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Article

Methodology for Forming Library Culture in Primary Grades Using Gamification Technologies

Yusufzoda Shabnami Yunus
Doctor of Philosophy (PhD) in Pedagogical Sciences, Associate Professor of Urgench State Pedagogical Institute
Email: shabnamyusufzoda@gmail.com

Qadamboyeva Amina G'ayrat qizi
1st year master's student of Urgench State Pedagogical Institute
Email: qadamboyevaamina505@gmail.com

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Abstract: The article discusses the role, pedagogical possibilities, and methodological foundations of gamification technologies in the formation of a reading culture among primary school students. The ways of increasing positive motivation for reading, developing independent thinking, and a creative approach in students through an educational process based on game elements are analyzed.

Keywords: Gamification, Reading Culture, Primary Education, Motivation, Interactive Methods, Digital Technologies.

1. Introduction

In today's globalization environment, children's interest in books is noticeably decreasing. Digital technologies, mobile applications, and social networks are taking up students' time and reducing their attention to traditional reading. Therefore, the formation of a reading culture among students at the primary education stage is one of the important pedagogical tasks [1], [2], [3], [4], [5].

One of the important factors of human development is intellectual potential. The formation of this potential is closely related, first of all, to the interest of the younger generation in reading books in the process of acquiring knowledge and the development of a reading culture. In this sense, a reading culture not only increases a student's level of knowledge but also shapes their worldview, thinking skills, and speech and aesthetic level.

The primary education process is an important stage when children first come into regular contact with books, acquire reading skills, and enrich their spiritual world through reading. Therefore, the formation of a reading culture in students during this period requires the teacher to use high pedagogical skills, a psychological approach, and effective methods.

In our country, instilling a love of books in young people, developing their independent reading skills, and forming the ability to find the right path in the flow of information based on critical thinking have been identified as one of the priority tasks at the state policy level. In particular, strengthening the interest in reading among primary school students and involving them in reading will create the foundation for the upbringing of a well-rounded individual in the future.

In today's fast-paced information age, the formation of a reading culture for the intellectual and spiritual development of the younger generation remains one of the pressing issues. At a time when the rapid development of information technologies and the widespread use of Internet resources are reducing the need for reading books, the development of a reading culture among students is becoming even more important. Because books sharpen a person's thinking, enrich their imagination, and form independent thinking and a creative approach.

Primary education is the most important period in the spiritual, moral, intellectual, and aesthetic development of students. It is at this stage that reading skills, love for books, and independent reading skills are formed. If a child is instilled with a reading culture from an early age, he will mature as a broad-minded, knowledgeable, and spiritually mature person in the future.

Also, at the initiative of our President, a number of programs, projects, and initiatives are being implemented in our country to develop reading. Enriching school libraries, introducing students to fiction, holding various reading competitions, and cultural and educational events are of great importance in this regard. From this point of view, the issue of forming and developing a reading culture in primary education is one of the urgent tasks facing not only educators but also society as a whole.

2. Materials and Methods

The primary school period is a crucial stage in the formation of reading and reading culture in students. It is during this process that children acquire reading skills, develop a love for books, and begin to strive for independent knowledge. Reading culture refers to a student's relationship with books, the ability to use books correctly, read independently, and develop themselves intellectually and spiritually through reading.

For primary school students, this process is not only about acquiring knowledge, but also about educational importance, because through books they become acquainted with moral values, national culture, and universal ideas.

In the process of developing a reading culture, pedagogical and psychological factors play an important role. Psychologically, the child's age characteristics, attention, memory, and interests should be taken into account. For example, short, simple, and colorful fairy tales and stories enriched with colorful illustrations are recommended for young children. Pedagogically, the teacher is required to attract students to books, use methods that make reading interesting, and organize activities that stimulate reading.

There are many effective methods for developing a reading culture. First of all, the personal example of the teacher is of great importance. If the teacher himself loves books, students will also learn to appreciate them. Using literary texts during the lesson, reading small passages and discussing them with students will increase interest in reading. Also, the organization of independent reading corners or bookshelves in the classroom will form the habit of reading [6], [7], [8], [9], [10]. Reading competitions:

Best Reader;

Reading Week;

Projects like My Favorite Work encourage readers. Parents reading with their children also plays a big role in this process.

Certain conditions should be created to develop a reading culture in primary education. It is necessary to enrich school libraries with modern literature, recommend age-appropriate books to students, expand access to electronic libraries using information technologies, and have teachers participate in advanced training courses to improve reading culture.

If a reading culture is developed from the primary grades, students will be formed as broad-minded, independent, and critical thinkers, spiritually rich and well-rounded individuals.

Primary education plays a crucial role in the formation of a reading culture and reading habits among students. At this stage, the child's need for knowledge, the scope of thinking, and speech development expand through books. Reading culture is not only the ability to read, but also includes the student's conscious approach to books, the habit of using books correctly, and the ability to analyze what they have read and apply it in life. Therefore, the development of a reading culture is one of the important pedagogical and psychological tasks of the primary education process.

The culture of reading enriches the spiritual world of the student, broadens his worldview, and develops the ability to think independently and critically. By laying the foundation for a reading culture in primary education, the foundation for the student's success in subsequent stages of education is created. After all, a student who is not interested in reading books may face difficulties in gaining deep knowledge in the future. Therefore, the culture of reading is considered one of the main factors of social and spiritual development.

Taking into account the age characteristics of students is important in developing a reading culture. Primary school students have psychological aspects such as instability of attention, rapid distraction, and limited ability to remember. Therefore, they are recommended to use short, simple, artistic texts that depict real-life events and are enriched with colorful images. From a pedagogical point of view, the teacher should use interactive methods, interesting tasks, and game technologies to interest students in books.

Effective methods for developing a reading culture

1. The teacher's personal example. Students are often influenced by the teacher's behavior. If the teacher is an example of a person who loves books and constantly reads, students will also learn to appreciate books.
2. Introducing reading elements into the lesson. Reading small excerpts from works of art in each lesson, discussing them, and analyzing characters will increase children's interest in books.

Independent reading corners. It is important to organize small library corners in a classroom or school, creating comfortable conditions for students.

1. Reading competitions and cultural events. Events such as "The Most Active Reader", "My Favorite Book", and "Book Week" form a spirit of competition among students and encourage reading.
2. Parental participation. Parents reading books together with their children, telling stories, and giving books as gifts are effective tools in forming a reading culture.

The following conditions are necessary for the effective development of reading:

- Provision of school libraries with a rich and diverse range of literary and popular science literature;
- Recommendation of books to students appropriate to their age and interests;
- Expansion of access to electronic libraries and digital resources;
- Regular introduction of teachers to methods of developing reading through advanced training courses.

3. Results and Discussion

One of the modern approaches in this process is to instill a sustainable interest in reading in students through the use of gamification technologies.

The concept of gamification and its pedagogical essence

Gamification is a technology aimed at increasing the activity of students by introducing game elements (scores, ratings, levels, badges, competitions, awards, etc.) into the educational process.

For children of primary school age, the game is a leading type of activity. Therefore, the use of game mechanisms in the lesson process corresponds to their psychological needs and facilitates the assimilation of knowledge.

Let's answer the question of what is the relevance of forming a reading culture in primary grades today.

A reading culture includes the components of a positive attitude to reading, understanding the text, reading based on independent choice, analysis, and evaluation of the read work.

It is in the primary grades that the formation of these skills is the foundation of subsequent educational stages.

The methodology for developing reading based on gamification also includes the use of game elements in the lesson.

The following methods are considered effective in the lesson:

"Find the hero of the book" - students find and describe the heroes based on the work read.

"Reading marathon" - points are awarded based on the number of books read weekly or monthly;

"Reading Marathon" - points are awarded based on the number of books read per week or month;

"The Most Active Reader" rating is evaluated with encouraging signs and diplomas.

Another pressing issue today is how to interest a child in the lesson. To make the lesson more interesting and understandable, conducting it using digital tools also gives high results.

Quizzes, tests, quizzes (Kahoot, Quizizz, Wordwall), Debates based on multimedia presentations, engaging the child with various e-books, and showing videos about readers or books. If the internal motivation of students is strengthened by giving them stickers, stars, and certificates to encourage their achievements, the child's desire will increase even more [11], [12], [13], [14], [15].

4. Conclusion

Gamification technologies are an effective pedagogical tool for forming a reading culture among primary school students. Through game-based methods, students become interested in reading, learn to think independently, and enjoy the learning process. As a result, the quality of education and the level of student learning significantly increase.

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