

RESEARCH ARTICLE

Didactic Requirements for Developing Reading Culture in Primary Education

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Abstract

Developing a reading culture in primary education is essential for fostering lifelong learning, cognitive growth, and independent thinking in young learners. A reading culture involves not only the technical ability to read but also comprehension, critical analysis, interpretation, and reflection. This article examines the theoretical and practical didactic requirements for cultivating reading culture among primary school students. Through a comprehensive review of scholarly literature, it explores principles of text selection, instructional strategies, motivational techniques, differentiated instruction, interactive learning, and assessment frameworks. Emphasis is placed on the integration of traditional reading practices with modern technologies, classroom environment optimization, and family involvement. Findings indicate that the systematic implementation of didactic principles enhances students' literacy, critical thinking, and lifelong engagement with reading.

KEYWORDS

Reading culture, didactic requirements, primary education, literacy, instructional strategies, motivation, assessment, independent learning.

INTRODUCTION

Reading is a foundational skill in primary education that significantly influences a child's cognitive, social, and emotional development. Beyond decoding words, reading fosters comprehension, imagination, critical thinking, and the ability to analyze and synthesize information. Developing a reading culture in primary education establishes a foundation for lifelong learning, intellectual curiosity, and independent problem-solving.

A reading culture involves multiple competencies: fluency, comprehension, reflective thinking, and active engagement with texts. Pedagogically, fostering such competencies

requires carefully structured didactic strategies that consider students' age, cognitive development, motivational levels, and socio-cultural context [1; 142p]. In primary classrooms, reading instruction must not be confined to mechanical word recognition but should encourage interpretation, evaluation, and personal response to texts. The didactic requirements for cultivating reading culture are therefore both theoretical and practical. They encompass principles for selecting appropriate reading materials, methods for organizing reading activities, motivational techniques, differentiation strategies, and assessment protocols. This article systematically reviews these requirements, highlighting evidence-based strategies to

enhance literacy and promote independent reading in primary education [2; 159p].

LITERATURE REVIEW

Reading culture in primary education has been examined extensively in pedagogical and psychological literature. Vygotsky, Lev Semyonovich emphasized the social dimension of learning, proposing that cognitive skills develop through interaction with teachers and peers within the “zone of proximal development” (ZPD). Guided reading, scaffolding, and collaborative activities enable students to engage with texts beyond their immediate independent abilities, fostering comprehension and critical engagement [3; 230p]. Piaget, Jean highlighted the importance of age-appropriate content, noting that primary school students operate at the concrete operational stage. They best understand concepts presented through tangible examples, narratives, and vivid imagery. Abstract or overly complex texts may impede comprehension and reduce interest in reading [2; 159p]. Reading culture also relies on metacognitive processes, as students must monitor understanding, predict outcomes, and reflect on textual content. Palincsar, Annemarie Sullivan and Brown, Ann L. proposed the reciprocal teaching method, which involves questioning, summarizing, clarifying, and predicting. This interactive model has been shown to improve comprehension, critical thinking, and engagement in primary learners.

Several didactic principles guide reading instruction to cultivate reading culture:

- 1. Scientific Validity:** Texts should be accurate, reliable, and appropriate for the developmental level of learners. Even simplified texts must maintain conceptual correctness to ensure meaningful knowledge acquisition [4; 256p].
- 2. Systematicity and Progression:** Reading instruction should follow a structured sequence: letter recognition → syllable decoding → word recognition → sentence comprehension → full-text analysis. Each stage builds on the previous, reinforcing skill acquisition and comprehension [5; 36p].
- 3. Active Engagement:** Reading should be interactive. Students must actively decode, comprehend, reflect, and respond to texts. Engaging students in discussions, questioning strategies, and problem-solving tasks enhances active participation and develops independent thought [6; 42p].

4. Differentiation: Students vary in reading speed, comprehension, and motivation. Differentiated instruction ensures that each student receives appropriate texts, challenges, and guidance, fostering optimal development [7; 32p].

5. Motivation and Interest: Intrinsic motivation is crucial. Engaging narratives, relevant topics, and opportunities for choice enhance students’ desire to read, fostering sustained reading habits [8; 38p].

6. Integration of Technology: Digital tools such as e-books, interactive story apps, and multimedia platforms can complement traditional reading instruction, providing engaging and adaptive learning experiences [9; 208p].

7. Collaborative Learning: Peer discussions, group reading, and shared story activities encourage social interaction and cognitive growth [10; 204p].

METHODOLOGY

This study adopts a qualitative review methodology, analyzing scholarly literature on primary education, reading pedagogy, and literacy development. Sources were selected based on relevance to reading culture, didactic strategies, and primary classroom application. Both classical theoretical frameworks and contemporary technological innovations were included. The review synthesizes these sources to outline practical didactic requirements and instructional strategies for fostering reading culture in primary education.

RESULTS

Selecting appropriate reading materials is foundational. Texts should align with students’ cognitive abilities and interests. Badiiy (literary) texts, stories, fables, and age-appropriate informational texts stimulate imagination, promote comprehension, and encourage engagement [1; 142p]. Thematic relevance and cultural context enhance meaning-making and help learners connect texts to their experiences.

Effective reading instruction combines direct teaching, guided reading, and independent practice. Reciprocal teaching, think-aloud protocols, and questioning techniques help students develop comprehension strategies. Students are taught to summarize, ask questions, clarify misunderstandings, and predict outcomes, actively engaging with the material [3; 230p]. Interactive methods, including dramatization, role-play, and concept mapping, further promote understanding. Concept mapping allows students to visually organize ideas

and relationships between concepts, improving recall and comprehension [5; 36p].

Creating intrinsic motivation is vital. Teachers can implement reading challenges, book clubs, storytelling competitions, and reward systems for active readers. Classroom libraries with diverse and age-appropriate materials foster voluntary reading. Encouraging student choice in book selection increases engagement and ownership of learning [8; 38p]. Individual differences in reading ability, comprehension, and interest require differentiation. Teachers may provide varied levels of reading texts, scaffolded support for struggling readers, and extension tasks for advanced students. Differentiation ensures equitable learning opportunities, promoting confidence and competence among all learners [7; 32p]. Assessment of reading culture should evaluate comprehension, engagement, reflective thinking, and analytical abilities, not only speed or accuracy. Formative assessment methods, including observation, oral questioning, reading journals, peer discussion, and digital platforms, allow teachers to monitor progress and adjust instruction accordingly [4; 256p].

Digital tools enhance reading experiences through interactivity, multimedia support, and adaptive learning environments. Audiobooks, e-books, and gamified reading platforms can reinforce traditional literacy instruction while maintaining students' motivation. However, technology should complement, not replace, foundational reading skills [9; 208p]. A supportive learning environment fosters reading culture. A print-rich classroom, reading corners, visual aids, and accessible materials encourage daily interaction with texts. A psychologically safe atmosphere allows learners to express ideas freely and take risks in comprehension tasks, enhancing engagement [10; 204p]. Family participation strengthens reading culture. Parents reading with children, discussing books, and modeling reading behaviors reinforce literacy habits. Community programs, libraries, and storytelling events supplement school-based reading experiences. Cooperation between school and home is critical to sustaining reading motivation [2; 159p].

DISCUSSION

Implementing didactic requirements systematically ensures the development of a comprehensive reading culture in primary education. Scientific text selection, structured progression, differentiated instruction, active engagement,

motivation, assessment, and supportive environments are interconnected components that influence student outcomes. Reciprocal teaching, concept mapping, and interactive methods demonstrate that active learning enhances comprehension and critical thinking [3; 230p]. Moreover, the integration of technology and family involvement provides additional scaffolding, ensuring continuity of reading practice beyond the classroom. Formative assessment allows teachers to respond to students' individual needs, adjust strategies, and foster independent learning skills. These strategies collectively nurture learners who are not only technically proficient readers but also reflective, analytical, and motivated individuals capable of lifelong engagement with texts [1; 142p].

CONCLUSION

This article examined the didactic requirements for developing reading culture in primary education. Findings highlight that a systematic and multifaceted approach—including scientific text selection, structured instruction, differentiated support, active engagement, motivational strategies, technological integration, formative assessment, and family involvement—effectively fosters reading culture. Implementing these requirements ensures that students acquire not only literacy skills but also critical thinking, comprehension, and independent learning competencies. Ultimately, cultivating reading culture in primary education lays the foundation for lifelong intellectual growth, curiosity, and engagement with knowledge.

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