowing how to read a book effectively;
3. Paying attention to key points while reading and retaining important information;
4. Finding the necessary information, including where, how, and using which resources;
5. Communicating the acquired knowledge or information;
6. Re-reading and developing the habit of reading as a skill;
7. Using library catalogs efficiently;
8. Distinguishing between reading a book quickly or slowly depending on purpose;
9. Immersing oneself in the captivating world of a book;
10. The ability to read independently.

The culture of reading also includes paying special attention to acquiring books and regularly enriching the library, observing proper book care, the reading process itself, and the ability to apply what has been read to oneself and to life[5].

"Reading can take many forms," writes the well-known author Asqar Muxtor. "Some read for entertainment, others for relaxation; some read to conduct a scholarly analysis of the book, that is, out of a sense of duty. Some read simply because they have free time, some to acquire knowledge, and some out of interest in the events of the story or the fate of its characters. If you look around, you can see all kinds of readers: someone absorbed in a book in the subway during rush hour, another reading while standing in line, someone in the park unable to take their eyes off the pages even as the evening darkens. Some lie sprawled on the couch, while others sit seriously at a desk, pen in hand, fully engaged in reading..." Readers and reading experiences are diverse. Everyone has their own way of

reading... Reading is a form of labor, but it is by no means a joyless or uninspiring effort. A sensitive reader lives in the spiritual world of the book. I prefer the method of selective reading... Indeed, re-reading is a distinct domain within reading culture. It represents a meaningful part of the pleasurable labor that reading entails. In truth, reading itself is an art—a highly complex, multifaceted, yet enjoyable and delightful art[6]. Therefore, not every reader can be said to have a fully developed and cultivated reading culture. Guidance and advice can be offered on certain matters, but, as Goethe said, reading is learned over a lifetime... because everyone has their own unique way of reading. However, based on the life experiences of those who have spent a lifetime with books, have read extensively, and gained wisdom, as well as insights obtained through interactions with specialists and readers, and even advice from medical professionals, certain reflections can be offered. First and foremost, it should be emphasized that books should be read systematically and according to a plan. Simply reading a book at hand without purpose is of little benefit. One must select a book and read it with a clear objective in mind. If your goal is to increase your knowledge, study a particular problem, or enrich your spiritual world, then it is necessary to establish a precise reading plan and follow it diligently. Only a person who has mastered and adheres to these principles can be considered to have attained a true culture of reading. The cultivation of reading culture should first begin at home. For a child to learn how to handle books, use the library, develop reading skills, cultivate a love for books, and acquire the habit of working with texts, parents themselves need to have some familiarity with the culture of reading. If a household has a library of necessary literature for both adults and children, and if parents are reasonably knowledgeable about working with books and the noble principles of librarianship, the child will naturally begin to acquire reading culture from an early age. Preschool educational institutions also play an active role in shaping children's reading culture and can provide close support to parents, which is highly beneficial. The role of preschool institutions is particularly significant in fostering a love for books among young children. Today, it has become necessary to include reading culture activities in the curriculum of preschool educational institutions. In such activities, it is advisable to present the interesting and meaningful views of specialists in book publishing, leading scholars, bibliophiles, as well as writers and poets, on the culture of reading. Additionally, implementing information and library-based activities within these programs would be highly effective. Most importantly, the fundamental truth, grounded in folk wisdom that has been refined over thousands of years and has guided countless generations like a guiding star, is that a key factor in a person's being knowledgeable, well-mannered, professionally skilled, happy, and prosperous is to be a friend of books, to read continuously, and to maintain a lifelong habit of reading. Books occupy a particularly important place in the happiness, well-being, and prosperous life of children. A good book cultivates in a person love for the homeland, respect for national and universal values, and encourages goodness and moral virtue.

In this regard, it should be noted that independence has not only restored our eternal high status as a "reading nation" but has also become a major factor in significantly enhancing our intellectual potential and capabilities. Accordingly, in the years of independence, special attention has been paid in our country to raising the spiritual and moral level of the population, especially the younger generation, further developing our national literature and art, fostering respect for national values in youth, and appropriately encouraging the work of creative individuals[7]. Despite the rapid development of the Internet and other media, the role of printed books in shaping human consciousness and thinking, enriching the spiritual world, and promoting moral values will continue to remain important. Indeed, for centuries, the book has served as the most effective medium for storing and transmitting information. The cultivation of reading should begin in the family. The family environment plays a crucial role in ensuring that a growing child develops healthily and matures morally. Indeed, every parent must make continuous efforts to ensure that their child grows up healthy, receives an education, acquires skills, engages in sports, and pursues knowledge. In raising a well-rounded child, no aspect should be neglected. Let us remember that a healthy child is a reliable support for the Motherland. If a child is read to aloud every day before going to bed, it has a significant positive impact on their intellectual development.

Conclusion

Reading culture teaches a reader to fully comprehend the work being read, derive artistic and aesthetic pleasure from it, understand and evaluate the author's ideas and the central theme of the work, and, additionally, to use books and libraries effectively. It also develops the ability to find and utilize books on topics of interest or necessity through reference and bibliographic tools. Selecting books, reading them efficiently, recommending read books to others, and taking care to preserve them are also integral components of reading culture. The concept of reading culture is used in a very broad sense. Specifically, this phenomenon requires a certain level of preparation and literacy from the reader in order to comprehend and understand a work. Its essence goes beyond merely leafing through a book or using it for general purposes, encompassing creative reading, becoming acquainted with the author, and deeply analyzing and studying their work. As a means of education, it has historically served to cultivate moral integrity and has become a cornerstone of the principles governing daily life. Books stimulate every person's, and especially children's, interest in acquiring knowledge. Indeed, among human values, reading, studying, and learning occupy a special place.

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ҮЛКЕН МЕКТЕП ЖАСЫНА ДЕЙІНГІ БАЛАЛАР АРАСЫНДА ОҚУ МӘДЕНИЕТІН ДАМУ ТУХНОЛОГИЯСЫНЫҢ МӘНІ

Түйін

Мақалада үлкен мектеп жасына дейінгі балаларда оқу мәдениетін қалыптастыру технологиясының мәніне ғылыми және теориялық талдау берілген. Зерттеу оқу мәдениетінің педагогикалық мазмұнын, оның дамуындағы заманауи педагогикалық технологиялардың ролін, сондай-ақ Мектепке дейінгі білім беру мекемелерінде қолданылатын тиімді әдістерді қарастырады. Зерттеу нәтижелері көрсеткендей, бұл тәсілдер балалардың оқуға деген қызығушылығына, тәуелсіз ойлау мен сөйлеу белсенділігінің дамуына оң әсер етеді. Жаһандану жағдайында қоғамның зияткерлік әлеуеті ең алдымен жас ұрпақтың білім

деңгейі мен оқу мәдениетімен анықталады. Атап айтқанда, мектепке дейінгі жас-Бұл жеке дамудың маңызды кезеңі, оның барысында баланың оқуға деген көзқарасы, оның қызығушылығы мен қажеттілігі қалыптасады. Үлкен мектеп жасына дейінгі балаларда оқу мәдениетін қалыптастыру тек оқуды үйрену ғана емес, сонымен қатар кітаптарды бағалау, олардан ақпарат алу, мазмұнын түсіну және қорытынды жасау қабілетін тәрбиелеу процесі.

Кілттік сөздер: оқу мәдениеті, мектепке дейінгі білім беру, педагогикалық технология, сөйлеуді дамыту, оқуға деген қызығушылық.

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СУЩНОСТЬ ТЕХНОЛОГИИ ФОРМИРОВАНИЯ КУЛЬТУРЫ ЧТЕНИЯ У ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА

Аннотация

В статье представлен научный и теоретический анализ сущности технологии формирования культуры чтения у старших дошкольников. Исследование рассматривает педагогическое содержание культуры чтения, роль современных педагогических технологий в её развитии, а также эффективные методы, применяемые в дошкольных образовательных учреждениях. Результаты исследования показывают, что эти подходы положительно влияют на интерес детей к чтению, развитие самостоятельного мышления и речевой активности. В условиях глобализации интеллектуальный потенциал общества в первую очередь определяется уровнем знаний и культурой чтения молодого поколения. В частности, дошкольный возраст является важнейшим этапом личностного развития, в ходе которого формируется отношение ребёнка к чтению, его интерес и потребность в нём. Формирование культуры чтения у старших дошкольников-это не просто обучение чтению, а процесс воспитания способности ценить книги, получать из них информацию, понимать содержание и делать выводы.

Ключевые слова: культура чтения, дошкольное образование, педагогическая технология, развитие речи, интерес к чтению.