

FORMATION OF READING CULTURE IN PRESCHOOL EDUCATION: THE ROLE OF FAMILY AND EDUCATORS

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Abstract: This article explores the formation of reading culture in preschool children, emphasizing the significant role of both family and educators. Developing a reading culture at an early age contributes to children's cognitive, emotional, and social development. The study analyzes effective strategies and cooperation between parents and teachers in fostering reading habits among preschoolers. Practical recommendations for strengthening family-educator partnerships are also provided.

Keywords: reading culture, preschool education, family role, educators, early childhood development, reading habits, literacy development

Introduction

The development of a reading culture in early childhood is fundamental for successful lifelong learning. Preschool age is a critical period for instilling positive reading habits and fostering a love for books. Both families and educators play vital roles in shaping children's attitudes towards reading. Parents create the initial environment for language exposure and reading motivation, while educators reinforce these values in structured educational settings.

However, despite its importance, many preschool children lack sufficient exposure to reading activities at home or school. Understanding how family involvement and teacher guidance interact to support reading culture is crucial for enhancing literacy outcomes. This study aims to investigate the combined role of family and educators in fostering reading culture among preschool children and to propose strategies for effective collaboration.

Methodology

This research employed a mixed-methods approach involving both qualitative and quantitative techniques. The study was conducted in several preschool institutions, involving parents and educators as participants. The following methods were applied:

1. **Literature Review:** Analysis of existing research on reading culture formation and family-educator collaboration.
2. **Questionnaires:** Distributed among parents and teachers to assess current reading habits, attitudes, and involvement in children's reading activities.
3. **Interviews:** Semi-structured interviews with selected educators and parents to gain deeper insights into challenges and effective practices.

4. **Observations:** Monitoring children's engagement during reading sessions in preschool settings.

Data collected were analyzed using descriptive statistics and thematic content analysis to identify key trends and correlations.

The findings indicate that children whose families actively participate in reading activities at home demonstrate higher interest and better literacy skills. Educators reported that parental involvement positively influences children's motivation and reading progress. However, a significant number of parents admitted to lacking time or resources to support reading at home consistently.

Observations showed that interactive reading sessions led by educators, combined with parental reinforcement, significantly improved children's vocabulary, comprehension, and enthusiasm for reading. Effective communication and cooperation between families and educators emerged as essential factors for fostering a sustainable reading culture.

Discussion

The results confirm the critical role of both family and educators in shaping preschool children's reading culture. Active family involvement complements educational efforts, creating a supportive and motivating environment for children. Educators need to provide guidance and resources to parents to help them engage in reading activities effectively.

Challenges such as limited parental time and access to books highlight the need for preschools to organize workshops and provide reading materials. Establishing regular communication channels between families and teachers can enhance cooperation and promote shared responsibility in developing reading culture.

Future research should explore specific intervention programs that strengthen family-educator partnerships and assess their long-term impact on children's literacy development.

Conclusion

Forming a reading culture in preschool children requires a joint effort between families and educators. Both parties significantly influence children's attitudes toward reading and their literacy skills development. Encouraging active parental participation alongside effective educator-led reading activities enhances the quality of preschool education and promotes lifelong learning habits.

In conclusion, the formation of a reading culture in preschool education is a multifaceted process that requires the active involvement of both family and educators. Families provide the foundational environment where children first encounter books and develop early literacy skills. Educators reinforce and expand this foundation through structured reading activities and supportive learning environments.

The collaboration between parents and teachers significantly enhances children's interest in reading, vocabulary development, and comprehension abilities. When families engage in reading practices at home and educators implement interactive and age-appropriate reading sessions, children show increased motivation and better learning outcomes.

However, challenges such as limited parental time, insufficient resources, and the need for more educator training on family engagement highlight areas that require attention. It is essential for preschool institutions to support families by providing guidance, organizing workshops, and facilitating access to quality reading materials.

Future initiatives should focus on strengthening the partnership between families and educators through regular communication and shared responsibilities. Developing comprehensive programs that involve parents more actively will contribute to a more effective and sustainable reading culture in early childhood.

Ultimately, nurturing a strong reading culture at the preschool stage lays the groundwork for children's lifelong learning, academic success, and personal growth. Investing in family-educator cooperation in this regard is vital for the holistic development of young learners.

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