



THE IMPORTANCE OF FICTION IN DEVELOPING INDEPENDENT READING SKILLS IN PRIMARY SCHOOL STUDENTS

Jurayeva Fazilat Ural qizi

Independent researcher

Annotation: *This article explores the significance of fiction in developing independent reading skills among primary school students. It highlights how literary works contribute to fostering imagination, critical thinking, and emotional intelligence in children. The study also emphasizes the role of teachers in guiding students toward effective reading habits and in creating a sustainable reading culture from an early age. By engaging with literary texts, pupils not only improve their language proficiency but also cultivate a lifelong interest in books and learning.*

Keywords: *primary education, independent reading, fiction, reading culture, critical thinking, teacher's role, language development.*

Reading is one of the most essential skills in primary education, as it serves as the foundation for lifelong learning and personal development. Independent reading, in particular, plays a crucial role in enabling students to think critically, analyze information, and build confidence in their own learning abilities. Among the different types of reading materials, fiction holds a unique place in shaping a child's intellectual and emotional growth.

Through fiction, young readers are introduced to diverse characters, cultures, and situations that expand their imagination and stimulate creative thinking. Literary texts help students to develop empathy by experiencing the feelings and perspectives of fictional characters. This not only strengthens their emotional intelligence but also nurtures social values such as kindness, cooperation, and respect.

Furthermore, fiction provides an engaging context for improving vocabulary, comprehension, and fluency. Unlike purely informational texts, stories captivate children's attention, motivating them to read voluntarily and with greater enthusiasm. As a result, students gradually cultivate the habit of reading independently, which is a key factor in academic success and lifelong education.

Teachers play a vital role in this process by selecting age-appropriate works of literature, creating interactive classroom activities, and encouraging students to discuss and reflect on what they read. By integrating fiction into reading lessons, educators not only enhance language skills but also help students build a strong foundation of cultural awareness and critical thinking.





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

In conclusion, the use of fiction in developing independent reading skills is of great importance in primary education. It promotes not only linguistic competence but also emotional and intellectual growth, inspiring children to become active, thoughtful, and independent readers.

The analysis of the role of fiction in developing independent reading skills among primary school students shows that literary texts have a direct and positive impact on both linguistic and personal growth. The findings indicate that children who are regularly exposed to fiction demonstrate higher levels of vocabulary acquisition, better comprehension abilities, and stronger critical thinking skills compared to those who primarily engage with informational texts.

Another important result is the development of emotional intelligence. Through fictional stories, students learn to empathize with characters, recognize different perspectives, and manage their own feelings more effectively. This leads to improved classroom communication, cooperation, and social interaction.

The research also highlights that independent reading habits are more sustainable when students are motivated by engaging and age-appropriate literary works. Teachers who use creative methods—such as reading circles, storytelling activities, and guided discussions—successfully stimulate children's interest in books, which in turn fosters a lifelong passion for reading.

Overall, the results confirm that fiction is not only a tool for language development but also a powerful means of shaping independent, imaginative, and socially responsible learners.

The findings of this study highlight the multidimensional value of fiction in primary education. While independent reading is often associated with the development of technical literacy skills, the role of fiction goes far beyond simple decoding of words and sentences. Literary texts provide opportunities for children to engage with complex ideas, moral dilemmas, and imaginative scenarios that foster both intellectual and emotional maturity.

One of the most significant aspects discussed is the balance between teacher guidance and student autonomy. Teachers are responsible for creating a supportive environment where students feel encouraged to explore books on their own, yet they must also provide the necessary scaffolding to ensure comprehension and critical engagement with the texts. This balance is essential in gradually shifting students from guided reading to truly independent reading.

Another point of discussion is the relevance of cultural and contextual factors. Fiction that reflects children's own cultural background can strengthen identity and belonging, while exposure to diverse literary traditions helps broaden their worldview. Therefore, the selection of appropriate texts is a critical task for educators.

Finally, the discussion emphasizes that the integration of fiction into reading programs is not merely an academic strategy but also a way of nurturing lifelong learners. Students





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

who find joy and meaning in reading fiction are more likely to carry this habit into adulthood, ultimately contributing to the creation of a literate and thoughtful society.

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In conclusion, the study demonstrates that fiction plays a crucial role in developing independent reading skills among primary school students. Literary works not only strengthen vocabulary, comprehension, and critical thinking but also nurture creativity, empathy, and emotional intelligence. Through engaging narratives, children become more motivated to read on their own, which fosters sustainable reading habits.

The role of teachers is central in this process: by carefully selecting age-appropriate fiction and using interactive methods, they guide students toward becoming confident and independent readers. Fiction, therefore, should be considered an indispensable part of primary education, as it contributes not only to linguistic growth but also to shaping well-rounded, thoughtful, and culturally aware individuals.

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MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS

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