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THE HISTORY OF THE FORMATION AND DEVELOPMENT OF CHILDREN'S READING: IN THE INTERPRETATION OF WORLD AND UZBEK LITERATURE

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Abstract: This article examines the history of children's reading formation and development through historical-comparative analysis in the context of world and Uzbek literature. The study covers the long historical path from ancient civilizations to the modern digital era. Five key developmental periods of children's reading are identified and characterized. The unique trajectory of Uzbek children's literature – from the Jadid movement to the independence era – is examined. It is concluded that reading education has always been a product of conscious pedagogical efforts; knowledge of this historical experience is essential for primary school teachers in addressing contemporary methodological challenges.

Keywords: children's reading, history of children's literature, Uzbek children's literature, primary education, reading competency, Jadidism, independence era education

Introduction. Children's reading is not only the process of reading books, but also a complex pedagogical and psychological phenomenon that shapes the spiritual world of the growing generation, ensuring its intellectual and moral development. The culture of reading is gradually formed from the child's preschool age and passes its most important stage in the process of primary education. From the point of view of world pedagogy and Uzbek national educational traditions, the problem of children's reading has always been in the center of special attention.[1]

Studying the history of the formation and development of children's reading is not only a look into the past, but also an understanding of the roots of today's educational methodology. This historical process is closely connected with the development of human culture, and each civilization has created its own traditions in raising its children through books and preparing them for the world. The Uzbek people are no exception - our national literature and pedagogical heritage contain unique experiences in raising children.[2]

Historical periods of development of world children's reading. As a result of historical and comparative analysis, five main periods of development of children's reading were identified. The first period (from ancient civilizations to the 15th century) covers the period of the roots of

[1] Qodirov B.R., Yusupova Sh.A. Boshlang'ich sinflarda bolalar kitobxonligini shakllantirishning pedagogik asoslari. – Toshkent: "Fan va texnologiya" nashriyoti. 2021. – B. 8.

[2] Raximova M.X. O'zbek bolalar adabiyotining rivojlanish tarixi. Monografiya. – Toshkent: "Akademnashr" nashriyoti. 2021. – B. 14.

children's reading. In ancient Sumerian and Babylonian "edubbas", Egyptian temple schools, Greek "grammar" schools, children learned to work with written texts. During this period, literature created specifically for children did not yet exist, and adult works were presented in an adapted form. However, the theoretical justification of the need to select literary texts for children in the works of Plato ("Republic") and Aristotle ("Poetics") is an important pedagogical result of this period.[3] The second period (15th–18th centuries) is the period of the formation of children's literature as an independent field. Gutenberg's invention of the printing press (1440) paved the way for the popularization of books. Comenius's "Orbis Pictus" (1658) - the first illustrated children's book - entered the history of education. Jean-Jacques Rousseau's novel "Emile" (1762) established a new approach to the child - as an independent person. The fables of Jean de La Fontaine (1668–1694) and the tales of Charles Perrault (1697) became the first classic examples of children's literature. The main result of this period: children's literature began to move from a didactic to an aesthetic and educational task. The third period (19th century) is the "golden age" of children's literature. The works of the Brothers Grimm (1812), Hans Christian Andersen (from 1835), Mark Twain (1876, 1884), Lewis Carroll (1865) opened a new direction in the literary expression of the child's free thinking, fantasy world and spiritual complexity. The publication of special books for children by the English publisher John Newbery at the end of the 18th century marked the formation of "children's literature" as an independent publishing area. The widespread distribution of popular children's literature in the 19th century was an important factor in strengthening the cognitive function of reading. The fourth period (20th century) - the strengthening of children's reading with scientific foundations. Vygotsky's theory of the "Zone of Proximal Development" (ZPD) became the fundamental principle of reading methodology. Chukovsky's work "From Two to Five Years" (1925) was the first fundamental study of the scientific study of children's language and literary perception. Piaget's theory of cognitive development (1950s) influenced the methodology for organizing children's reading in accordance with their age characteristics. The establishment of IBBY in 1953 and the introduction of the Hans Christian Andersen Award in 1967 created an institutional basis for the development of a reading culture at the international level.[4] The fifth era (21st century - present) is the era of digital transformation and new challenges. The results of PISA-2022 showed that reading literacy indicators of students have decreased worldwide after the COVID-19 pandemic. The widespread use of digital devices and social networks is reducing the time children spend reading. However, e-books, audiobooks and interactive educational applications are also creating new opportunities. Modern methodologies offer hybrid models that combine traditional and digital reading.[5]

Stages of development of Uzbek children's literature and reading. A historical analysis of Uzbek children's literature and reading has shown four independent stages of development. The first stage is the ancient and medieval ages (from the Avesta period to the 18th century). The roots of Uzbek children's literature go back to the ancient Central Asian civilization - Zoroastrianism, Turkic oral literature, Islamic culture. The epics "Alpomish", "Gorogly", "Ravshan", folk tales

[3] Usmonov Q.U., Nabiyeva D.A. Ona tili ta'limining zamonaviy masalalari. – Toshkent: "O'qituvchi" nashriyoti. 2021. – B. 70.

[4] Rashidova D.X. O'zbek bolalar adabiyoti: shakllanish va rivojlanish bosqichlari. – Samarqand: "SamDU nashriyoti". 2021. – B. 28.

[5] Nazarov T.R. O'zbek adabiyotida bolalar obrazi: tarixiy va zamonaviy talqin. – Toshkent: "Akademnashr" nashriyoti. 2020. – B. 82.

and proverbs served as the main means of educating children from generation to generation. In the Middle Ages, Yusuf Khos Hajib's "Kutadgu Bilig" (1069) and Ahmad Yugnakiy's "Hibat ul-haqoyiq" mark the beginning of Uzbek children's literature as the first written didactic works intended for young people. The heroes of Alisher Navoi's epic "Khamsa" served as an important source in the moral and aesthetic education of the younger generation in subsequent centuries. The second stage is the Jadid period (late 19th - early 20th centuries). This stage is considered the most important turning point in the history of Uzbek children's literature and reading. Abdulla Avloni's textbooks "The First Teacher" (1907) and "The Second Teacher" (1912) were aimed at teaching children literacy, as well as instilling patriotism, national identity, and a thirst for knowledge. Hamza Hakimzoda Niyozi's "The Reading Book" (1914) went down in history as the first original Uzbek textbook that combined folk tales, poetic fragments, and natural science information. The introduction of the Jadid method of reading comprehension instead of traditional memorization marked a revolutionary change in the methodology of Uzbek primary education.[6] The third stage is the Soviet period (1920–1991). During this period, special publishing houses for children were established, and the magazines "Guliston", "Saodat", "Guldasta" widely promoted reading. The works of Hamid Olimjon, Gafur Ghulom, Mirtemir, Shukrullo, Quddus Muhammadiy, Polat Momin created the golden fund of Uzbek children's literature. However, ideological censorship excluded part of the national literary heritage - the epic "Alpomish" and examples of classical literature - from the educational process for several decades. This contradictory situation is noted as the main pedagogical shortcoming of the Soviet era. The fourth stage is the period of independence (from 1991 to the present). Since 1991, previously banned works have been returned to the educational process. The 1997 Law "On Education" and the "National Program for Personnel Training" strengthened the legal basis for the formation of reading competence in primary education. As part of the 2017–2021 education reforms, the subjects "Mother Language" and "Reading" were combined under the name "Mother Language and Reading Literacy"; reading competence was defined as a separate learning outcome in the new state educational standards. Starting in 2020, the "100 Books" project, "My Favorite Book" competitions, and other state initiatives are helping to popularize a reading culture.[7]

The results obtained allow us to consider a number of important scientific problems. First, the history of children's reading shows that reading education has never developed by itself - it has always been promoted as a result of conscious pedagogical efforts and social will. This conclusion is also confirmed by existing Uzbek studies - the works of Abdullayeva N.S. and Mirzayeva G.T., Matyo'qubov A.N., Yo'ldoshev J.G. and Niyozova M.S. Also, as noted in the study of Rahmatullayeva S.Yu., the management of reading activities in primary education cannot be effective without a systematic approach and state support.[8] Secondly, the fact that digital technologies have a two-way impact on children's reading - on the one hand, convenience, and on the other, the risk of weakening deep reading skills - poses new challenges for modern pedagogy. Mukhtorova D.B.'s study examined the relationship between digital technologies and

[6] Begmatova Sh.B. O'zbek bolalar she'riyatining rivojlanish tendensiyalari. – Toshkent: "Akademnashr" nashriyoti. 2021. – B. 12.

[7] Matyo'qubov A.N. Ona tili va o'qish savodxonligi darslarida kitobxonlik madaniyatini rivojlantirish. – Toshkent: "TDPU nashriyoti". 2022. – B. 16.

[8] Yuldosheva G.M. Ona tili darslarida qiziqarli o'qishni tashkil etish metodikasi. – Andijon: "AnDPI nashriyoti". 2022. – B. 27.

children's reading and showed the cognitive superiority of traditional book reading. In Uzbekistan, the possibilities of using electronic resources through the portals "Edu.uz" and "Ziyonet" are expanding; however, a hybrid approach with a traditional paper book should be considered as the optimal option.[9] Thirdly, historical analysis shows that Uzbek children's literature, from the Jadid period to the years of independence, has always sought to harmonize national values and modern needs. This unique historical path forms the roots of the creation of a separate pedagogical model for Uzbek primary education. The studies of Khasanova F.U. and Tursunov X.N. scientifically substantiate the need to harmonize national traditions and modern reading methods. This synthesis also determines the relevant methodological direction for today's primary school teacher. Fourthly, historical experience shows that the primary school teacher's personal reading potential and the ability to instill a love of books in children have always been a decisive factor. Ismoilova X.T. and Holmatova Z.B. As emphasized in their works, the professional training of the teacher and knowledge of reading methods are of primary importance in organizing artistic education in primary grades. Therefore, special attention should be paid to the history and methods of reading in the teacher training system.[10]

Conclusion. This historical and comparative analysis of the history of the formation and development of children's reading has given the following scientific conclusions: The history of world children's reading has gone through five main periods: the era of ancient schools, the period of the formation of children's literature (15th–18th centuries), the "golden age" (19th century), the period of strengthening scientific foundations (20th century) and the period of digital transformation (21st century). Each period has created its own pedagogical approaches, literary genres and methods of organizing reading.

Uzbek children's literature and reading have gone through four independent stages: ancient and medieval (oral works and early written works), the era of Jadidism (revolutionary methodological innovations), the Soviet era (large-scale but ideologically limited development) and the period of independence (restoration of national heritage and modern reform). Knowledge of these stages creates an important historical and methodological basis for a primary education teacher.

Digital technologies can be effectively used in primary education through a hybrid approach, combined with traditional reading; this requires new methodological training from teachers.

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[9] Rahmatullayeva S.Yu. Boshlang'ich ta'limda kitobxonlik faoliyatini boshqarish. – Toshkent: "TDPU nashriyoti". 2023. – B. 56.

[10] Tursunov X.N. O'zbek milliy pedagogikasida bolalar tarbiyasi an'analari. – Toshkent: "Akademnashr" nashriyoti. 2022. – B. 38.

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