



THE SOCIAL NECESSITY OF CULTIVATING READING SKILLS IN MOTHERS AND CHILDREN

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Article history:		Abstract:
Received:	20 th October 2024	This article explores the phenomenon of maternal reading as a key factor in the development of children's reading skills and successful socialization. The author analyzes the historical role of reading in human development, as well as contemporary trends in children's literature and media literacy. Drawing on the works of domestic and foreign scholars, the influence of family reading on a child's cognitive, social, and emotional development, their linguistic worldview, and the formation of value orientations is considered. Special attention is paid to the role of the mother as a mediator between the child and cultural heritage. The author concludes that joint reading by mother and child contributes to the development of such qualities as empathy, critical thinking, creativity, and curiosity in the child, as well as forms a stable need for self-education.
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Keywords: Reading, motherhood, early development, socialization, cognitive development, linguistic worldview, family reading, reading habitus, zone of proximal development, information culture, media literacy, preformed and unformed types of development, psychological age, cross-cultural communication, sociocultural memory, precedent phenomena		

INTRODUCTION. Active involvement of parents, particularly mothers, in reading with young children has a positive impact on the development of children's reading skills, broadening their horizons, and fostering a sustained interest in reading. Based on this, the hypothesis is put forward that established traditions of family reading have a significant influence on the formation of reading preferences and habits in the growing generation, contributing to the child's successful socialization in the future. The theoretical foundation was based on studies on reading, socialization, and personality development, relying on the works of classics of pedagogy, psychology, and sociology (Vygotsky, Bourdieu, Durkheim, etc.), as well as on contemporary research. A comparative analysis, as well as a systemic and historical analysis, related to the theme of reading, was conducted.

Despite various modifications and shifts in paradigms of knowledge acquisition in the era of global digitalization, reading today serves as a primary predictor [14] of education, hence the importance of instilling in students new competencies associated with independent acquisition of academic knowledge.

Reading, in historical retrospect, has traversed all transformational paths linked to the phylogenesis of human civilization, from utilitarian, sacral, spiritual, philosophical [25], scientific, to socializing functions [19].

According to V. Vernadsky, reading enabled the advancement of "human thought on a planetary scale," forming a thinking shell, the noosphere, which is superimposed on the biosphere. It serves as a portal for connecting generations separated by chronotopes, allowing for a dialogue with them in "real-time" mode [6].

In the contemporary world, reading, as a phenomenon, carries civilizational functions of socialization and globalization of the individual, serving to foster tolerance as a factor of stability.

Considering the fact that the social environment in which a child is born influences their development, cultural and domestic conditions are created for the child's socialization. The social environment in which a child is born has an impact on their development. The concept of a child's consciousness structure is subdivided into preformed and unformed types of development. The preformed type of ontogeny refers to a stage with an obvious known outcome, such as the embryonic period or physical development, for example.

The unformed type of development does not have a known final outcome, which depends on the social development of society, constituting the phylogenesis of consciousness. In turn, the influence of society on the individual constitutes the ontogenesis of the unformed type of development [18].

Childhood, not being a biological age, is entirely dependent on the conceptual framework within which a child develops, relying on cross-cultural communication within the society [13]. The unit of child development, according to L.S. Vygotsky, is psychological age, which develops through accommodation and assimilation based on the principle of social

learning, creating the zone of proximal development. The psychological development of a child belongs to the unformed type, which must master the ideal type of development embedded in the societal conceptual framework throughout its life. By imitating the collective society, under the guidance of the mother, a child can independently achieve this process, which is determined by the zone of proximal development [5]. Early development, as a means of the zone of proximal development, will yield positive results in the future. Examples of this can be found in the stories of outstanding individuals who were engaged in early childhood activities such as Handel, Weber, Schubert, Mozart, Mendelssohn, and Haydn, who went down in history as musicians and composers. Giotto, Greuze, Michelangelo, Dürer, Raphael, and Van Dyck entered world culture as great masters of visual arts. The founder of medicine, Abu Ali ibn Sina, memorized the Quran in early childhood. The renowned Hadith scholar, Imam al-Bukhari, found an inaccuracy in the works of his teacher ad-Dohili at a young age. Alisher Navoi, in his preschool years, not only memorized Attar's work "Mantiq ut-tayr" ("The Language of Birds") but also composed his first poems at this age. Zahiruddin Muhammad Babur became a ruler before reaching adulthood. The personal examples of famous, unsurpassed composers, musicians, philosophers, and poets are direct evidence of the importance of paying attention to early development as a way of laying the foundation for acquiring knowledge. According to the theories of prominent sociologists such as Kurt Lewin, Pierre Bourdieu, and Émile Durkheim, reading habits are directly influenced by the surrounding environment. Kurt Lewin emphasized the central role of social interactions in shaping personality. Family, educational institutions, and peers exert a strong influence on development, including the formation of an interest in reading.

Based on Pierre Bourdieu's research, the social environment, including family, educational institutions, and social class, determines a child's habitus, shaping their high cultural capital [2]. Émile Durkheim emphasized that the formation of personality is directly dependent on social norms and values. Thus, considering the unformed type of child development and its complete dependence on society, and relying on the works of sociologists such as Kurt Lewin's theory of groups [15], Pierre Bourdieu's concept of social field [2], and Émile Durkheim's collective consciousness [11], it can be concluded that reading habits are directly dependent on the surrounding environment, shaping a child's attitude towards reading.

Based on Norbert Elias' theory, the figuration of "mother-child" has a significant impact on the formation of a child's reading habitus [26]. Through home reading and the use of presuppositional textual markers, mothers create images and emotions, transmitting the ontological values of the national cultural code, forming an image of the national world, and orienting the child towards relationships with good and evil. M.Yu. Gudova believes that reading serves as a means of reproducing culture and transmitting the sociocultural memory of a particular people [9]. E.P. Nosova more precisely reveals this idea, noting that home reading forms precedent phenomena in a child, which become the basis for their future actions and help them integrate into society, sharing family and societal values [17]. S.V. Dorokhina, in addition to the transmission of sociocultural experience through reading, highlights the sensitization of cognition of the world through the formation of moral and aesthetic qualities [10].

According to O. Hosseini, maternal reading encompasses empathy and emotional regulation [27]. Research conducted by Adeyeye and Oboh on mother-child dyads demonstrated that during the COVID-19 pandemic, therapeutic reading by mothers for their children served as a reliable means for both mother and child to cope with anxiety and stress [28]. As suggested by Wendy, Ochoa, and Stephanie, reading children's books helped young mothers reduce anxiety during the early stages of motherhood and had the effect of decreasing stress in young mothers [29].

A meta-analysis by Caitlin, Canfield, and colleagues of parents and children reading books together revealed a significant improvement in the psychosocial functioning of both children and parents. These interventions were shown to enhance emotional and social well-being and contribute to broader benefits of shared reading [30]. Carolyn and Panofsky's research has shown that incorporating dialogue into a mother's reading to a child not only creates an emotional connection but also serves as a predictor of successful literacy throughout the educational process [31].

N.V. Zbarovskaya emphasizes the role of public libraries in shaping an individual's informational and intellectual culture [12].

Information and library centers have a vast array of accessible literary materials, from physical books to digital ones. Alongside the use of traditional books for reading, it is important to teach children how to use digital materials to facilitate their adaptation to the information society. The global exchange of cultural values, the emergence of new reading formats, and information overload present both new opportunities and challenges for reading culture. Reading remains an integral part of personal development, especially in the age of information technology. It contributes to the development of information literacy, serving as the foundation for media literacy [32], and literacy is the basis for lifelong learning, enabling learners to acquire, evaluate, and use information from various sources [33].

According to Agen, reading helps individuals navigate the information flow, distinguish reliable sources from fake news, and critically evaluate content [34].

Media literacy serves as the ability to discern misinformation and critically analyze the impact of media content on the formation of social and cultural processes. According to A.A. Akhyan, the progress of the socio-technical environment creates new spatial coordinates, and digital interaction gives rise to a new networked identity that satisfies its epistemological needs at the moment of their emergence [1].

Before the advent of internet communication, knowledge was formed hierarchically, creating a structured hierarchy from the teacher to the students. Today, the global network provides unlimited opportunities to obtain information

horizontally. A.D. Tysiachina believes that at this stage, there is an enantiodromy of progress [22]. Unrestricted access to information, in addition to epistemological opportunities, leads to information noise, which results in the devaluation of knowledge and authorities. Attention span decreases, leading to a rejection of expert opinion and the scientific method, and a loss of a comprehensive worldview, replaced by a "new barbarism" [22], [4], [20] that prioritizes techno-economic shifts, displacing the cultural heritage of all humanity [35]. This may lead to the individual's detachment from society and can result in negative deviant behavior in children. Hence, it is crucial to utilize reading skills not only as educational opportunities but also as a means of transmitting positive social values accumulated over millennia, as adults are the initiators of a child's worldview. They introduce the child to the world of material culture and their native language, which, in various forms, present essential spatial and semantic coordinates that help the child organize and understand their immediate (primarily bodily) personal experience. In the process of socialization, a child experiences numerous overt and covert guiding influences from adults. These are systems of prohibitions and rewards, expressed not only through language but also existing as a given and objectified in the very organization of the specifically child-oriented space (crib, children's room, playground), as a plot fenced off and separated from forbidden spatial dimensions. The way of expressing the surrounding world through language, embedded in children's books, serves to form a linguistic worldview. The concept of a linguistic worldview according to L. Weisgerber includes two semantic coordinates: "human-subjective" and "real-objective" [8]. The child, as a subjective personality, cognizes the world of reality, which is realized in society. R.Kh. Khairulina and V.A. Maslova, highlighting the linguistic worldview, emphasize the polyfunctionality of text in literature, reflecting the national mentality [23], [16]. According to Y.I. Solovyeva, family reading traditions contribute to a child's spiritual development, and the skill of family reading serves as a direct mechanism for productive interaction between an adult and a child [21]. In a preschooler's life, the family represents the primary social institution where the process of growing up and acquiring basic skills, including reading, takes place.

CONCLUSION. Thus, the study of reading is linked to scientific research in developmental psychology, sociology, and linguistics. Family reading becomes a connecting link between generations through books, saturated with didactic material, and forms a reading habit, developing reading competence. Within the framework of family reading, an atmosphere of trust is created, intertwined with the formation of family values based on oral communication. Motherhood, as a motivational need, creates conditions for a child's development throughout their life. The evolutionary aspects of the ontogenetic path in the model of motherhood encompass the sphere of mother-child interaction, serving as a source and condition for the formation of the child's individuality.

According to Vygotsky, the mother plays a key role in the development of a reader, using various modifications of reading, including cognitive and formative reading.

Active communication, arising in the form of questions, reasoning, and expressions of surprise, is supported by the storyteller (mother) and the listener (child). The directive position in interpreting the read text suggests that the mother orients the child towards the moral relationships of society, helping them to assimilate semantic values. The preschooler begins to understand and apply the semantics of signs, which transitions into personal experience created in the process of joint reading. The exchange of opinions, the understanding of semiotics, reflections, and emerging feelings in the dialogue between the child and the mother contribute to strengthening the mother-child relationship and develop a creative perception of the world, promoting the harmonious development of the child's personality. Under the influence of these interactions, the preschooler expands their understanding of emotional experiences, develops critical thinking through the expression of their own emotions, which expands the child's zone of proximal development.

As Harste emphasizes [36], dialogical interaction involves the child's active perception of the sign system, linking acoustic signs with illustrations based on perception, and influenced by the mother's facial expressions and speech tempo.

B. Burns notes: "If we want to understand child development and are convinced that the early years are important for a child's life, then it is important to examine our ideas about motherhood. Motherhood is undoubtedly an important area of research for understanding human development" [3].

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