

## CONQUERING THE INNER WORLD OF CHILDREN THROUGH AUTHENTIC MATERIALS IN PICTURE BOOKS

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### ABSTRACT

In the modern world and space-age education, the need to teach the reading skills is quite essential, especially in the 21st century. Every educational institution in Uzbekistan teaches English using current educational standards and cutting-edge teaching tools. The reading process involves the distance from the smallest unit of sounds to the real academic reading, and these are the reading skills that are one of the most important and relevant among the other skills. Especially in this evolving competitive age, mastering the knowledge of reading is one of the requirements of this period. So, the reading skill is crucial both in teaching and learning foreign languages. Reading skill helps pupils to recognize letters and sounds of any language and to cover vocabulary and grammar, and to work up with habits and skills in pronunciation and speaking and reading.

**Keywords:** picture books, techniques, methods, collaboration, educational game, qualitative data, foster passion approaches and procedure.

### INTRODUCTION

The content of teaching the reading skills in schools is adapted to the task of our state for the school at the current stage of society's development. These tasks are multifaceted, and their fulfillment is aimed at developing the minds of students, giving them ideological, political, moral, and aesthetic and labor education. As a result of teaching the English language or mother tongue, students are able to express their thoughts in a grammatically correct, stylistically accurate, meaningful way, following the tone, and to be able to spell it correctly. This task is a unique feature of the any language as a subject of study, and it is carried out in connection with general educational tasks aimed at forming the student as a person. The President of the Republic of Uzbekistan, Shavkat Mirziyoev, issued a decree on July 27, 2017, titled "On Additional Measures to Improve the Quality of Education at Higher Educational Institutions and

Ensure Their Active Participation in Large-Scale Reforms Implemented in the Country” (PR-3775). Resolution No, PQ-5117 of the President of the Republic of Uzbekistan “On Measures to Promote Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Level” will raise the number. The decision is major goal is to make foreign language instruction a priority in education policy, to drastically increase educational quality in this area, and to recruit talented instructors.

## LITERATURE REVIEW AND METHODOLOGY

### The Research Design

Qualitative data in this study identified that they were important factors influencing students’ reading motivation and could contribute to students’ positive outcomes in picture books reading.

### Participants

The participants were primary grade students of the 22nd school in the Bustanlik district of the Tashkent region. Number of students in this school: about 800. This experiment was carried out in order to increase the interest and motivation in reading through picture books with 2nd and 3rd graders.

### Procedure

The qualitative data from the interview and classroom observation indicated that the pictures and the stories aroused students’ emotional experiences in reading English. The stories in the picture books were closely related to the students’ life and the stories were designed based on the stage of the students’ psychological and physical development. Such a design helped the children to resonate with the characters of the stories. This characteristic of the picture books contributed to students’ motivation to read in English on account of engaging the students to read by establishing situations of learning and providing the opportunities of emotional experiences. Some stories made them laugh, some stories made them think, and some stories made them feel the pains and joys of the characters. The pictures also played an important role in helping them to understand the emotions of the characters. In the interview, a student claimed “I like the texts closely linking to our lives”.

For example; in the story Daddy Robot (see figure 1) a boy, George, played lonely without his father’s company. His father was an engineer and he was busy with making all kinds of robots. When George’s father asked him what robot he wanted for his birthday gift, George said he wanted a daddy robot like his father and could do anything with Daddy robot as a father. Nowadays, many parents are too busy in working to give their children time to stay together. This story and the pictures depicted the similar life of the children and are easy to cause their similar emotions.



Figure 1: the sample picture of Daddy Robot

George's Dad is a great engineer.  
He can make any robot.  
He is always busy.





Figure 2: the sample pictures of "Picture book"

Picture books “present an exciting opportunity for engaging children in contextual learning-not “talking about” but “being involved within”.<sup>1</sup> According to Barton and Booth, the well-chosen picture books are embedded in children’s experience and can provide new knowledge to the children. The combination of words and images synthesizes a new story. Children can use their prior knowledge and reading skills to communicate with picture books, and understand their own worlds and the authors’ world. The well-chosen picture books are open up for discussion, and can deepen children’s understanding and arouse children’s imagination. The qualitative data show that the Reading Series were verified with the characteristics in the aspects of arousing the children’s interest and offering various emotional experiences relating to the children’s lives. Emotional experiences in reading are closely related to interest, thereby influencing the students’ reading motivation. The picture books influenced the students emotionally by decreasing their stress and anxiety of reading English. Emotions can motivate children’s early development, learning, and relationships.<sup>2</sup>

## RESULTS AND DISCUSSION

The qualitative data from the interviews and classroom observation showed that the students’ motivation to acquire knowledge was enhanced (see Graph 1). The informative English reading texts of the picture books facilitated students’ thinking and provided opportunities for students to acquire new knowledge. The new knowledge included not only the linguistic knowledge, but also the culture, the themes, the opinions and the details that picture books conveyed that the students enjoyed to learn.

Reading is one of the most important skills in language learning. It is a crucial skill for students of English as a Foreign Language.<sup>3</sup> Being able to read, as well as to write, enables the students to speak more communicatively, which is the main goal of language learning. One of the milestones in children’s education is how and when they learn how to read.

The children who were interviewed constantly noted that they liked reading English because they could acquire new knowledge from reading English materials. From the classroom observation, most of the students learned the key words and they could use the sentences that they just learned to describe the stories:

<sup>1</sup> Barton, B., & Booth, D. (1990). *Stories in the classroom: Storytelling, reading aloud and roleplaying with children*. Markham: Pembroke Publisher Limited.p-74.

<sup>2</sup> Hyson, M. (2004). *The emotional development of young children: Building an emotion-centered curriculum* (2nd ed.). New York: Teachers College Press.

<sup>3</sup> Debat, Elba Villanueva de. (2006). “Applying current approaches to the teaching of reading”, *English Teaching Forum*. Vol. 44. No. 1. Pages. 8 - 15. Washington DC, USA: United States Department of States.

pupil 1. I like the informative text.

pupil 2. I like the story with interesting plot and with something new.

The data from the interview indicated that gaining knowledge in English reading positively affected the children's reading motivation in English.

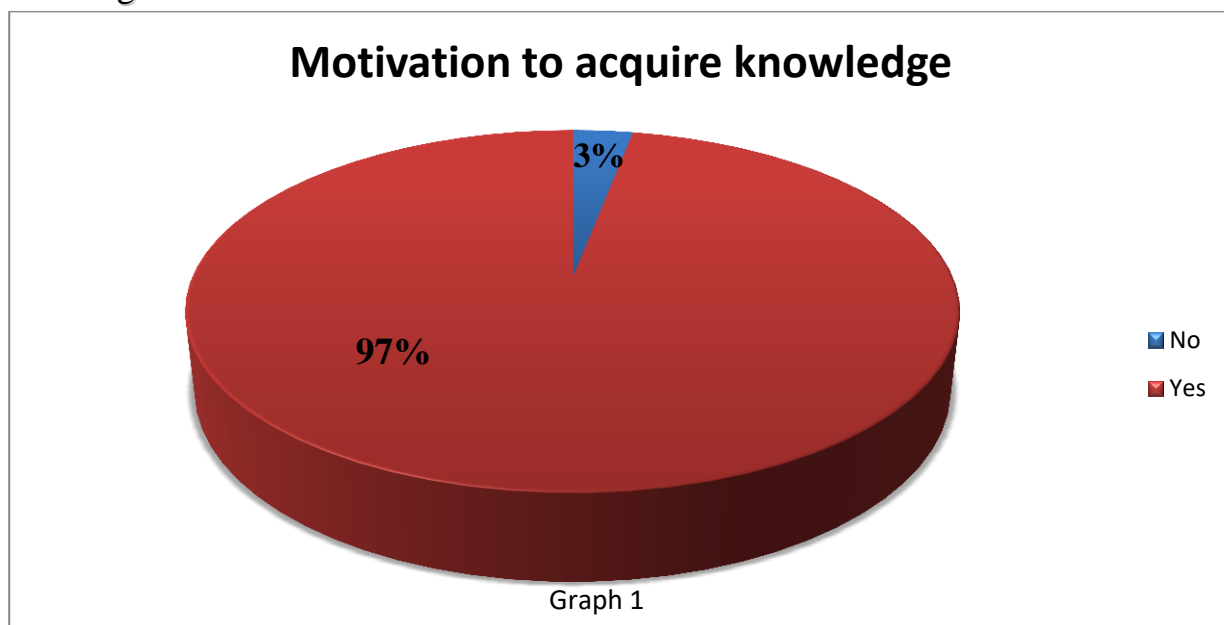
When students were asked what types of stories or reading materials they enjoyed reading, they gave their personal opinions, which are listed below:

pupil 1. Funny, humors, easy and informative.

pupil 2. I like learning while having fun. Learn from playing

pupil 3. I like reading with other students because we can share our knowledge to each other.

pupil 4. I like the texts closely linking to our lives. I like the texts that are amusing and informative.



Graph 1: effectiveness of using picture books

Graph 1 shows how was changed the motivation and interest of pupils after using picture books in the classroom. After using texts related to their lives, 2-3 graders' interest in reading and class participation increased in 97% of cases. The remaining 3% of students participated passively according to their mood or level of perception in a specific situation. This is clearly proved that how much they are interested in authentic materials and expressing them through picture books.

## CONCLUSION

Incorporating exercises during teaching reading at primary school can greatly benefit young learners. These activities help to engage students, promote critical thinking, and enhance reading

comprehension. Additionally, by providing opportunities for group work and collaboration, students can develop important social and communication skills. Overall, exercises play a key role in creating a positive learning environment that fosters a love for reading and lifelong learning.

Teaching reading at primary school is an essential skill that lays the foundation for all aspects of learning. It is essential to ensure that children have the necessary reading skills to succeed in their academic, social and personal lives.

Phonics instruction is an essential aspect of reading instruction at primary schools. It involves teaching the relationship between letters and sounds. Children are taught to recognize and associate letters with the sounds they make. Gradually, they learn how to blend these sounds together to form words. Phonics instruction enables children to decode text and read fluently.

Picture books are an important tool for teaching reading at primary grades. They are engaging and allow children to visualize the story being told. Harmer, cited in Sosiowati<sup>4</sup>, says that young learners are curious, like to seek teacher approval, tend to be bored very easily, and do not like sitting and listening for a long time. Picture books also help children to develop their imagination and creativity. When children are able to imagine the story in their minds, it helps them to understand the story better. Picture books also provide context clues that help children to understand the meaning of words. For example, if a child is reading a story about a dog, the picture of the dog will help them to understand the meaning of the word “dog”. This is especially important for children who are just beginning to learn how to read.

In conclusion, these are the seven ways to teach reading to primary school children. Teachers need to ensure they create a supportive environment, model good reading habits, implement essential reading strategies, provide appropriate resources and support, and assess their students regularly. By creating a comprehensive reading program, children will develop the necessary skills to thrive in their academic, social, and personal lives.

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