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## **MAKTABGACHA YOSHDAGI BOLALARDA O‘QISH KO‘NIKMALARINI SHAKLLANTIRISH**

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### **Annotatsiya**

Mazkur maqola maktabgacha yoshdagi bolalarda o‘qish ko‘nikmalarini shakllantirishning ahamiyatini o‘rganishga bag‘ishlangan. Tadqiqotda erta yoshdan kitob mutolaasi bolalarning kognitiv, til va ijtimoiy-emotsional rivojlanishiga ta’siri tahlil qilinadi. O‘zbek va ingliz adabiyoti namunalari asosida bolalarda o‘qishga qiziqishni oshirishning samarali usullari yoritiladi. Qiyosiy yondashuv orqali turli madaniyatlarda o‘qish madaniyatini shakllantirish mexanizmlari tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, interaktiv o‘qish usullari, hikoya qilish va yoshga mos adabiyotlar bolalarda o‘qishga bo‘lgan qiziqishni oshiradi.

**Kalit so‘zlar:** maktabgacha yosh, o‘qish ko‘nikmalari, savodxonlik, hikoya qilish, bolalar adabiyoti, motivatsiya, til rivoji, oilaviy ishtirok.

## **ФОРМИРОВАНИЕ НАВЫКОВ ЧТЕНИЯ У ДЕТЕЙ РАННЕГО ВОЗРАСТА**

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### **Аннотация**

Данная статья посвящена изучению значимости формирования навыков чтения у детей дошкольного возраста. В исследовании анализируется влияние раннего чтения на когнитивное, языковое и социально-эмоциональное развитие детей. На основе примеров узбекской и английской литературы рассматриваются эффективные методы повышения интереса детей к чтению. С помощью сравнительного подхода анализируются механизмы формирования культуры чтения в различных культурах. Результаты исследования показывают, что интерактивные методы чтения, рассказывание историй и возрастосоответствующая литература повышают интерес детей к чтению.

**Ключевые слова:** дошкольный возраст, навыки чтения, грамотность, рассказывание историй, детская литература, мотивация, развитие языка, семейное участие.

## **BUILDING EARLY CHILDHOOD READING HABITS**

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### **Abstract**

This article is devoted to studying the importance of developing reading skills in preschool children. The study analyzes the impact of early reading on children’s cognitive, linguistic, and socio-emotional development. Based on examples from Uzbek and English literature, effective methods for increasing children’s interest in reading are discussed. A comparative approach is used to analyze mechanisms for developing reading culture across different cultures. The results show that interactive reading methods, storytelling, and age-appropriate literature enhance children’s interest in reading.

**Keywords:** preschool age, reading skills, literacy, storytelling, children’s literature, motivation, language development, family involvement.

Reading is one of the most fundamental skills that shapes a child’s intellectual and emotional development. Establishing reading habits in early childhood plays a crucial role in forming lifelong learners. Early exposure to books and storytelling not only enhances language acquisition but also stimulates imagination, creativity, and critical thinking. In recent years, educators and researchers have increasingly emphasized the importance of developing a reading culture from a young age.

In Uzbekistan, traditional storytelling and oral narratives have long been part of the cultural heritage. However, with the rapid advancement of digital technologies, children’s reading habits are undergoing significant changes. Many children are now more exposed to digital media than printed books, which raises concerns about the decline of deep reading skills. Therefore, it is essential to integrate both traditional and modern approaches to promote reading among young learners.

In English-speaking countries, early literacy programs focus on interactive reading, phonemic awareness, and parental involvement. Books such as *The Gruffalo* by Julia Donaldson and *Room on the Broom* demonstrate how engaging narratives and rhythmic language can capture children's attention and foster a love for reading. Similarly, Uzbek children's literature, including works by Xudoyberdi To'xtaboyev and Anvar Obidjon, offers culturally rich stories that resonate with young readers.

The development of reading habits is influenced by various factors, including family environment, educational practices, and access to appropriate reading materials. Parents and teachers play a key role in guiding children's reading experiences. Creating a supportive and stimulating reading environment can significantly enhance children's motivation and engagement.

#### LITERATURE REVIEW

The importance of early childhood reading has been widely discussed in educational research. According to Snow, Burns, and Griffin, early literacy development is a strong predictor of academic success [1]. Children who are exposed to reading at an early age tend to develop better language and cognitive skills.

In the context of children's literature, Nikolajeva emphasizes the role of storytelling in shaping children's imagination and emotional intelligence [2]. Stories provide a framework for understanding the world and developing empathy. Similarly, Vygotsky highlights the importance of social interaction in learning, suggesting that reading activities should involve collaboration between adults and children [3].

Uzbek scholars have also contributed to the study of children's reading culture. To'xtaboyev's works are recognized for their ability to combine entertainment with moral education, making them highly effective in engaging young readers [4]. Contemporary Uzbek researchers argue that integrating national literature into early education helps preserve cultural identity.

Modern English children's literature focuses on interactive and engaging narratives. Donaldson's works, for example, use repetition and rhyme to enhance language learning [5]. These features make reading enjoyable and accessible for young children.

Recent studies also highlight the impact of digital technologies on reading habits. While digital media can provide new opportunities for learning, it may also reduce attention span and deep reading skills [6]. Therefore, a balanced approach that combines traditional reading with digital tools is recommended.

#### DISCUSSION AND COMPARATIVE ANALYSIS

The comparative analysis of Uzbek and English approaches to early childhood reading reveals both shared principles and distinct cultural characteristics. In both contexts, storytelling plays a central role in introducing children to reading. However, the methods and content used to engage young readers differ significantly.

In Uzbek culture, storytelling has traditionally been an oral practice, often passed down through generations. This cultural heritage is reflected in children's literature, where stories emphasize moral values, respect for elders, and social responsibility. For example, the works of Xudoyberdi To'xtaboyev often portray adventurous narratives combined with ethical lessons. These stories help children understand societal norms and develop a sense of identity.

In contrast, English children's literature places a stronger emphasis on creativity, humor, and individual expression. Books like *The Gruffalo* use imaginative characters and playful language to engage children. The focus is often on encouraging children to think independently and explore their own ideas.

Another key difference lies in reading practices. In Uzbekistan, reading is often associated with formal education, and children are introduced to books mainly in school settings. In English-speaking countries, reading is more integrated into daily life, with parents actively participating in reading activities at home. This highlights the importance of family involvement in developing reading habits.

Despite these differences, there are also significant similarities. Both Uzbek and English educational systems recognize the importance of early literacy and promote reading as a foundation for learning. Interactive reading strategies, such as asking questions and encouraging discussions, are widely used in both contexts.

The influence of globalization has also led to the exchange of literary practices. Uzbek educators increasingly adopt interactive and student-centered approaches, while English education systems incorporate multicultural literature to reflect diverse cultural backgrounds.

Furthermore, the integration of digital tools has transformed reading practices in both contexts. E-books, audiobooks, and educational apps provide new opportunities for engaging children. However, it is important to ensure that these tools complement rather than replace traditional reading.

The analysis suggests that an effective approach to building reading habits should combine the strengths of both traditions. Uzbek literature's emphasis on moral values and cultural identity can be complemented by the interactive and engaging methods found in English education. Such integration can create a more holistic reading experience for children.

### **CONCLUSION**

In conclusion, building early childhood reading habits is essential for children's overall development. The study demonstrates that both Uzbek and English literary traditions offer valuable insights into effective reading practices. While Uzbek literature emphasizes cultural values and moral education, English literature focuses on creativity and individual expression. The comparative analysis highlights the importance of combining different approaches to create a balanced and effective reading environment. Interactive reading, family involvement, and access to age-appropriate literature are key factors in fostering reading habits. In the context of modern education, it is crucial to integrate traditional storytelling with digital tools. This approach can enhance children's engagement while preserving the depth and richness of reading. Future research may explore the long-term impact of early reading habits on academic achievement and personal development. Overall, promoting reading from an early age is a shared responsibility of educators, parents, and society.

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