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Formation of reading culture of schoolchildren in Kyrgyzstan: Challenges of the time and pedagogical guidelines

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Abstract. The relevance of the study is determined by the declining interest of schoolchildren in reading amid the digitalisation of society, the competition between visual and textual information, and the specific features of Kyrgyzstan's multilingual and multicultural educational environment. The aim of the study was to identify current challenges in developing schoolchildren's reading culture and to substantiate pedagogical guidelines for its development in the educational process. The study utilised an analytical method, a survey of 120 students in grades 7-9 in Bishkek, and pedagogical modelling methods: the development of a structural model of schoolchildren's reading culture and a system of pedagogical guidelines aimed at developing it in a multilingual educational environment. It was established that the key challenges in Kyrgyzstan remain digitalisation, clip thinking, declining reading motivation, competition from visual content, and difficulties with reading in a multilingual environment. Survey results revealed that only 27% of students read regularly, while only 31% are able to comprehend the problems of the text. The study revealed the predominance of a functional-formal level of reading, with insufficient development of the value-based and reflective components. The pedagogical guidelines substantiated include the development of intrinsic reading motivation, work with complete literary texts, the formation of cross-cultural competence, and the use of analytical-interpretative reading. Comparative reading of works of Kyrgyz and world literature, text interpretation based on cultural context, and dialogic discussion were identified as effective mechanisms. The implementation of the proposed pedagogical guidelines contributed to the transition from the formal assimilation of information to meaningful reading and to the formation of a stable reading culture among schoolchildren in the multicultural educational environment of Kyrgyzstan. The practical significance of the study lay in the possibility of applying the developed guidelines and model of reading activity in lesson planning, curriculum development, and teacher professional development

Keywords: reading; reading literacy; reading competence; reading culture; reading development; reading development strategies

INTRODUCTION

In the conditions of global socio-cultural changes and the digitalisation of education, the issue of forming a culture of reading among school pupils is becoming particularly relevant. Today's pupils operate in an information environment characterised by "clip-based" thinking, fragmented perception and the dominance of visual content, which leads to a decline in interest in thoughtful reading and has a negative impact on reading literacy and the overall intellectual and cultural development of the individual. In the system of school education of the Kyrgyz Republic, this problem is

compounded by a number of factors, including a polylingual educational environment, the gap between traditional and digital forms of reading, insufficiently developed motivation to read, and the absence of a comprehensive pedagogical strategy for fostering a culture of reading.

An analysis of the scientific and pedagogical literature has shown that issues of reading have been studied for a long time within the fields of philosophy, psychology and pedagogy. Contemporary research in the science of reading views this phenomenon as a complex interdisciplinary

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process involving cognitive, linguistic, cultural and social components. For example, A. Goodwin & R. Jiménez (2020) emphasised that an understanding of reading cannot be reduced solely to the acquisition of technical skills for decoding text; rather, it is necessary to take into account a wide range of factors that determine the reader's interaction with the text. This approach significantly broadens traditional conceptions of reading, highlighting its versatility and the importance of the sociocultural context. The multifaceted nature of reading as a complex sociocultural phenomenon is highlighted by N. Lopatina (2019), who regards reading as a specific form of intellectual activity aimed at satisfying the cognitive and worldview-related needs of the individual and contributing to the development of thinking, imagination and value orientations. At the same time, she interprets reading as a social institution that facilitates the transfer of knowledge, socialisation and enculturation within a historical and cultural context, which underscores its key role in forming the intellectual and spiritual potential of society. According to this approach, Y. Melentyeva (2022) notes that reading-as-a phenomenon, a process and a form of activity-goes beyond mere interaction with a text, encompassing the author as the creator of content and the reader as an individual possessing certain psychophysiological and personality characteristics. In this context, the reader is regarded by the researcher as a phenomenon on a civilisational scale, constituting one of the fundamental components of culture and education. Thus, contemporary researchers view reading as a complex cognitive, communicative and sociocultural process in which the author, the text and the reader interact. In this context, particular importance is attached to the question of the reader's role in constructing the meaning of a text.

Considering reading as a creative process logically raises the question of the reader's role in constructing the meaning of a text. Today, research is paying increasing attention to reader subjectivity, which implies the learner's active participation in interpreting what they have read. For example, S. Bist & B. Kandel (2024), in their study of the application of the "reader-response" approach to teaching English literature to university students in Nepal, demonstrated that moving away from the traditional teacher-centred approach helps to foster the reader's independence. The "reader-response" approach provides students with the opportunity to interpret a text through the prism of their own experiences, cultural perceptions and values, transforming them from passive recipients of information into active participants in the educational process. The results of the study demonstrate the positive impact of this approach on the development of critical thinking, motivation to read and the depth of understanding of literary works. Thus, the authors confirm that the meaning of a text is formed in the process of active interaction between the reader and the text.

The concept of the active reader is further developed in contemporary theories of reading literacy. For example, G. Cervetti & P. Pearson (2023), drawing on the "four

resources" model, view the reader not only as a subject who constructs meaning, but also as an active participant in social interaction with the text. The researchers propose the concept of the "textual actor", which involves using the outcomes of reading to solve real-world social problems and transform the surrounding reality. In this model, the reader acts not only as an interpreter and critical analyst of the text, but also as an agent capable of applying the knowledge gained to make decisions and participate in public life. The ideas of G. Cervetti & P. Pearson (2023) have important methodological significance for the study of reading culture, as they allow it to be viewed not only as a set of reading and text comprehension skills, but also as an individual's ability to critically interpret information, assess its relevance, and apply the outcomes of reading to tackle academic, personal and socially significant challenges. Consequently, in contemporary research, the reader is not viewed as a passive consumer of information, but as an active agent in interpreting and utilising the outcomes of reading. This understanding is being further developed in the context of the digital transformation of reading culture.

Developing this perspective, V. Bratash & T. Galaktionova (2020) emphasised the need to analyse the impact of visualisation on the formation of new forms of educational texts and ways of working with them, paying particular attention to striking a balance between traditional reading culture and new forms of literacy, including visual and multimedia literacy. A. Veum *et al.* (2024) demonstrated that a critical analysis of multimodal texts on social media helps teenagers to develop media literacy, critical thinking and the ability to engage meaningfully with digital information. The development of conceptions of reading continues in research conducted in the digital age. For example, S. Pozdnyakova (2025) noted the transformation of reading into a system of socio-communicative practices for interpreting sign systems. In this context, reading takes on a multimedia character, combining visual, auditory and sensory perception, which distinguishes it from the traditional approach focused on text. Thus, the development of the digital environment broadens traditional conceptions of reading to include working with multimodal and media texts, which requires the formation of new reading competences.

In the search for ways to overcome the problems identified, pedagogical approaches focused on integrating reading into learning activities take on particular significance. For example, O. Sokolova *et al.* (2022) note that the development of reading literacy should take place whilst solving subject-specific learning tasks. In this context, working with texts goes beyond formal educational requirements and is determined by the logic of pupils' cognitive activity, which helps to foster intrinsic motivation for reading. The current situation raises questions about the role of literature, the nature of reading and pupils' motivation. In this regard, A. Prokhorova *et al.* (2023) emphasised the growing importance of active reading as the foundation of

intellectual development. In this context, the teacher's task is to help pupils develop the ability to understand, interpret and creatively apply information, which contributes to the development of critical thinking and independence.

Particular importance is attached not only to the act of reading itself, but also to the depth of understanding of the text read. In this regard, I. Daminova & Zh. Shcherbaeva (2024) noted that comprehension of what has been read serves as the foundation for the development of logical, creative and critical thinking in pupils. The presented studies indicate a shift in emphasis from the development of individual reading skills to the development of the reader's personality, enabling them to work independently with information and make meaningful use of what they have read. This necessitates a shift towards a broader concept of reading culture. A synthesis of theoretical approaches is presented in the research of A. Niyazova (2025), in which reading is regarded as a cultural practice, the forms and strategies of which have historically varied depending on literacy levels, the development of writing systems, and socio-cultural conditions. In this context, reading culture is understood as an integrative process of personal development, reflecting the level of mastery of the act of reading, a value-oriented attitude towards reading, and the ability to understand and interpret texts within specific socio-cultural contexts.

An analysis of scientific and pedagogical literature shows that reading is regarded as a complex cognitive, communicative and sociocultural process that cannot be reduced to the technical decoding of a text. Particular attention is paid to the active role of the reader in interpreting, critically analysing and using information. In the conditions of digitalisation, reading is taking on a multimodal character and is becoming part of broader socio-communicative practices. Therefore, the concept of reading culture encompasses not only reading skills, but also a positive attitude towards reading, and the ability to meaningfully comprehend and apply textual information in various contexts. At the same time, the development of a reading culture among schoolchildren in the polylingual and digital educational environment of the Kyrgyz Republic remains an under-researched area. In light of this, the aim of this study was to provide a theoretical basis for, and to develop pedagogical guidelines on, the formation of a reading culture amongst schoolchildren in the context of the polylingual and digital educational environment of the Kyrgyz Republic. Achieving this objective involved analysing the current state of the issue of forming a reading culture among schoolchildren in the context of the digitalisation of education and the polylingual educational environment of the Kyrgyz Republic, the identification of key challenges affecting pupils' reading development in the current context, as well as the definition and justification of pedagogical guidelines for the formation of a reading culture among schoolchildren and the possibilities for their implementation in the practice of school education.

■ MATERIALS AND METHODS

The study of the formation of reading culture among schoolchildren in a polylingual and digital educational environment was comprehensive in nature and was carried out in several interrelated stages. In the first stage, a theoretical and analytical review of the scientific literature on the subject of reading and reading culture was conducted. In particular, the works of O. Kolesova *et al.* (2020), N. Stefanovskaya (2021) and S. Borodina *et al.* (2023) were analysed. Methods of analysis, synthesis and generalisation were applied to identify the theoretical foundations of the study and to systematise scientific approaches to understanding reading culture. Methods of pedagogical modelling were chosen due to the need to theoretically generalise and systematise the results of the empirical study, as well as to develop a comprehensive system of pedagogical guidelines for the formation of schoolchildren's reading culture. The application of this method made it possible, on the basis of the identified trends and contradictions, to construct a model of pedagogical influence that reflects the key directions for organising reading activities in conditions of a polylingual and digital educational environment.

In the second stage, an empirical study was conducted to identify the characteristics of reading practices and motivation of schoolchildren. In September 2025, a questionnaire survey was organised among schoolchildren in Years 7-9 at Schools No. 24 and No. 103 in Bishkek. The choice of this age group was based on the fact that the teenage period is a key stage in the formation of sustained reading interests, value systems and skills of meaningful reading. The total sample comprised 120 schoolchildren aged between 12 and 15. The study involved schoolchildren from schools where instruction is conducted in both Kyrgyz and Russian, which made it possible to take into account the specific characteristics of a polylingual educational environment. The sample included schoolchildren of both genders, which ensured that the data were representative. The questionnaire comprised 20 questions, grouped into four thematic sections: reading motivation, reading interests, reading strategies and comprehending text, as well as attitudes towards reading. The questions were predominantly closed-ended (with one or more answer options to choose from), whilst each section included separate open-ended questions designed to clarify the pupils' individual preferences and attitudes towards reading. As an example, here are some questions from the questionnaire.

To determine readers' motivation:

■ how often do you read books (excluding textbooks)? (daily; several times a week; rarely; hardly ever);

■ what most often motivates you to read? (personal interest; school assignments; a teacher's recommendations; advice from others).

To determine preferences in text selection:

■ what types of text do you read most often? (you may select several options) (fiction, texts from the internet (social media, websites), educational texts, comics/visual texts).

To identify the level of text comprehension (reading strategies and understanding of the text):

■ what do you usually do after reading a text? (I can explain the main idea; I summarise the content; I rarely reflect on what I have read).

To determine the importance of reading to the individual:

■ do you consider reading important for your personal development? (yes, to some extent, no).

The survey was conducted in person using a structured questionnaire comprising questions designed to identify reading preferences, reading frequency, levels of motivation and attitudes towards various text formats (traditional and digital). The data obtained were analysed using qualitative analysis methods and basic quantitative analysis (frequency counts, comparison of responses). In the third stage, based on the results of theoretical and empirical analysis, pedagogical guidelines for the formation of schoolchildren's reading culture were identified using the method of pedagogical modelling. Method of pedagogical modelling was chosen due to the need to theoretically generalise and systematise the results of the empirical study, as well as to develop a comprehensive system of pedagogical guidelines for fostering a culture of reading amongst schoolchildren. The application of this method made it possible, on the basis of the identified trends and contradictions, to construct a model of pedagogical intervention that reflects the key directions for organising reading activities within a multilingual and digital educational environment. The pedagogical guidelines presented in Table 5 were developed using the method of pedagogical modelling, aimed at the theoretical construction of a system for the formation of schoolchildren's reading culture. The application of this method made it possible, based on the results of empirical research and an analysis of regulatory documents, to establish a correlation between contemporary educational challenges and corresponding pedagogical solutions.

The modelling was carried out on the basis of the following principles: (1) the principle of systemicity, which involves viewing reading culture as a holistic construct comprising motivational-value, cognitive, activity-based and reflective components; (2) the principle of correlating challenges with pedagogical solutions, whereby each identified educational challenge is matched with a specific pedagogical guideline aimed at overcoming it; (3) the principle of practical orientation, ensuring that the model is geared towards the real-world conditions of the school educational process and can be applied in teaching practice; (4) the principle of socio-cultural context, reflecting the characteristics of the polylingual and multicultural educational environment of the Kyrgyz Republic; (5) the principle of integrating traditional and modern forms of reading, involving a combination of work with classical literary texts and the use of digital and visual resources. The implementation of these principles has made it possible to structure the pedagogical guidelines according to the "challenge-pedagogical solution"

framework, thereby ensuring the clarity and practical applicability of the developed model.

The study was conducted in compliance with generally accepted ethical principles governing the organisation and conduct of educational research involving human participants. Participation was voluntary and based on the informed consent of the pupils and their parents; the confidentiality of the data collected, the anonymity of the participants, and the use of the results exclusively for scientific purposes were ensured. The collection and processing of information were carried out in accordance with the principles of respect for the rights, dignity and interests of the research participants. The study complied with the provisions of the ASA Code of Ethics (2018) as well as the European Commission (2021) guidelines on research ethics and the protection of personal data. The anonymity of respondents and the confidentiality of the data collected were ensured; the data were used exclusively for academic purposes: the survey was conducted anonymously; the questionnaires did not require respondents to provide their surname, first name, address, contact details or any other information that could identify them. The data collected was processed and presented only in aggregated form, thereby ruling out the possibility of identifying the research participants.

As the regulatory and methodological framework for the study, the current subject-specific standards of the Kyrgyz Republic (2022-2025), which set out the requirements for pupils' reading skills, were analysed, including the standards of the Ministry of Education and Science of the Kyrgyz Republic (2025a) and the Ministry of Education and Science of the Kyrgyz Republic (2025b) for Years 7-12. The limitations and contradictions identified during the analysis of these regulatory documents necessitated the use of empirical research.

■ RESULTS AND DISCUSSION

A review of the scientific literature reveals the key areas of research relating to reading and reading culture. The idea of the active role of the reader was developed in the philosophical and pedagogical concept of V. Asmus (1961), who regarded reading as an intellectual and spiritual activity requiring the active participation of the individual. Literary text, according to the researcher, does not convey a ready-made meaning, but rather sets the direction for the reader's mental and imaginative activity. Understanding of a work is formed in the course of complex cognitive processes, including memory, imagination, analysis and synthesis. Consequently, understanding a text is the result of complex mental work, and the dialectical combination of perceiving a text both as a reflection of reality and as artistic fiction transforms reading into a creative process. O. Kolesova *et al.* (2020) identified the main problems in the development of reading skills among primary school pupils and demonstrated the effectiveness of a three-component approach aimed at developing skills in comprehension, interpretation and the practical use of information

from texts. S. Borodina *et al.* (2023) analysed the profound crisis in traditional book culture, contrasting technological optimism with concerns about the loss of skills for deep textual comprehension, and emphasised the importance of an interdisciplinary approach to studying the information society and preserving an individual's intellectual potential. In the study, N. Stefanovskaya (2021) argued that “in recent years, monitoring has become one of the most promising tools for studying reading, enabling the most well-founded predictions to be made about the development of reading culture and the social context of reading at various levels-national, regional and local-on the basis of long-term, comparable observations”.

An analysis of subject-specific standards revealed that reading competence is interpreted in them primarily as the ability to aesthetically perceive and analyse literary texts, to grasp their figurative language and to interpret content. In particular, the standard issued by the Ministry of Education and Science of the Kyrgyz Republic (2025a) emphasises that “reading competence is the ability to perceive a literary work aesthetically and to form an understanding of the unique characteristics of literature amongst other art forms...; to form an understanding of theoretical and literary concepts not as a subject of study, but as a tool, a means of helping to understand a work of art. Pupils acquire the skills to compare and analyse literary works from different nations and cultures”, whilst the standard issued by the Ministry of Education and Science of the Kyrgyz Republic (2025b)

states that “the basis of this competence lies in understanding the figurative devices of language by revealing their artistic polysemy and perceiving them on a personal level; the formation of an understanding of theoretical and literary concepts as a tool for understanding a work of art”.

Together with this, regulatory documents set out the target benchmarks for pupils' reading development, whilst the extent to which these are realised in educational practice requires specific investigation. In this regard, the next stage of the research involved conducting a questionnaire survey of the schoolchildren, aimed at identifying the characteristics of their motivation to read, their interests, their text-processing strategies and their attitudes towards reading. Based on the analysis of the questionnaire data, an analysis was carried out according to the identified thematic blocks, which made it possible to identify the characteristics of pupils' reading motivation, interests, text-processing strategies and values regarding reading. An analysis of the pupils' responses according to the identified blocks showed the following results.

Features of schoolchildren's motivation to read

An analysis of pupils' responses in the “Motivation to Read” section revealed varying degrees of engagement with reading amongst schoolchildren. To determine the intensity of their reading activity, respondents were asked about the frequency with which they read fiction and non-fiction. The results are presented in Table 1.

Table 1. Schoolchildren's reading frequency

Indicator	%
Regularly	26.7
Occasionally	40.8
As needed	31.7

Source: developed by the author

The results obtained suggest that schoolchildren's reading habits lack consistency. Personal interest was cited as the primary motivation for reading by only 29.2% of respondents, whilst 45.8% identified school requirements as the main incentive for reading. This testifies to the predominance of external motivation over internal motivation and points to a weakening of the role of reading as an independent cultural and cognitive need. This trend may be linked to changes in the nature of information consumption in the digital environment, where brief, fragmented and rapidly changing information formats predominate. As a result, reading is increasingly perceived by

schoolchildren as an element of academic work rather than as a means of personal development and self-education. The data obtained suggest that, for a significant proportion of schoolchildren, reading is not a deeply held personal value and is perceived primarily as an academic obligation. Thus, the findings of the study point to the need to strengthen person-centred approaches to the organisation of reading in schools, aimed at developing intrinsic motivation and a lasting interest in reading. To identify the characteristics of schoolchildren's reading interests, respondents were asked questions designed to determine preferred types of text. The results are presented in Table 2.

Table 2. Reading of schoolchildren in conditions of digital environment

Indicator	%
Read fiction	33.3
Texts from the internet	58.3
Educational texts	41.7

Source: developed by the author

The data in Table 2 show the predominance of Internet texts in the structure of schoolchildren's reading preferences, reflecting the influence of the digital environment on the nature of contemporary reading. The predominance of Internet texts indicates a significant change in the structure of contemporary schoolchildren's reading preferences under the influence of the digital environment and media communication. The dominance of digital texts is largely explained by their high accessibility, the speed at which information can be obtained, their visual appeal and the fact that they are familiar to teenagers, a significant proportion of whose everyday communication takes place online. In the digital media environment, the very nature of information perception is also changing. Reading is increasingly becoming fragmented and non-linear, focused on the rapid extraction of specific details rather than on a deep understanding and interpretation of the text. Constantly switching attention between different digital sources reduces concentration and hinders the development of skills in sequential, analytical reading. As a result, schoolchildren tend to focus more on short texts, visually rich content and simplified ways of presenting information. Against this backdrop, there has been a decline in interest in fiction, which requires emotional engagement, thoughtful appreciation and sustained intellectual engagement with the text. Limiting readers' experience primarily to online content may lead to a decline in the ability to interpret literary works, understand the author's perspective and grasp the cultural and value-based content of the text. At the same time, reading fiction retains significant potential for the personal and moral development of schoolchildren, which

underlines the need for educational support to foster a sustained interest in literature.

The multimedia nature of the modern educational environment, which involves the integration of textual, visual and auditory information, also has a significant impact on reading practices. On the one hand, this multimedia approach helps to increase pupils' interest in reading and broadens their capacity to process information. On the other hand, the predominance of visual forms of communication may reduce the need for in-depth textual analysis and lead to a superficial understanding of content. In a multilingual educational environment, it has been found that 41% of pupils read in two languages, whilst 38% note that reading in a non-native language makes it difficult to understand literary texts. This points to the influence of the linguistic factor on the development of reading culture and the need to take this into account in the educational process. Difficulties in understanding literary texts in a non-native language may be linked not only to an insufficient vocabulary, but also to the specific ways in which cultural contexts, literary imagery and the author's style are perceived.

Features of reading strategies and comprehension of texts

In order to examine the characteristics of pupils' reading strategies and their level of text comprehension, they were asked questions designed to identify how they approach the material they have read. Analysis of the data obtained made it possible to determine the extent to which schoolchildren comprehend the text. The results of the study are presented in Table 3.

Table 3. Features of reading strategies and text comprehension among schoolchildren

Indicator	%
Reflect on the main idea and themes of the text	31.7
Limited to a retelling of the text	43.3
Rarely think about what they have read	25.0

Source: developed by the author

These results indicate the predominance of the reproductive level of reading over the analytical and interpretative ones. The data obtained suggest that skills in meaningful reading—which involves not only the perception of factual information but also the ability to analyse, interpret, identify the author's position and comprehend the cultural and value-based content of the text—are insufficiently developed. In this context, a fundamental importance is attached to the distinction between retelling and interpreting a text. Whilst retelling focuses primarily on reproducing the content and sequence of events, interpretation requires a deeper level of reading engagement, involving an understanding of the subtext, the themes of the work, the characters' motivations and the author's intent.

The prevalence of retelling as the primary reading strategy indicates that school reading continues to be

of a reproductive nature, in which pupils' attention is focused primarily on memorising information rather than on comprehending it and personally interpreting it. This trend may be linked to the predominance of learning tasks geared towards reproducing the content of a text, as well as to the insufficient use of analytical and dialogic reading methods in the educational process. At the same time, 46.7% of respondents regularly experience difficulties in understanding literary texts, which indicates an insufficient level of development in the skills of deep reading and text interpretation. The greatest difficulties for schoolchildren are identifying the main idea of a text, understanding the author's viewpoint, analysing literary devices, and establishing cause-and-effect relationships between events in the text. This highlights the need for the targeted development of reading strategies aimed at forming critical thinking, an analytical understanding of

the text and the ability to independently interpret what has been read.

A valuable attitude towards reading

The study of valuable attitudes towards reading was designed to identify the importance pupils attach to reading

in their personal development and everyday life. An analysis of the responses received made it possible to determine the extent to which schoolchildren are aware of the importance of reading as a means of self-development, broadening their horizons and acquiring new knowledge. The results of the study are presented in Table 4.

Table 4. Value attitudes of schoolchildren towards reading

Indicator	%
Reading is important for personal development	54.2
Reading is important for personal development in part	33.3
Personal value of reading absent	12.5

Source: developed by the author

Despite this, 68.3% of pupils expressed a willingness to read more, provided that the texts were personally meaningful and they were free to choose what to read. The results obtained indicate that a significant proportion of schoolchildren have the potential motivational basis for developing reading activity. At the same time, this motivation is predominantly unstable in nature and depends largely on the content of the texts offered, the ways in which reading is organised, and the level of the pupils' personal engagement in the process of working with a text. This suggests that the decline in interest in reading is linked not so much to a complete lack of a desire to read, but rather to the educational process being insufficiently tailored to schoolchildren's individual interests and reading experiences.

Particularly important in modern conditions is the opportunity to choose texts freely, as it is precisely the ability to make independent reading choices that fosters intrinsic motivation, emotional engagement and a sustained interest in reading. Restricting reading material exclusively to educational texts often leads to a superficial understanding of the text and a decline in reading engagement. Conversely, engaging with texts that are personally meaningful and relevant to adolescents' age-appropriate interests, life experiences and emotional needs helps to develop a meaningful relationship with reading and to shape an individual reading perspective. In a digital and polylingual educational environment, pedagogical support for pupils' reading development takes on particular significance, aimed not only at fostering text comprehension skills but also at cultivating a positive attitude towards reading as a means of acquiring knowledge, self-development and cultural self-determination. The findings point to the need to incorporate person-centred and dialogue-based approaches to working with texts into the educational process, to broaden pupils' reading choices, and to include in the school reading curriculum works capable of evoking an emotional response and stimulating independent reading activity among schoolchildren.

Thus, the study conducted has identified a number of consistent trends characterising the current state of schoolchildren's reading culture. The findings indicate a predominance of the functional-formal level of reading, as well as a lack of developed intrinsic motivation to read,

comprehension of meaning, and a positive attitude towards reading. Analysis of the empirical data has shown that the nature of schoolchildren's reading activities is significantly influenced by the digital environment, changes in patterns of information consumption, and the characteristics of the polylingual educational landscape of the Kyrgyz Republic. The predominance of fragmented and predominantly digital forms of reading is accompanied by a decline in interest in fiction and difficulties in interpreting texts. At the same time, the willingness revealed by a significant proportion of schoolchildren to increase reading activity, provided the personal relevance of the texts is ensured, points to the existence of potential for the development of a sustainable reading culture. This provides a scientific and pedagogical basis for the development of pedagogical guidelines aimed at forming meaningful, value-oriented and culturally significant reading practices in modern schools. The results presented are generally consistent with contemporary research recording changes in reading behaviour, a decline in sustained reading motivation and the transformation of reading strategies within the digital educational environment.

Transformation of reading motivation in the digital environment

The data obtained show that, for a significant proportion of schoolchildren, reading remains predominantly instrumental in nature and is linked chiefly to meeting academic requirements. The low level of intrinsic motivation suggests that reading is increasingly rarely perceived by adolescents as an independent form of learning, personal development and cultural experience. The trends identified are consistent with the research by A. Prokhorova *et al.* (2023), which examines the issue of declining motivation to read in the context of the changing information landscape. The authors emphasise the need to develop schoolchildren's ability to interpret information meaningfully and think critically, whereas the results of this study show that reading motivated primarily by external demands predominates.

The obtained results are also consistent with the study by M. Vlasov *et al.* (2025), which examines the impact of problematic internet use on reading motivation and reading literacy levels among pupils in Years 5-9. The researchers

note that excessive immersion in the digital environment has a negative impact on schoolchildren's interest in reading and reduces their reading activity. The findings of the present study confirm this trend: the prevalence of episodic reading and the dominance of external stimuli indicate a decline in intrinsic motivation to read under the influence of digital forms of information consumption. In this regard, educational and family support aimed at forming a sustained interest in reading and developing schoolchildren's intrinsic motivation for reading takes on particular significance. Together with this, the willingness of the majority of schoolchildren to read more when given a free choice and access to texts that are personally meaningful to them indicates that a potential interest in reading remains. This allows the development of intrinsic motivation to read to be regarded as one of the priority objectives of modern school education, particularly within the context of the polylingual educational environment of the Kyrgyz Republic. Consequently, the issue of forming internal motivation to read takes on particular pedagogical significance in the context of the digitalisation of the educational landscape.

Equally significant are the changes affecting the structure of schoolchildren's reading interests in the digital environment. The findings revealed a predominance of online texts over fiction, which indicates a transformation in the nature of contemporary reading and a shift in reading preferences towards brief, fragmentary and visually rich forms of information. These trends are consistent with the findings of S. Pozdnyakova (2025), who views reading in a digital society as a system of multimedia and communicative forms of interaction. The researcher emphasises that contemporary reading increasingly involves the integration of visual, auditory and sensory perception, which significantly alters the ways in which people interact with text. The findings of this study confirm this trend, as the majority of pupils prefer digital sources of information. A similar approach is presented in the research by V. Bratash & T. Galaktionova (2020), which highlights the influence of visualisation and new forms of academic text on school pupils' reading activities. The findings show that the multimedia nature of the modern information environment contributes to a shift in reading strategies and a decline in interest in traditional linear reading of literary works. Similar conclusions are presented in the study by Y. Maslova (2024), which notes that, in the context of digital transformation, the most noticeable changes are occurring in the culture of text selection, whilst the culture of text comprehension and its subsequent use is not showing any positive trends.

The researcher emphasises that the mere availability of digital information is not enough to guarantee the development of deep and personally meaningful reading. The identified characteristics of readers' interests indicate not only a shift in reading formats, but also a transformation in the ways in which schoolchildren perceive information. The predominance of digital texts forms a habit of skimming through information and perceiving content in a fragmented manner, which may hinder the development

of deep analytical and interpretative reading. Thus, the research findings confirm that the digital educational environment significantly influences the structure of schoolchildren's reading interests and necessitates the search for pedagogical approaches that strike a balance between digital reading formats and the preservation of a culture of meaningful reading of literary texts.

The problem of semantic reading and interpretation of the text

An analysis of reading strategies has revealed a number of characteristics that define the level of comprehension of texts among contemporary schoolchildren. The data obtained showed that only 31% of schoolchildren are able to grasp the main idea and themes of a text, whilst 44% limit themselves to summarising the content, and 25% rarely reflect on what they have read. The research findings indicate that the reproductive level of reading predominates over the analytical and interpretative levels. For a significant proportion of schoolchildren, reading is associated primarily with reproducing factual information, whilst skills relating to the analysis, interpretation and personal reflection on the text remain underdeveloped. The difference between retelling and interpreting a text lies in the fact that retelling focuses mainly on reproducing the content, whereas interpretation involves understanding the author's position, identifying connections between ideas and forming one's personal opinion on what has been read.

The results obtained point to the need to seek pedagogical methods that facilitate the transition from the mere reproduction of content to its personal understanding and interpretation. In this context, the study by R. Gilmiyanova (2022) is of particular interest; it notes that, in order to form a culture of reading and enhance pupils' self-awareness, it is important for teachers and parents not only to demonstrate but also to reveal the value of identification as a component of creative reading that contributes to self-knowledge and self-development. It is extremely important to integrate what has been read into the child's life experience, to teach them to apply the features of characters to real people and to themselves, reflecting on similarities and differences, and to develop the ability to move from perceiving a character's outward appearance to understanding their inner world, guiding the child towards a desire to discover the essence of the character in the text they have read. O. Sokolova *et al.* (2022) emphasised that the development of reading literacy should take place through the process of solving educational and cognitive tasks that require pupils to engage with the text as a source for understanding and interpreting information. This study shows that reading in schools often retains a reproductive character and focuses primarily on reproducing content rather than on developing skills for in-depth semantic analysis of the text. Thus, the study's findings indicate an insufficient level of meaningful reading among a significant proportion of schoolchildren. The trends identified confirm the need to develop pupils' skills in analysing, interpreting

and personally reflecting on texts as key components of reading culture.

Reading as a personal and cultural value

According to the findings of the study, 54% of schoolchildren consider reading to be an important factor in personal development, 33% recognise its importance to some extent, whilst 13% do not associate reading with any personal value. At the same time, a significant proportion of schoolchildren noted that their reading activity could increase if they were given the opportunity to choose their own texts and if these texts were personally meaningful to them. The data obtained indicate that contemporary schoolchildren's attitudes towards reading are uneven. On the one hand, some schoolchildren still recognise the cultural and educational value of reading; on the other hand, there is a decline in the deep-seated personal need to read. This points to a gradual shift in reading from the sphere of internally meaningful forms of cultural activity to the field of predominantly academic necessity. These trends call for a theoretical reflection of the role of reading as a cultural and personal value.

In theoretical reflection of this issue, D. Vasev (2023) considers reading culture to be a multifunctional cultural phenomenon that serves as a specialised channel of communication, facilitating the preservation of information, personal development and self-education, as well as the assimilation of spiritual and intellectual culture. The researcher emphasises that reading is linked not only to the perception of a text, but also to its comprehension, interpretation and personal reflection, which contributes to the development of critical thinking and the formation of one's own attitude towards the world. A similar approach is presented by A. Niyazova (2025), in which reading is

regarded as one of the fundamental cultural practices ensuring the preservation and transmission of cultural experience. The findings of this study confirm that a decline in sustained interest in reading may affect not only reading literacy levels but also the processes of personal and cultural development of schoolchildren. The willingness of pupils to expand their reading activities, provided that texts of personal significance are incorporated into the educational process, indicates the existence of motivational potential for reading, which can be realised within a pedagogically structured support framework. In this regard, particular importance is attached to the organisation of an educational environment geared towards encouraging independent reading choices and meaningful engagement with the text, which helps to strengthen schoolchildren's internal motivation for reading.

Thus, results obtained confirm the need for a values-based approach to the formation of a reading culture amongst schoolchildren, aimed at developing a sustainable attitude towards reading as a resource for personal growth, cognitive activity and the cultural socialisation of schoolchildren. The challenges identified during the study have provided the theoretical and methodological basis for defining a system of pedagogical guidelines for the formation of a reading culture among schoolchildren. These guidelines are aimed at overcoming the formalisation of reading, taking socio-cultural conditions into account, and developing a reading culture as a holistic personal quality. The pedagogical guidelines reflect the strategic directions of the teacher's activities in organising reading, forming reading competence and, of course, reading culture. The correlation between the identified challenges and the corresponding pedagogical guidelines is presented in Table 5.

Table 5. Pedagogical guidelines for forming of reading culture in schoolchildren

Contemporary challenges	Pedagogical guidelines
Digitalisation and "clip-based" thinking	The targeted formation of skills in meaningful reading, interpretation and reflection on texts; systematic work with complete literary texts; and the development of skills in analysing, interpreting and reflection of reading experiences.
Decline in readers' motivation	Forming internal reading motivation based on the personal significance of reader's work; creating conditions that allow for free choice of reading material, taking into account pupils' reading interests and experience; and forming a positive emotional and value-based attitude towards reading as a cultural experience.
The competition between visual and textual forms of information	Preserving the central role of the text as a whole in literary education, whilst using visual aids as a supplementary tool for analysis and interpretation, which help to deepen understanding of the text but do not replace the act of reading.
Polylingual and multicultural educational environment	The development of cross-cultural reading competence, a conscious understanding of texts, the interpretation of literary meanings within a cultural context, and the formation of the ability to engage in intercultural dialogue.
The gap between the requirements of standards and actual reading practices	A focus on the functional and activity-based development of reading skills, involving a shift from the formal acquisition of literary knowledge to its application in the process of meaningful comprehension, interpretation and assessment of texts, the use of productive, analytical-interpretative and reflective forms of reading, as well as the coordination of educational standards with the actual conditions for studying literary works at school.

Source: developed by the author

Table 5 sets out pedagogical guidelines for forming schoolchildren's reading culture, which can be implemented through the purposeful organisation of work with literary texts, focused on comprehension of meaning,

reflection on values and intercultural dialogue. The following forms of work with texts may serve as examples of practical approaches: comparative reading of works from Kyrgyz and world literature (for example, excerpts from

the epic “Manas” and works of classical Russian or Eastern literature), identifying shared moral values, heroic figures, and motifs of choice and responsibility; interpretation of the text based on cultural context, involving discussion of national traditions, imagery and symbols reflected in the work, drawing on the students’ personal cultural experiences; dialogic discussion of the text through debate aimed at relating literary meanings to contemporary real-life situations, which contributes to the formation of a conscious reader’s perspective and respect for cultural diversity. The implementation of these forms of work ensures that reading is transformed from a formal academic activity into a space for the cultural and personal development of pupils.

Key role in this undoubtedly falls to the teacher, who acts not only as a source of subject knowledge, but also as a mediator between the text, the cultural context and the pupils’ personal experiences. In Kyrgyzstan’s multicultural and polylingual educational environment, the teacher provides pedagogically sound guidance throughout the process of reading and interpreting literary texts, directs pupils’ reading activities, creates conditions for cultural dialogue, and helps to unpack the cultural codes within a work and relate them to contemporary meanings in life. Through the selection of texts, the formulation of questions and the organisation of discussions, the teacher forms a respectful attitude towards cultural diversity and supports the development of pupils’ individual approaches to reading. In this way, the teacher acts as an organiser of reading activities and a guide to a culture of reading, the effectiveness of the formation of a reading culture in modern schools depends largely on the teacher’s professional approach.

■ CONCLUSIONS

This study has established that the issue of forming a reading culture amongst schoolchildren in the Kyrgyz Republic is becoming particularly relevant in the context of the digitalisation of society, changes in the nature of information consumption, and the transformation of reading practices amongst today’s schoolchildren. Unlike reading literacy, focused primarily on understanding and using information, reading culture involves the development of intrinsic reading motivation, the ability to interpret, reflection, and personal interpretation of what has been read. The results of an empirical study conducted amongst 120 pupils in Years 7-9 at Schools No. 24 and No. 103 in Bishkek revealed that schoolchildren’s reading habits lack consistency. It was found that only 26.7% of pupils read regularly, whilst 40.8% read only occasionally, and 32% read mainly out of necessity. Furthermore, only 31.7% of pupils are able to comprehend the ideas and issues raised in a text, whilst the majority limit themselves to summarising the content or rarely reflect on what they have read. The study also revealed a predominance of online texts in the structure of schoolchildren’s reading preferences, a decline in interest in fiction,

and difficulties in understanding texts within a polylingual educational environment.

Based on an analysis of theoretical and empirical data, the main challenges to the development of a reading culture among schoolchildren in the modern context have been identified: digitalisation and the spread of “clip-based” thinking; a decline in intrinsic reading motivation; competition between visual and textual forms of information; difficulties in reading for meaning and interpreting literary texts; and the specific characteristics of Kyrgyzstan’s polylingual and multicultural educational environment. It has been established that these factors contribute to the formalisation of reading and hinder the development of a meaningful and value-based relationship between schoolchildren and the text.

As pedagogical guidelines for forming a culture of reading, the following were identified: the development of intrinsic motivation to read; systematic engagement with complete literary texts; the use of analytical, interpretative and dialogical forms of reading; the development of cross-cultural reading competence; and the integration of traditional and digital forms of reading activity. The proposed guidelines are aimed at facilitating a transition from the passive reception of a text to its comprehension, interpretation and personal engagement with it. The pedagogical guidelines developed and the proposed approaches to organising reading activities can be used not only in literature lessons, but also in history, language and other subjects where work with texts, their analysis, interpretation and contextual understanding are required. The pedagogical guidelines set out in this article serve not only as a response to the identified problem areas, but also as a methodological foundation for building a comprehensive system of reading education, aimed at forming a value-based attitude towards reading as a cultural and personal resource.

Thus, the formation of a reading culture amongst schoolchildren should be regarded as one of the strategic priorities for the development of modern education in Kyrgyzstan, linked to the preservation of cultural continuity, the development of pupils’ personalities, and the cultivation of their ability to engage meaningfully with texts in the context of a digital society. Areas for further research may include the development of diagnostic tools to assess the level of reading culture among schoolchildren, as well as exploring the potential for integrating digital educational technologies into the process of developing meaningful reading.

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Кыргызстанда мектеп окуучуларынын окуу маданиятын калыпташтыруу: учурдун кыйынчылыктары жана педагогикалык көрсөтмөлөр

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Аннотация. Изилдөөнүн актуалдуулугу коомдун санариптешүүсү шартында окуучулардын окууга болгон кызыгуусунун төмөндөшү, визуалдык жана тексттик маалыматтын атаандаштыгы, ошондой эле Кыргызстандын көп тилдүү жана көп маданияттуу билим берүү чөйрөсүнүн өзгөчөлүктөрү менен шартталат. Изилдөөнүн максаты мектеп окуучуларынын окуу маданиятын өнүктүрүүдөгү учурдагы кыйынчылыктарды аныктоо жана аны билим берүү процессинде өнүктүрүү боюнча педагогикалык көрсөтмөлөрдү негиздөө болду. Изилдөөдө аналитикалык ыкма, Бишкектеги 7-9-класстардагы 120 окуучудан сурамжылоо жана педагогикалык моделдөө ыкмалары колдонулган: мектеп окуучуларынын окуу маданиятынын структуралык моделин жана аны көп тилдүү билим берүү чөйрөсүндө өнүктүрүүгө багытталган педагогикалык көрсөтмөлөр системасын иштеп чыгуу. Кыргызстан шартында негизги көйгөйлөр катары санариптешүү, клипстик ой жүгүртүүнүн калыптанышы, окууга болгон ички мотивациянын төмөндөшү, визуалдык контенттин атаандаштыгы жана көп тилдүү билим берүү чөйрөсүндө окуудагы кыйынчылыктар белгиленди. Сурамжылоонун жыйынтыктары көрсөткөндөй, окуучулардын 27 %гана үзгүлтүксүз окушат, ал эми 31 %гана тексттин көйгөйлөрүн түшүнө алышат. Окуунун функционалдык-формалдуу деңгээли басымдуулук кылары, ал эми баалуулук жана рефлексивдик компоненттер жетишсиз калыптанганы аныкталды. Педагогикалык багыттар катары ички окуу мотивациясын өнүктүрүү, бүтүн көркөм текст менен иштөө, кросс-маданий компетенттүүлүктү калыптандыруу жана аналитикалык-интерпретациялык окууну колдонуу негизделди. Натыйжалуу механизмдер катары кыргыз жана дүйнөлүк адабият чыгармаларын салыштырып окуу, текстти маданий контекстти эске алуу менен интерпретациялоо жана диалогдук талкуу жүргүзүү аныкталды. Сунушталган педагогикалык багыттарды ишке ашыруу маалыматты формалдуу өздөштүрүүдөн аң-сезимдүү окууга өтүүгө жана Кыргызстандын көп маданияттуу билим берүү чөйрөсүндө мектеп окуучуларынын туруктуу окурмандык маданиятын калыптандырууга өбөлгө түздү. Изилдөөнүн практикалык мааниси иштелип чыккан багыттарды жана окурмандык ишмердүүлүк моделин сабактарды долбоорлоодо, окуу программаларын түзүүдө жана педагогдордун квалификациясын жогорулатууда колдонуу мүмкүнчүлүгүндө болду.

Негизги сөздөр: окуу; окуу сабаттуулугу; окуу компетенттүүлүгү; окуу маданияты; окууну өнүктүрүү; окууну өнүктүрүү стратегиялары

Формирование читательской культуры школьников в Кыргызстане: вызовы времени и педагогические ориентиры

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Аннотация. Актуальность исследования обусловлена снижением интереса школьников к чтению в условиях цифровизации, конкуренцией визуальной и текстовой информации, а также особенностями полилингвальной и поликультурной образовательной среды Кыргызстана. Целью исследования было выявление современных вызовов формирования читательской культуры школьников и обоснование педагогических ориентиров ее развития в образовательном процессе. В исследовании использованы аналитический метод, анкетирование 120 учащихся 7-9 классов школ г. Бишкек, а также методы педагогического моделирования: разработка структурной модели читательской культуры школьников, системы педагогических ориентиров, направленных на ее формирование в условиях полилингвальной образовательной среды. По итогам исследования уточнено определение читательской культуры школьников как интегративного личностного образования, включающего мотивационно-ценностный, когнитивный, деятельностный и рефлексивный компоненты и обеспечивающего осмысленное, ценностно ориентированное взаимодействие с текстом. Установлено, что наиболее критическими вызовами в условиях Кыргызстана являются цифровизация и формирование клипового мышления, снижение внутренней читательской мотивации, конкуренция визуальных и текстовых форм информации, а также трудности чтения в полилингвальной образовательной среде. Результаты анкетирования показали, что регулярно читают лишь 27 % учащихся, при этом только 31 % способны к осмыслению проблематики текста. Выявлено преобладание функционально-формального уровня чтения при недостаточной сформированности ценностного и рефлексивного компонентов. Обоснованы педагогические ориентиры: развитие внутренней читательской мотивации, работа с целостным художественным текстом, формирование кросс-культурной компетентности и применение аналитико-интерпретационного чтения. Эффективными механизмами определены сопоставительное чтение кыргызской и мировой литературы, интерпретация текста с учетом культурного контекста и диалоговое обсуждение. Реализация предложенных педагогических ориентиров способствовала переходу от формального усвоения информации к осмысленному чтению и формированию устойчивой читательской культуры школьников в поликультурной образовательной среде Кыргызстана. Практическая значимость исследования заключается в возможности применения разработанных ориентиров и модели читательской деятельности при проектировании уроков, создании учебных программ и повышении квалификации педагогов

Ключевые слова: чтение; читательская грамотность; читательская компетентность; культура чтения; читательское развитие; стратегии развития чтения