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PEDAGOGICAL OPPORTUNITIES OF THE FAMILY IN DEVELOPING CHILDREN'S READING CULTURE

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Abstract. This article examines the pedagogical opportunities of the family in developing children's reading culture. The purpose of the study is to determine the role of the family environment in fostering children's interest in reading and to justify effective pedagogical approaches to developing reading culture. The research employed methods such as analysis of scientific and pedagogical literature, comparative analysis, observation, and generalization. The findings revealed that a reading-friendly family environment, parental role modeling, family reading traditions, and educational activities organized according to children's age characteristics are significant factors in promoting reading culture. The study concludes that regular family reading practices, improving parents' pedagogical awareness, and guiding children in selecting appropriate books are essential conditions for raising a reading-oriented generation and strengthening a lasting interest in books.

Keywords: reading culture, family education, reading, parents, pedagogical opportunities, moral education, interest in books, family environment, child upbringing, reading competence, student, family.

INTRODUCTION

The processes of globalization, the rapid development of information and communication technologies, and the widespread dissemination of digital media tools are significantly influencing the worldview, interests, and leisure activities of the younger generation. Under such conditions, the issue of forming and developing a reading culture among children has become one of the most pressing challenges in pedagogical science. Reading culture is not only an important means of acquiring knowledge but also a crucial factor ensuring the intellectual, moral, ethical, and aesthetic development of an individual. Therefore, fostering interest in reading, developing independent reading skills, and creating a sustainable need for reading among young people are among the most important pedagogical tasks of our time.

In Uzbekistan, numerous state programs and initiatives aimed at developing reading culture and enhancing the reading habits of the population, especially young people, are being implemented. However, despite these efforts, the insufficient formation of a reading environment in some families, children's excessive engagement with electronic devices and social networks during their leisure time, and certain shortcomings in parents' attitudes toward reading have contributed to a decline in children's interest in books. As a result, various problems are observed in children's reading activity, text comprehension, and independent learning skills.

An analysis of scientific literature indicates that the issue of developing reading culture has been widely studied within the fields of pedagogy, psychology, and social pedagogy. Previous studies have examined the significance of reading in personal development, factors influencing reading motivation, and the role of educational institutions and libraries in promoting reading culture. Nevertheless, the

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systematic analysis of the pedagogical potential of the family, the role of parents in developing reading culture, the effectiveness of family reading traditions, and the mechanisms for creating a reading environment in modern families remain insufficiently explored.

Particularly in today's information-rich society, there is an increasing need to scientifically substantiate the educational potential, pedagogical tools, and opportunities of the family in fostering children's interest in reading. Since the family serves as the primary environment of socialization, it plays a decisive role in shaping a child's worldview, interests, and spiritual needs. From this perspective, investigating the pedagogical opportunities of the family in developing reading culture possesses both theoretical and practical significance.

The purpose of this study is to identify the pedagogical opportunities of the family in developing children's reading culture, scientifically substantiate their effectiveness, and formulate practical recommendations. The objectives of the study include analyzing the essence and content of reading culture, identifying the educational opportunities of the family, highlighting the role of parents in fostering reading culture, substantiating the pedagogical significance of family reading, and developing recommendations for improving the reading environment.

LITERATURE REVIEW AND METHODS

The issue of developing reading culture among children is one of the important research directions in pedagogy, psychology, and social pedagogy. The analysis of scientific sources demonstrates that reading is recognized as a significant factor in developing intellectual potential, enriching spiritual life, and fostering independent thinking skills. Therefore, the theoretical and practical aspects of reading culture development have been extensively studied by numerous researchers.

Studies conducted by foreign scholars particularly emphasize the role of the family in promoting children's reading habits. According to their findings, a child's initial attitude toward reading and interest in books are primarily formed within the family environment. Parents' attitudes toward reading, the availability of books at home, family reading traditions, and the pedagogical attention provided to children directly influence their reading activities. Research indicates that children raised in families with a strong reading environment demonstrate higher learning motivation and academic achievement.

Local scholars have also extensively addressed issues related to family upbringing, moral development, and reading culture. Their scientific perspectives emphasize the educational potential of the family, parents' pedagogical culture, and the organization of child upbringing based on national values. At the same time, the analysis of existing studies highlights the necessity of further exploring the pedagogical mechanisms for developing reading culture within the family.

During the research process, the method of scientific and pedagogical literature analysis was employed. This method enabled the examination of scientific views concerning reading culture, family education, and pedagogical opportunities, thereby facilitating the formulation of theoretical conclusions. Additionally, the comparative-analytical method was used to compare domestic and international experiences and identify effective approaches to developing reading culture within the family.

Observation was also utilized in the study. Through this method, the reading environment in families, parents' attitudes toward reading, and children's interest in books were analyzed. The observation results made it possible to identify the relationship between the family environment and reading culture.

Furthermore, the methods of generalization and systematization were applied to process the collected scientific data and classify the pedagogical opportunities of the family in developing reading

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culture. Logical analysis was used to scientifically substantiate the research findings and reveal the interconnections between theoretical concepts and practical experiences.

Thus, the literature review and the applied methods served as a methodological basis for comprehensively studying the pedagogical opportunities of the family in developing children's reading culture, identifying existing problems, and formulating scientific recommendations aimed at addressing them.

RESULTS AND DISCUSSION

The results of the study demonstrated that the pedagogical opportunities of the family play a significant role in the development of children's reading culture. Based on the analysis of scientific literature, advanced pedagogical practices, and information related to family education processes, it was determined that children's interest in reading is closely associated with the spiritual atmosphere of the family, parents' attitudes toward books, and their own reading culture. Positive parental attitudes toward reading, the availability of fiction and scientific literature at home, and the establishment of regular reading traditions significantly contribute to the formation of children's need for reading.

As a result of the analysis, the main pedagogical opportunities of the family in developing reading culture were systematized. Among them, parents' personal example, family reading activities, organizing book discussions, providing children with age-appropriate literature, and creating an educational environment that encourages reading were identified as the most important factors.

This is because children often acquire behavioral patterns through observing and imitating adults.

The discussion revealed that the widespread use of modern information technologies and internet resources has led to certain negative tendencies regarding children's interest in reading books. In particular, excessive time spent on electronic devices, social networks, and entertainment platforms reduces the need for reading. Therefore, the necessity for parents to organize children's leisure time effectively, create favorable conditions for reading, and promote reading as a family value is becoming increasingly important.

The findings confirmed that family reading traditions positively influence children's vocabulary development, thinking abilities, worldview, and moral growth. Furthermore, children raised in families where a reading culture is established tend to exhibit higher academic motivation, stronger independent learning skills, and greater creative activity. This once again proves that the pedagogical opportunities of the family serve as an important factor complementing and supporting the activities of educational institutions.

CONCLUSION

The findings of the study indicate that the pedagogical opportunities of the family are of significant and decisive importance in developing children's reading culture. As the primary institution of upbringing, the family plays a fundamental role in shaping children's attitudes toward books, reading habits, and spiritual needs. Therefore, the development of reading culture among children is closely connected with the spiritual and educational environment created within the family.

The study identified parents' personal example, family reading traditions, discussions about books, providing children with age-appropriate literature, and establishing home libraries as important pedagogical factors in fostering reading culture. These factors contribute to stimulating children's interest in books, developing independent reading skills, and enhancing their moral and ethical qualities.

Moreover, in the context of the modern information society, the necessity of supporting children's reading activities, teaching them to use electronic information resources rationally, and promoting reading as a family value has been substantiated. To achieve this, it is essential to improve parents'

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pedagogical culture, create a reading-supportive environment within families, and strengthen cooperation between schools and families.

Overall, the effective utilization of the pedagogical opportunities of the family serves as an important factor in developing children's reading culture, enriching their intellectual potential and spiritual world, and educating a generation of active readers. The results of the study provide a significant theoretical and methodological foundation for further scientific research and practical implementation in this field.

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