



PEDAGOGICAL FOUNDATIONS FOR DEVELOPING A READING CULTURE IN CHILDREN

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Abstract

The article analyzes the role of books in the moral, aesthetic, and intellectual development of children. It presents methodological approaches to the use of fiction in enriching the spiritual world of preschool-aged children. The paper also explores ways to cultivate a love for books through the collaboration between families and educational institutions.

Keywords: Reading culture, preschool children, fiction, moral education, aesthetic taste, creative activity, national values.

Introduction

The aspiration for a child to grow up intelligent, creative, inquisitive, and morally mature is a pressing objective for every parent, educator, and society at large. The formation of these noble human qualities begins primarily in childhood, through early acquaintance with books. A book is a lifelong companion in the school of life, serving as the most effective source for enriching the human intellect and soul.

In the Republic of Uzbekistan, special attention is being paid to the intellectual and spiritual development of the younger generation. In particular, the Presidential Decree of the Republic of Uzbekistan No. PQ-3271, "On the Program of Comprehensive Measures for the Development of the System for Publishing and Distributing Books, Promoting a Culture of Reading, and



Modern American Journal of Business, Economics, and Entrepreneurship

ISSN (E): 3067-7203

Volume 01, Issue 02, May, 2025

Website: usajournals.org

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Enhancing Book Literacy", is a vivid manifestation of the initiatives being undertaken in this direction.

Based on this decree, systematic measures are being implemented to promote a reading culture and popularize fiction literature. These political and spiritual reforms play a crucial role in shaping children's attitudes toward books.

It is well known that society is shaped by individuals. It is within human power both to lead a nation toward a great future and to drag it into decline. Therefore, the spiritual development of citizens—particularly the younger generation—has become a matter of national importance in independent Uzbekistan¹.

The Educational and Cognitive Significance of Books in Child Development. Books serve not only as a source of knowledge for children but also as a powerful means of moral and aesthetic education. Through books, children begin to comprehend life, develop imaginative thinking, logical reasoning, and linguistic competencies. This process is particularly evident during the preschool years, when children absorb worldview concepts through colorful pages, imaginative characters, and rhythmic and musical expressions. At this developmental stage, books fulfill not only informational needs but also address emotional and psychological demands. Therefore, the literature selected by educators must correspond to children's psychological and developmental characteristics, be rich in aesthetic content, and serve clear didactic purposes.

The Educational and Cognitive Significance of Books in Child Development. Books are not only a source of knowledge for children, but also serve as tools for moral and aesthetic education. Through reading, a child perceives life, develops imaginative thinking, logical reasoning, and linguistic competencies. This process is particularly noticeable during the preschool years, when children form their worldview through colorful pages, imaginative characters, and musical or rhythmic expressions.

At this stage of development, books serve not merely as a source of information, but also meet emotional and psychological needs. Therefore, the literature selected by educators should align with the psychological and developmental characteristics of children, be aesthetically rich, and fulfill didactic objectives.

¹ Q.Husanboyeva. Tahlil-adabiyotni angash yo'li. Toshkent: "Muharrir" nashriyoti, 2013. 432 bet.



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Aesthetic and Moral Potential of Fiction. Works of fiction intended for children—such as fairy tales, poems, and short stories—play a significant role in cultivating positive human qualities. For example, A. Barton’s “The Good Spirit” promotes kindness; S. Marshak’s “The Tale of an Unknown Hero” and K. Chukovsky’s “Aybolit” highlight themes of humanity, friendship, and tolerance. These literary works sow the seeds of goodness in children’s hearts and help build a foundation of moral resilience.

The writings of K. Chukovsky and V. Mayakovsky, specifically written for children, also possess distinct didactic qualities that contribute to shaping a proper attitude toward life. Satirical poems, on the other hand, help children develop resistance against negative behaviors such as laziness, carelessness, and dishonesty.

Education through Play, Creative Activity, and Artistic Representation. Engaging in role-play, stage performances, or character reenactments based on stories read not only strengthens memory but also fosters creative imagination, emotional empathy, and expressive speech in children. Oral storytelling, along with the use of mimicry and intonation, further enhances children’s interest in books and reading.

Didactic tales, legends, and moral stories contribute to the development of auditory culture, phonetic differentiation, verbal comprehension, and logical generalization skills. These competencies lay a solid foundation for children’s speech development and future success in reading and writing.

The Didactic Role of National and World Children’s Literature. Works by prominent figures of national literature such as Alisher Navoi and Zahiriddin Muhammad Babur—including “Hikmatlar, “Amir Temur haqida hikoyalar”, and selected passages from Babur’s “Boburnoma”—play a significant role in fostering patriotism, historical consciousness, and national pride among the younger generation. Oral folk traditions such as fairy tales, proverbs, and riddles also contribute to the development of children’s memory, figurative thinking, and reasoning abilities. Likewise, the pedagogical interpretation of classical works from world literature—by authors such as Hans Christian Andersen, the Brothers Grimm, and Antoine de Saint-Exupéry—serves to instill universal



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human values such as compassion, tolerance, justice, and courage in children's consciousness.

The Role of Family and Educational Institutions in Shaping a Reading Culture. The cooperation between parents and preschool educators plays a critical role in nurturing a child's positive relationship with books. Creating a supportive home environment for reading, reading aloud to children, and promoting library culture significantly enhance a child's interest in literature. From a pedagogical perspective, the use of interactive methods—such as creative assignments based on books, drawing illustrations, role-playing, and storytelling—helps reinforce reading habits and deepens literary engagement.

Conclusion

A book is the most loyal, trustworthy, and invaluable companion of childhood. It serves as an irreplaceable tool for enriching a child's mind and spirit, laying the groundwork for moral and psychological maturity. In the preschool education system, fiction literature plays a vital role in the holistic development of the child, helping to shape intelligent, curious, socially active, independent, and morally mature individuals. Cultivating a love for books and raising a well-rounded future generation has become a pressing demand of our time. Therefore, books must always remain at the core of pedagogical practice, and their aesthetic and educational potential should be realized through methodologically sound approaches.

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ISSN (E): 3067-7203

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Website: usajournals.org

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