

THE SIGNIFICANCE OF CULTIVATING READING ENTHUSIASM AMONG PRIMARY SCHOOL STUDENTS

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Abstract

This article examines one of the fundamental issues of the current education system related to the creative potential of primary school students and the importance of its development. Furthermore, it highlights the significance of addressing this issue in the current context and at the national level, considering the uniqueness of the problem and the formation of students' creative potential. The psychological and pedagogical aspects of developing the creative potential of primary school students have been studied. The main reasons for reducing students' creative potential and the requirements for solving this problem in the current context have been identified. The characteristics of creative potential, creative abilities, and the main indicators of developing students' creative potential have been clarified.

Introduction

The social-economic issues of the present, the unpredictable situations of the environment, and people's choices for healthy lifestyles have become important factors influencing health. To address these factors, it is crucial to develop individuals' understanding of healthy lifestyles. Developing primary school students' understanding of healthy lifestyles is ineffective without considering their knowledge and skills in this field, along with education and awareness. Students need to be taught to make decisions and shape their own worldviews, enabling them to work creatively and reach a higher level of competency[1].

It is necessary for students to learn to make decisions about their lifestyles based on their potential capabilities, recognize the principles and factors of managing health, and organize their knowledge effectively to learn. The formation of a healthy lifestyle for students is directly related to the fields of philosophy, sociology, cultural studies, psychology, medicine, and pedagogy. The study and development of this issue reveal the importance of education (e.g., L.N. Kogan, E.S. Markaryan), a healthy lifestyle (e.g., G.L. Apanasenko, N.M. Amosov, I.I. Brekhman, Kh.K. Satbayeva, A.S. Adilkhanov, L.Z. Tel, E.D. Dalenov, A.A. Akanov, K.A. Zhanaberdieva, Z.G. Brusenko, S.R. Rakhmetova, etc.), the development of cognitive activity and creativity, and the development of primary school students' competencies. In these programs, it is emphasized that developing primary school

students' understanding of a healthy lifestyle is crucial [2].

This is because the cognitive processes underlying health consciousness in psychology play a key role in increasing an individual's intellectual and moral consciousness, allowing them to enhance their critical thinking skills and develop their knowledge through intellectual learning. In cases where young learners' attitudes toward education are shaped and nurtured, the results have been repeatedly demonstrated in practice. According to the opinions of certain scholars such as M. Belyaev, N. Morozova, and S. Rubinstein, curiosity is a fundamental human trait that leads to exploration and the acquisition of knowledge, which in turn strengthens an individual's motivation to achieve goals. In this regard, N. Morozova states that "Activity directed at a specific goal is a driving force." The issue of developing students' curiosity has always been a subject of special study for educators (e.g., G.I. Belinsky, L.V. Belyakov, N.A. Bodrova, I.I. Ganitskaya, K.G. Nurakhmetova, T.A. Naumova, A.T. Tamaev, etc.).

According to their research, intellectual abilities contribute significantly to the development of cognitive activities, especially in situations where individuals are engaged in intellectual activities. Thus, by organizing activities aimed at increasing students' cognitive activities and promoting intellectual learning, we can enhance their understanding of a healthy lifestyle and contribute to their intellectual development [3].

Methodology

In the study of pedagogy, "educational curiosity" is defined as the curiosity that plays a significant role in a student's active participation in learning, enabling them to accumulate life experience through reading books. In this context, the book serves as a tool for setting goals and is essential for developing a student's intellectual and emotional maturity.

The term "educational curiosity" was first discussed by Kh.D. Alchevsky and N.A. Rubakin, and the contribution of G.I. Bogin, L.G. Zhabitskaya, V.A. Levin, and others to shaping the educational curiosity of primary school students is noteworthy. Several explanations of the term "educational curiosity" have been provided in psychological-pedagogical works. E.P. Klimova wrote that "educational curiosity" means understanding the meaning of one's own speaking activity in terms of learning, which helps a child understand the main meaning of words in the text and often leads to their interest in the surrounding world [4].

In studying the level of development of educational curiosity among primary school students, scholars have identified three categories:

- undeveloped curiosity (the student takes a book but does not look at the pictures, does not set goals, lacks curiosity and interest, and the effect of reading is minimal);
- developed curiosity (the student is interested in reading but does not always set goals and sometimes shows their influence in a visible way);
- purposeful search (the student understands the importance of reading books, looks at

pictures, and actively seeks out their own reading).

The educational curiosity of a primary school student is a phenomenon that is related to their cognitive maturity and educational curiosity, and when it comes to perception and production, it is characterized by their personal view of learning, internal motivation for learning, and the effectiveness of implementing educational activities. Today, a primary school teacher has various pedagogical tools at their disposal to effectively develop the educational curiosity of primary school students. This depends on the teacher's capabilities and abilities, their experience and expertise, as well as the capabilities of the educational institution.

Main part

One of the essential issues of contemporary social development is the comprehensive development of children through reading quality literature. It is an indispensable tool for shaping a child's spiritual worldview and values, as well as for developing their critical thinking and reflection on the content of books. Therefore, organizing a student's educational activities with the aim of setting goals is a priority for the primary education system when it comes to promoting their intellectual development.

A primary school student forms their worldview under the influence of the books they read, as literature conveys spiritual and humanistic values from generation to generation. Reading promotes a dialogue between the intellect and

heart, demanding intellectual and emotional engagement from both the child and the book.

Scholars categorize curiosity in the following ways:

a) Goal-oriented curiosity. When a person sets a goal, they become interested in achieving that goal.

b) Activity-oriented curiosity. Here, a person is interested not in the result of their actions, but in the process itself. For example, a student may be interested in solving complex words. Even if they do not set a goal to learn them, the interest in the process of spending time can lead to new activities being proposed.

When studying a person's intellectual development, scholars pay attention to two main components of the thinking process. The first is the personal cognitive process, which is characterized by the individual's understanding of their own thinking process through their own perceptions, skills, external cultural influences, and acceptance of societal norms and traditions. The second component is the effectiveness of thought, which is based on the ability to actuate, control, direct, and organize certain activities leading to a specific conclusion [5].

If educational curiosity is viewed in a broad sense, it contributes to shaping a student's active participation in learning through a deep understanding of the accumulated human experience conveyed in books. This curiosity fosters personal reflection and intellectual engagement with the content of books. It is essential to have a systematic and thoughtful approach to reading to achieve the intended educational goals.

Reading a book and comprehending its content, reflecting on it, deriving pleasure from it, and being able to express the effects gained from the reading are indicative of a cognitive force that develops the reader.

We can consider several tools outlined in literature to develop the cognitive activity of middle school students. For example, it is mentioned that in E.P. Klimov's work, using various tasks that enable students to read books in a structured way is necessary. These include:

Tasks that require lexical work with words. These tasks allow for a broad and detailed understanding of the meaning of words.

Tasks aimed at identifying the content, genre characteristics, and emotional description of the read text.

Tasks that provide methodological tools aimed at accepting, processing, and memorizing the text for production.

I.G. Zhukova mentions several pedagogical tools that are effective for developing the cognitive activity of middle school students. These include conducting lessons with illustrations, music, stories that appeal to emotions; using ready-made summaries that help understand texts prepared for the future; organizing games, team, group, and dialogic work using literary characters; and writing compositions.

The choice of methods for developing a student's cognitive activity and forming their reading interest depends on the teacher's pedagogical

creativity, which ensures the correct organization and achievement of the goal.

There are various ways to cultivate a child's spiritual development. One of them, perhaps the most important, is to immerse a child in reading. In recent years, the reading interest of children in serious literature has been declining, which is a concern to all of us. The reasons for this can be attributed to the era of gadgets, the decline in the attractiveness of books, and the fact that our poets and writers do not write books suitable for children anymore. It is questionable whether a child who does not read books due to various information and technological temptations or simply because they were not raised with the habit of reading, can understand their era, appreciate the value of books, or whether the era of information and technology is to blame. The truth is, many children do not read books. As the saying goes, "The key to the boundless universe is in the book" - this is directly related to the spiritual world of a person. A child who does not read books cannot perceive the world correctly. Such a child's understanding of the world will be distorted, and their spiritual development will be limited.

Today, in a time when television and computers are the constant companions of children, enhancing the interest in reading is essential. Without the guidance of parents, television and computers will take over the technological world completely.

Ushinsky said, "A person who does not read books cannot think of anything." My addition to this: a person who does not have a cognitive

interest in reading literature or in any art is deprived of understanding, feeling, and appreciating someone else's world:

The educational process of the literature subject contributes greatly to the development of the student's creative abilities. Through fulfilling the requirements of this subject, the student reads various works and performs various tasks. However, the correct implementation of this process begins with the parents and teachers if they were there...

Conclusion

To create conditions for developing the intellectual curiosity of primary school students, it is necessary to create special situations. Moreover, it is clear that the level of development of the intellectual curiosity of students is very important in the process of education.

To foster the intellectual curiosity of primary school students, it is necessary to create special situations conducive to theoretical contemplation. Additionally, it is crucial to ensure that students derive pleasure from reading their textbooks, engage with the content, reflect on their own experiences, enjoy reading with peers, or engage in shared discussions, all of which are indicators of developing intellectual curiosity. In the educational process, fostering students' intellectual curiosity, guiding them towards profound contemplation, and addressing these issues are crucial.

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