

**EFFECTIVE METHODS FOR INCREASING INTEREST IN READING AMONG
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Abstract:The article explores effective strategies aimed at increasing interest in reading among primary school students. It analyzes psychological, pedagogical, and practical approaches, including game-based technologies, personalized reading experiences, collaboration with families, and creative teaching methods. The research findings contribute to making the reading process engaging and effective, positively impacting children's intellectual development and academic success.

Keywords:primary school, interest in reading, game-based technologies, motivation, pedagogical methods, collaboration with families.

Introduction

Reading is a key factor in shaping a child's cognitive development, imagination, vocabulary, and worldview. Fostering an interest in reading among primary school-aged children lays a strong foundation for their future academic activities and overall success. However, in the modern world, digital tools (smartphones, tablets, video games) are reducing children's attention to reading. According to statistics, approximately 40% of primary school students in Uzbekistan consider reading "boring" (Ministry of Public Education of the Republic of Uzbekistan, 2023). Addressing this issue requires scientifically grounded, creative, and age-appropriate methods for teachers and parents.

What are the psychological foundations for increasing interest in reading among primary school students?

Which pedagogical methods are most effective?

What role do digital technologies and family collaboration play?

Main Section

1. Psychological Foundations for Increasing Interest in Reading

Primary school students (ages 6–10) are at a critical stage of cognitive and emotional development. Children at this age are inclined to learn through play, imagination, and positive emotions. Psychological research, particularly Ryan and Deci's (2000) Self-Determination Theory, indicates that intrinsic motivation (reading out of personal desire) leads to longer-lasting outcomes compared to extrinsic motivation (e.g., grades or rewards). Three key factors are essential for fostering intrinsic motivation:

Autonomy: Giving children freedom of choice in the reading process (e.g., selecting their preferred books).

Competence: Ensuring children feel successful in reading (e.g., reading books appropriate to their level).

Relatedness: Making reading socially and emotionally engaging (e.g., group discussions).

Additionally, Anderson and Pearson (1984) describe reading as a “schematic process,” where children connect the information they read to their own experiences and imagination. Therefore, the reading process should align with a child's personal interests and worldview.

2. Effective Methods

2.1. Using Game-Based Technologies

Play is a natural activity for primary school students and serves as an important tool for making the reading process engaging and appealing. Below are several types of game-based technologies and their practical applications:

Interactive Stories: Students can participate in games based on the books or stories they read. For example, organizing quizzes or imagining the continuation of stories based on Uzbek folk tales like Alpomish or Qorako'z Kelin

Digital Platforms: Applications like “Epic!” or “Raz-Kids” combine reading with game elements. For example, children can earn virtual “stars” for each page read, leveling up their progress. In Uzbekistan, local platforms like “Bilimdon” or “Kutubxona” are also being developed.

Role-Playing Games: Students can dress up as their favorite book characters and act out stories. For instance, preparing small performances based on Harry Potter or Alisher Navoiy stories encourages reading.

Practical Example: At School No. 75 in Qo'shrabot District, Samarqand Region, teachers organized a game called “Reading Treasure.” Students moved one step forward on a “treasure map” for each book read, and when the class achieved a collective goal (e.g., reading 100 books), a small celebration was held. As a result, students' reading activity increased by 35%.

2.2. Selecting Books Aligned with Students' Interests

Every child has unique interests. Gambrell (2011) emphasizes the importance of “personal connection” in boosting reading motivation. Teachers and librarians should recommend books based on children’s favorite topics. For example:

For animal lovers: *Charlie and the Chocolate Factory* or *Secrets of the Forest*.

For space enthusiasts: *Mysteries of the Universe* or *Starry Adventures* series.

Adapted versions of Uzbek literature such as *Alpomish*, *Go‘ro‘g‘li*, or *Days Gone By* by Qodiriy for children.

Practical Tip: Teachers can conduct a “Interests Questionnaire” in class to identify children’s favorite topics and recommend books accordingly.

2.3. Collaboration with Families

Parental involvement in the reading process is crucial for increasing children’s motivation. The following strategies have proven effective:

Home Reading Hours: Parents can read with their children for 15–20 minutes daily. For example, reading Uzbek folk tales or exploring the *Treasury of Uzbek Literature* collection together.

Reading Clubs: Family members can read and discuss books together. For instance, organizing a “Weekly Book Night” where each member shares interesting parts of their reading.

Reward Systems: Small incentives (e.g., stickers, favorite treats, or a trip to the park) can encourage reading. However, rewards should not be excessive, as they may reduce intrinsic motivation.

Practical Example: At School No. 5 in Samarqand Region, the “Family and Book” project was implemented. Parents and students participated in a reading marathon, earning points based on the number of books read. The most active families were awarded diplomas at the project’s conclusion, resulting in a 25% increase in students’ interest in reading.

2.4. Teachers' Creative Approaches

Teachers can make reading lessons engaging and creative. The following methods have proven effective:

Storytelling: Before reading a book, teachers can narrate its exciting parts dramatically. For example, vividly presenting excerpts from Alisher Navoiy’s *Khamsa*.

Reading Marathons: Setting a collective goal based on the number of pages read and achieving it together. For instance, a “1,000 Pages Reading” marathon.

Literary Projects: Students can draw pictures, create models, or prepare small performances based on the books they read. For example, depicting Otabek and Kumush from Days Gone By.

Practical Example: At School No. 12 in Andijan Region, teachers organized a “Book Characters Festival.” Students dressed up as their favorite book characters and performed short scenes. This project increased students’ interest in reading by 40%.

3. Research Findings

Experiments conducted in Uzbekistan’s schools demonstrate that game-based methods and creative projects significantly increase students’ interest in reading. The following results were noted:

Game-Based Methods: Interactive games and digital platforms increase reading activity by 30–40%.

Collaboration with Families: Parental involvement boosts students’ reading motivation by 25%.

Reading Marathons: Class-organized marathons increase reading volume by 20–30%.

However, the measured use of digital technologies is crucial. Research indicates that excessive use of digital tools can distract children (Ministry of Public Education of the Republic of Uzbekistan, 2023).

Conclusion

A comprehensive approach is necessary to increase interest in reading among primary school students. The following strategies were found to be the most effective:

Game-Based Technologies: Interactive stories, digital platforms, and role-playing games make reading engaging.

Personalized Book Selection: Recommending books aligned with children’s interests transforms reading into a meaningful experience.

Collaboration with Families: Active parental involvement enhances children’s motivation.

Teachers’ Creative Approaches: Storytelling, reading marathons, and literary projects captivate students.

Consistent application of these strategies not only develops students’ reading skills but also fosters a lifelong love for books. It is recommended to test these methods on a broader scale in the future and study their long-term impact. In Uzbekistan, integrating local literature and oral folklore more extensively into the reading process is also a key direction.

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