

NAZEREKE SHAKHANOVA

¹*Abai Kazakh National Pedagogical University (Almaty, Kazakhstan)*

*Address of correspondence: Nazereke Shakhanova, Department of Primary Education, Abai Kazakh National Pedagogical University, orcid.org/0009-0002-4105-0824, Dostyk Street, 13, Almaty, 050010, Republic of Kazakhstan, E-mail address: nazerke_gold@mail.ru

Innovative Model of Formation of Reading Interest in Primary School Students

Abstract

Introduction. The study presents theoretical substantiation of an innovative model for developing reading interest among primary school students in the context of digitalization of social life, addressing the absence of a systematic scientifically-based approach to developing reading interest in younger schoolchildren in pedagogical practice. **Methodology and Methods.** The methodological foundation consists of activity-based, personality-oriented, and systemic approaches, whose integration ensures comprehensive impact on the formation of reading interest as a multi-component personal formation. The research methodology includes theoretical analysis and modeling of the educational process. **Results.** A comprehensive model was developed comprising four interconnected components: target-oriented (aimed at developing stable emotionally-positive attitude toward reading), content-based (including motivational-value, cognitive, and activity-reflective blocks), technological (defining forms, technologies, methods, and means), and result-evaluation (containing criteria and levels of formation). Four stages of reading interest formation were identified: preparatory, introductory, developmental, and creative-independent. Pedagogical conditions for effective development were substantiated: creating favorable reading environment, developing systematic reading activities, fostering active reading position, and applying diverse pedagogical technologies. **Scientific novelty.** The research systematizes scientific approaches to reading interest formation and creates a comprehensive model that accounts for psychological and pedagogical characteristics of primary school age in the digital era. **Practical significance.** The proposed model can be implemented in primary school educational processes to enhance the effectiveness of developing students' reading interest and improve pedagogical practice in the context of modern digitalization challenges.

Keywords: reading interest, reading literacy, formation model, primary school students.

Introduction. In the context of rapid digitalization of social life (Kyzym, 2021), where visual images, interactivity and instant access to information dominate, changes in reading habits and preferences of the younger generation are observed. Data from the international PISA (Programme for International Student Assessment) study over recent decades demonstrate a persistent negative trend in reading literacy, with declining motivation for reading among students (Koyuncu, 2020).

The current generation of schoolchildren ("digital natives" or "Generation Z") has been immersed from early childhood in an environment of short informational messages, dominated by social networks with concise posts, minute-long videos, gaming applications with rapid visual image changes and interactive

platforms, forming in children a habit of fragmentary content consumption, where attention quickly switches from one object to another, and the need for deep immersion in text gradually atrophies. Neuropsychological research shows that constant interaction with digital devices leads to changes in brain structure - connections that ensure sustained concentration and deep analysis of textual information related to information processing become weakened (Bhalla, 2021).

Particularly concerning is the fact that the decline in reading activity occurs precisely during primary school age, which is a critical period for forming the foundations of reading culture and cognitive strategies. Children aged 6-10, while actively developing reading skills, are simultaneously subjected to the

powerful influence of the digital environment, which offers alternative, more attractive ways of obtaining information and entertainment from the perspective of immediate emotional impact. The result is the formation of so-called “clip thinking,” characterized by fragmented perception, inability to sustain prolonged concentration on one object, and preference for visual information over textual (Bkhat, 2018).

The negative consequences of this trend manifest in a significant decline in modern schoolchildren’s ability for deep reading, which presupposes not only understanding the explicit meaning of text, but also the capacity for interpretation, subtext analysis, establishing cause-and-effect relationships and critical evaluation of what is read. Research shows that children predominantly oriented toward digital information formats experience considerable difficulties when working with lengthy texts requiring sustained concentration and analytical work. Their capacity for empathy and emotional connection with literary characters diminishes, since brief digital formats do not provide sufficient time and space for deep emotional immersion in the artistic world of a work (Korytova, 2024).

Primary school represents a critical period for forming reading competencies, since it is precisely at ages 6-10 that the foundations of reading literacy are laid and attitudes toward books as sources of knowledge and emotional experience are formed. The absence of stable reading interest at this age creates serious obstacles to students’ further academic success, since reading is a basic skill for mastering all academic subjects. Contemporary requirements of the State Educational Standard for primary education emphasize the necessity of developing in younger schoolchildren not only technical reading skills, but also sustained motivation for reading activity, the ability to understand and interpret what is read, and to use reading for solving educational and life tasks (Ministry of Education and Science of the Republic of Kazakhstan, 2018).

The problem is exacerbated by the fact that traditional methods of introducing children to reading, based predominantly on coercion

and formal control, do not meet the needs of the current generation of students who have grown up in conditions of interactive media environment. Pedagogical practice shows that existing approaches to forming reading interest often have an episodic character and do not provide systematic impact on the child’s motivational sphere. At the same time, psychological-pedagogical research indicates that primary school age possesses special receptivity to the formation of reading habits and represents an optimal period for developing intrinsic motivation for reading (Yeo, 2014).

Materials and Methods. Reading interest represents a complex psychological-pedagogical phenomenon characterized by a positive emotional attitude toward the reading process, intrinsic motivation for perceiving textual information, and a stable need for reading activity (Aminah, 2025). The structure of reading interest includes cognitive, emotional, and behavioral components, where the cognitive component encompasses knowledge about literature and understanding of reading’s value, the emotional component reflects experiences and feelings associated with the reading process, and the behavioral component manifests in active book-seeking and regular reading practice.

Many outstanding researchers have addressed the problem of reading interest formation at the international level. John T. Guthrie from the University of Maryland and Allan Wigfield are leading specialists in the field of reading motivation research. Their collaborative work laid the foundations for modern understanding of reading motivation as a multidimensional construct including interest, perceived control, collaboration, engagement, and self-efficacy. Guthrie developed the engaged reading model, which defines reading as a motivated, strategic, knowledge-based, and socially interactive activity (Guthrie, 1997).

Linda B. Gambrell from Clemson University, former president of the International Reading Association, made significant contributions to studying reading motivation and reading comprehension strategies (Gambrell, 1996). Edward Deci and Richard Ryan created self-

determination theory, which distinguishes between intrinsic and extrinsic motivation for reading (Deci, 2000).

Research has shown that reading motivation is multidimensional and includes at least nine components: curiosity or interest, challenge preference, involvement, self-efficacy, competitiveness, recognition, grades, social interaction, and work avoidance. Lori Baker and other researchers discovered gender differences in reading motivation, showing that girls demonstrate higher reading motivation than boys (Baker, 1999).

Contemporary research conducted within the PISA program reveals factors influencing reading motivation among students from different countries. Wang, J. H., & Guthrie, J. T. and colleagues emphasize that, although most researchers agree that motivation affects student achievement, reading development models typically do not account for motivation or other socio-emotional processes (Baumrind, 1989; Wang, 2004). Kathy Conradi conducted a conceptual review of motivation terminology in reading research, identifying problems in defining and studying motivational constructs (Conradi, 2014).

The formation of reading interest is a global challenge for contemporary education, requiring the development of a model for forming reading interest among primary school students. The necessity of designing a model for forming reading interest among primary school students is conditioned by the absence of a systematic scientifically-based approach to solving the problem of declining reading interest in contemporary pedagogical practice. Existing methodologies for working with children's books are predominantly fragmentary in nature and do not account for the complex nature of reading interest as a multi-component personal formation that includes cognitive, emotional, motivational, and behavioral aspects. The absence of a comprehensive model leads to pedagogical interventions often proving ineffective, since they do not address all structural components of reading interest and do not ensure their coordinated development.

Model design allows overcoming randomness

and chance in organizing work on forming reading interest, ensuring scientific validity and systematic nature of pedagogical interventions. The model as a theoretical construct provides the opportunity to identify and structure the main components of reading interest, establish connections between them, and determine mechanisms of their functioning in primary school conditions, where the foundations of reading culture are laid and basic attitudes toward books are formed.

Contemporary pedagogical reality is characterized by heterogeneity of approaches to forming reading interest (Burgess, 2002; Bus, 1995), creating the problem of choosing the most effective methods and techniques for specific educational environment conditions. The model performs an integrating function, allowing the unification of various pedagogical technologies, methods, and means into a single system, ensuring their complementarity and synergistic effect. It serves as a kind of matrix for designing specific pedagogical strategies adapted to the characteristics of a particular educational environment, student population, and available resources.

The necessity of the model is also conditioned by the need for a tool for diagnosing and monitoring the process of reading interest formation, since without a clear understanding of this phenomenon's structure, it is impossible to adequately evaluate the effectiveness of pedagogical interventions and timely correct the educational process. The model defines criteria and indicators of reading interest formation at various stages of its development, enabling a differentiated approach to each child and ensuring individualization of the educational process.

Model design meets the requirements of the contemporary educational paradigm oriented toward the systemic-activity approach and formation of universal learning actions, since reading interest functions not only as an independent pedagogical goal, but also as the most important means of developing cognitive, communicative, regulatory, and personal competencies of primary school students. The model ensures understanding of how reading

interest formation is connected to solving broader educational tasks and contributes to achieving planned results in mastering the basic educational program of primary general education.

The practical necessity of the model is determined by teachers' need for a concrete tool for planning and organizing work on reading interest formation that would account for the psychological-age characteristics of primary school students, the specificity of the contemporary information environment, and educational standards requirements.

Purpose of the study: theoretical substantiation of a model for forming reading interest among primary school students.

Results. The methodology for model design was based on theoretical-methodological analysis of the problem of reading interest formation among primary school students to answer the *research question*: What is the structure and content of the model for forming reading interest among primary school students? In the process of model construction, scientific literature analysis was conducted, which allowed identification of basic constants of reading interest formation that determined the optimal model structure. Based on theoretical analysis, the following components were substantiated to ensure model integrity and functionality: target-oriented, content-based, technological, and result-evaluation. Activity-based, personality-oriented, and systemic approaches were used as methodological approaches, whose integration creates a theoretical-methodological foundation for effective reading interest formation among primary school students (Figure 1).

The target-oriented component of the model for forming reading interest among primary school students is aimed at developing a stable personal formation characterized by an emotionally-positive attitude toward reading, cognitive need for literary information, and readiness for independent reading activity, focusing on the formation of an integrative quality of the primary school student's personality that includes the motivational sphere (internal impulse to read), cognitive component (knowledge about literature and

understanding of what is read), emotional-value aspect (experiencing and comprehending literary works), and activity readiness (capacity for active reading behavior).

The target orientation of the component is conditioned by the necessity of overcoming the contradiction between the objective significance of reading for a child's intellectual and personal development and the declining level of reading activity among contemporary primary school students. Reading interest formation is viewed as the foundation for subsequent development of reading competency and general personal culture, determining the strategic importance of this pedagogical process in the primary education system.

The methodological foundation of the model consists of activity-based, personality-oriented, and systemic approaches, whose selection is conditioned by the specificity of the reading interest formation process in children of primary school age.

The activity-based approach is defined as leading due to the fact that reading interest is formed exclusively in the process of a child's active reading activity, ensuring the student's subject position in the process of interaction with a literary work, and contributing to the development of intrinsic motivation for reading through practical mastery of various types of reading activity. Psychological research confirms that interest as a personal formation can be developed only under the condition of subject inclusion in corresponding activity, which makes this approach methodologically justified for solving the stated tasks (Dekker, 2006).

The personality-oriented approach is conditioned by the necessity of accounting for individual characteristics of primary school students' reading development, differences in their cognitive needs, emotional receptivity, and pace of reading skill formation, allowing for the creation of conditions for developing reading interest in each child according to their individual characteristics and ensuring personalization of pedagogical impact, which increases the effectiveness of forming the studied personality quality.

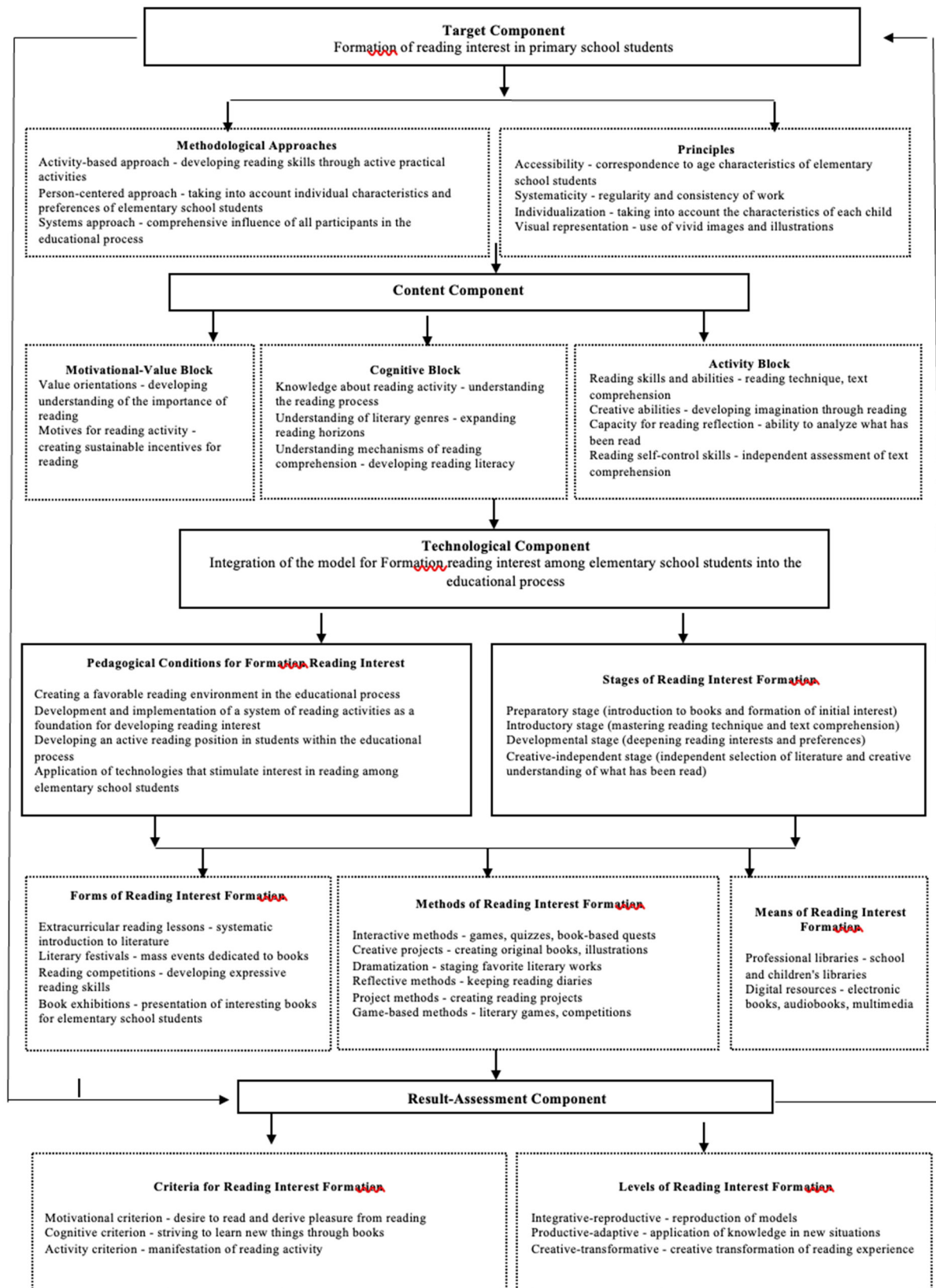


Figure 1: Innovative model of formation of reading interest in primary school students

The systemic approach is defined as a personal formation whose development methodological foundation due to the fact requires coordinated impact on all components that reading interest represents a complex of the child's personality. Systematicity

ensures integrity of the pedagogical process, coordination of various forms and methods of work, as well as continuity in developing reading qualities at different stages of primary school education, allowing consideration of the reading interest formation process as an interconnected totality of structural components functioning in unity and ensuring achievement of the stated goal.

Implementation of methodological approaches in the process of forming reading interest among primary school students is carried out through a *system of principles* that concretize theoretical positions and ensure their practical implementation in the pedagogical process.

The principle of accessibility is defined as the leading principle in the research due to the psychophysiological characteristics of primary school children, characterized by concrete-visual thinking, limited attention span, and insufficiently developed voluntary control of mental processes. This principle ensures the correspondence of content, forms, and methods of work on developing reading interest to students' age-related capabilities, which is a necessary condition for the emergence of a positive emotional attitude toward reading. Violation of this principle leads to the formation of negative experience in interaction with books, which hinders the development of reading interest and may cause persistent aversion to reading.

The principle of systematicity is determined by the specificity of reading interest as a stable personal formation, the development of which requires prolonged and consistent pedagogical influence. Episodic activities aimed at introducing children to reading cannot ensure the formation of stable interest, as they do not create the necessary conditions for consolidating positive experience in reading activities. Systematicity implies regular contact between the child and books, gradual complication of reading tasks, and ensuring continuity between different stages of work, which contributes to the progressive development of the studied personality trait.

The principle of individualization serves as the leading principle due to significant

differences in the pace and characteristics of reading development among primary school students, conditioned by individual features of the cognitive sphere, emotional receptivity, and sociocultural experience of children. Ignoring individual differences leads to a formal approach to developing reading interest, where pedagogical influence proves ineffective for a significant portion of students. This principle ensures the creation of optimal conditions for each child, taking into account their reading preferences and capabilities, which increases the likelihood of forming stable interest in reading.

The principle of visual representation is defined as fundamental in working with primary school students due to the predominance of visual-figurative thinking over abstract-logical thinking. The perception of literary works by children of this age is largely mediated by visual images, which necessitates the use of illustrative materials, demonstration tools, and other forms of visual aids. This contributes to activating emotional perception of literary works, facilitates understanding of text content, and creates favorable conditions for the emergence of reading interest. The absence of visual support complicates the perception of literary works by primary school students and reduces the effectiveness of pedagogical influence on the formation of the studied personality trait.

The implementation of the model for developing reading interest among primary school students should be carried out specifically within the *educational process of primary school* due to a combination of psychological-pedagogical, social, and organizational factors that determine the optimality of this educational environment for solving the set tasks.

Primary school age is characterized by sensitivity to the formation of learning activities and cognitive interests. Children aged 6-10 are in the most favorable period for laying the foundations of reading culture, as this age witnesses intensive development of voluntary attention, verbal-logical thinking, and the ability for self-regulation of activities. The educational process of primary school provides systematic and purposeful pedagogical influence on the

formation of reading skills and abilities, creates conditions for the transition from involuntary to voluntary attention when working with texts, which is a necessary condition for developing stable reading interest (Dunst, 2011).

The content of primary education has a specific feature - reading instruction serves as the foundation for mastering all academic subjects and forming universal learning actions. The integrative nature of the educational process in primary school allows for the formation of reading interest not only in literature classes but also within other subject areas, which ensures comprehensiveness and systematicity of pedagogical influence. Interdisciplinary connections create multiple opportunities for practical application of reading skills and demonstration of the significance of reading for cognitive activities, which contributes to strengthening the motivational foundation of reading interest.

Primary school represents the first stage of organized educational process, where the foundations of a child's social experience are laid and basic cultural competencies are formed. The educational process at this level of education is characterized by a high degree of pedagogical control and support, which creates favorable conditions for overcoming difficulties in mastering reading and preventing the formation of negative attitudes toward this type of activity. Collective forms of organizing learning activities in primary school contribute to creating a reading community where reading experience is exchanged and a culture of reading communication is formed.

The educational process of primary school is characterized by a high degree of structure, systematicity, and consistency of pedagogical influences. Curricular and extracurricular activities in primary school represent an interconnected system that provides the possibility of implementing various forms and methods of work on developing reading interest. The regulated nature of the educational process creates conditions for systematic and planned pedagogical influence, which is a necessary condition for forming stable personality traits (Guthrie, 2001).

Primary school teachers possess specialized training in developmental psychology, reading instruction methodology, and organization of the educational process with children of this age. The professional competence of primary school educators in children's literature, knowledge of age-related characteristics of artistic work perception, and mastery of appropriate methodological techniques ensure the effectiveness of implementing the reading interest formation model within the educational process.

Thus, the educational process of primary school represents an optimal educational environment for implementing the reading interest formation model, as it provides the necessary psychological-pedagogical conditions, substantive foundation, organizational opportunities, and professional support for this process.

The *content component of the model* for developing reading interest among primary school students represents a structured system of interconnected blocks that determine the subject content of the pedagogical process and characterize the internal structure of the personality trait being formed.

The *motivational-value block* forms the foundation of the content component, as it is directed toward forming the emotional-need sphere of the primary school student's personality in the area of reading activities. Reading needs are considered as internal impulses toward reading that arise based on awareness of knowledge deficiency or emotional experiences that can be satisfied through interaction with literary works (Georgiou, 2021; Hood, 2008). The formation of this component involves creating conditions for the emergence of internal motivation for reading, based on cognitive interest and emotional attractiveness of the artistic text perception process. Value orientations in the structure of reading interest represent a system of stable ideas about the significance of reading for personal development, understanding the surrounding world, and cultural enrichment. The development of value orientations involves forming primary school students' understanding of reading not only as a learning activity but also

as a way of spiritual development, a source of aesthetic experiences, and a means of expanding life experience.

Reading activity motives function as specific impulses toward reading that determine the direction and stability of reading behavior. In primary school age, the dominant motives are cognitive (desire to learn something new), emotional (striving for experience), and social (need for communication about what has been read) motives, which through purposeful pedagogical influence should acquire a stable character (Li, 2025).

The cognitive block of the content component ensures the formation of a system of knowledge and concepts necessary for carrying out reading activities and developing reading interest. Knowledge about reading activities includes understanding the specificity of the reading process as active interaction between reader and text, awareness of various strategies for working with literary works, and ideas about the role of reading in human cognitive and personal activities.

Concepts about literary genres form the foundation of primary school students' reading horizon, providing orientation in the diversity of literary works and the ability to make conscious choices of literature for reading. This involves familiarization with the main genre characteristics of fairy tales, stories, poems, fables, and other forms of literary works accessible to children of this age.

Understanding the mechanisms of reading perception is connected with forming ideas about the processes that occur during reading, including text decoding, building semantic connections, emotional experience, and interpretation of what has been read. This contributes to increasing awareness of reading activities and forming reading literacy.

The *activity-reflective block* determines the practical component of the content element, characterizing the set of skills, abilities, and capabilities necessary for realizing reading interest in concrete activities. Reading skills and abilities include the technical side of reading (speed, accuracy, expressiveness) and the semantic side (content comprehension,

identifying main ideas, establishing cause-and-effect relationships), which together ensure the success of reading activities and create the foundation for developing stable interest in reading.

Creative abilities in the context of reading activities involve developing imagination, the ability to interpret artistic works, skills in creating original texts based on what has been read, and the capacity for creative self-expression based on literary impressions. The ability for reading reflection represents the skill to analyze one's own reading activities, evaluate the quality of comprehension of what has been read, recognize one's reading preferences and needs, ensuring self-regulation of reading activities and contributing to its improvement. Reading self-control skills include the ability to independently assess text comprehension, the skill to identify and correct errors in the reading process, and control the correspondence between reading pace and text perception tasks, ensuring autonomy of reading activities and creating prerequisites for independent development of reading interest (Supriyadin, 2025).

The technological component of the reading interest formation model for primary school students represents the instrumental-procedural constituent of the pedagogical system, defining specific methods, means, and technologies for implementing set goals and objectives in educational process practice.

Forms of developing reading interest constitute the organizational foundation of the technological component, ensuring the structuring of pedagogical interaction in the process of forming reading interest. Extracurricular reading lessons involve regular introduction of primary school students to children's literature works that go beyond the mandatory curriculum, ensuring expansion of students' reading horizons, formation of ideas about the genre diversity of literature, and creation of conditions for expressing reading preferences.

Literary festivals represent a mass form of organizing reading activities, characterized by emotional richness, spectacle, and collective participation, contributing to the formation

of positive emotional attitudes toward reading, creation of a reading community, and demonstration of the social significance of reading activities. Reading competitions are aimed at developing expressive reading as an important component of reading culture, contributing to deeper understanding of artistic works and formation of public speaking skills. Participation in reading competitions stimulates thorough work with texts, develops artistic abilities, and increases motivation to study poetic works. Book exhibitions are particularly effective when working with primary school students due to the predominance of visual-figurative thinking at this age, serving an informational-promotional function in the process of forming reading interest, providing visual presentation of literary works and creating conditions for conscious selection of books for independent reading (Yusnaeni, 2024).

Methods of developing reading interest determine the ways of pedagogical influence on the student's personality in the process of forming reading interest. Interactive methods are based on active interaction among participants in the educational process and involve the use of game-based activities that correspond to the age characteristics of primary school students. Literary games, quizzes, and book-based quests ensure activation of cognitive activities, create success situations, and contribute to reinforcing positive emotions associated with reading. Creative projects represent a method of organizing independent student activities aimed at creating products of creative activity based on read works. Creating original books, illustrations, and alternative endings to works contributes to deepening understanding of literary texts, developing creative thinking, and forming a subject position in reading activities. Dramatization as a method of forming reading interest involves staging literary works, ensuring the translation of verbal images into visual-motor representations, corresponding to their need for play activities and contributing to deeper emotional experience of work content (Silinskas, 2025).

Means of developing reading interest represent the material-technical base for

implementing the technological component of the model. Professional libraries, including school and children's libraries, ensure accessibility of quality children's literature, create conditions for free book selection, and form a culture of working with library resources. The library environment contributes to creating a special atmosphere conducive to reading and communication about what has been read. Digital resources, including electronic books, audiobooks, and multimedia materials, expand opportunities for organizing reading activities and correspond to the information needs of modern children, allowing diversification of forms of working with text, ensuring individualization of the reading process, and creating additional motivation for reading activities.

Technologies for developing reading interest define systematic ways of organizing the pedagogical process that ensure achievement of set goals. Reflective technologies, based on keeping reading diaries, contribute to developing the ability to analyze one's own reading activities, forming self-control skills, and increasing awareness of the reading process. Project technologies involve organizing independent research activities of students in the field of literature, which contributes to developing cognitive activity, forming information processing skills, and creating conditions for in-depth study of works of interest. Game technologies, including literary games and competitions, ensure creation of an emotionally positive atmosphere in the process of working with literary works, contribute to removing psychological barriers, and forming stable positive associations with reading activities.

Pedagogical conditions for developing reading interest in primary school students represent a combination of external and internal factors of the pedagogical process that ensure effectiveness in achieving the set goal and create an optimal environment for developing the studied personality trait.

Creating a favorable reading environment in the educational process serves as a basic condition that determines the general atmosphere

and context for developing reading interest, involving organization of educational space that contributes to the emergence and maintenance of positive emotional attitudes toward reading. A favorable reading environment is characterized by accessibility of quality children's literature, availability of comfortable reading conditions, creation of aesthetically attractive design of library and classroom spaces, ensuring quiet and psychological comfort during reading activities, requiring coordinated actions of all participants in the educational process to create an atmosphere in which reading is perceived as a valuable and significant activity.

Development and implementation of a system of reading activities as the foundation for forming reading interest ensures structure and purposefulness of pedagogical influence. This condition involves creating a comprehensive program of activities that includes various forms of working with books and is aimed at gradual development of all components of reading interest. The system of reading activities should be characterized by continuity between different forms of work, consideration of students' age characteristics, diversity of applied methods and means, and regularity of implementation.

Developing an active reading position of students in the educational process is aimed at forming subjectivity of primary school students in reading activities. An active reading position is characterized by independence in choosing literature for reading, initiative in discussing what has been read, ability for critical reflection on work content, and striving for creative interpretation of artistic texts. This involves providing students with opportunities to demonstrate reading initiative, creating choice situations in reading activities, encouraging independent reading discoveries, and organizing activities that require active interaction with text (Silaban, 2025). Developing an active reading position contributes to forming internal motivation for reading and ensures stability of reading interest.

Application of diverse pedagogical technologies that stimulate interest in reading among primary school students ensures methodological diversity of the pedagogical

process and consideration of students' individual characteristics. This involves using gaming technologies that correspond to children's age needs, project methods that contribute to developing independence and creative abilities, information and communication technologies that increase motivation for reading activities, and interactive forms of work that ensure active participation of all students in the process of mastering literary works (Saputri, 2025). The diversity of applied technologies allows creating conditions for successful formation of reading interest in children with various types of perception, temperamental characteristics, and levels of reading development. The effectiveness of implementing this condition is determined by the adequacy of chosen technologies to set tasks, students' age characteristics, and the specificity of the personality trait being formed.

The combination of considered pedagogical conditions ensures creation of a comprehensive system for forming reading interest in primary school students, characterized by complex influence on all components of the studied personality trait, consideration of students' age and individual characteristics, and correspondence to modern requirements for organizing the educational process in primary school.

The stages of developing reading interest in primary school students represent sequential phases of the pedagogical process, characterized by specific tasks, content, and results that ensure progressive development of the studied personality trait from elementary manifestations to stable personal formation.

The preparatory stage is aimed at creating an initial foundation for forming reading interest and is characterized by introducing the child to the book as a cultural phenomenon and source of cognitive and aesthetic information. This stage involves forming elementary ideas about the book, its structure and purpose, and developing a positive emotional attitude toward the process of interacting with printed text. The main tasks of the preparatory stage include overcoming possible fear of the book as an unfamiliar object, forming primary skills in handling books, and creating success situations during first attempts

at independent reading. The result of this stage is the emergence of primary interest in books, manifested in the desire to look at illustrations, listen to adults reading, and attempts to independently reproduce familiar texts. The duration of the preparatory stage corresponds to the adaptation period of first-grade learning and is characterized by intensive pedagogical support of the process of familiarization with book culture.

The familiarization stage is characterized by mastering the technical side of reading and forming basic text comprehension skills. The main task of this stage is ensuring the transition from mechanical reproduction of symbols to meaningful perception of the content of reading material. The familiarization stage involves systematic work on developing reading technique, including correctness, fluency, expressiveness, and awareness, forming elementary skills of working with text, and developing the ability to establish cause-and-effect relationships in work content. An important aspect of this stage is preventing the formation of negative attitudes toward reading due to difficulties in mastering technique, which is achieved through individualizing the learning pace and creating success situations for each child. The result of the familiarization stage is achieving a level of reading technique that ensures understanding of age-appropriate text content and forming readiness for independent work with books.

The developmental stage is aimed at deepening reading interests and forming selective attitudes toward literature, characterized by expanding the range of works read, familiarization with various literary genres, and developing the ability for emotional experience of artistic text content. The main tasks of the developmental stage include forming ideas about the genre diversity of children's literature, developing aesthetic perception of artistic works, and establishing individual reading preferences. At this stage, intensive development of the child's imagination occurs through interaction with artistic images, formation of the ability to empathize with literary characters, and development of skills to express one's attitude

toward what has been read. The result of the developmental stage is the formation of stable reading preferences, manifestation of selectivity in literature choice, and the ability for emotional-evaluative perception of artistic works.

The creative-independent stage is characterized by achieving relative autonomy in reading activities and developing the ability for creative comprehension of what has been read, forming skills for independent literature selection in accordance with individual interests and needs, developing the ability for critical analysis of work content, and establishing the need for creative self-expression based on reading impressions. The main tasks of the creative-independent stage include developing reading independence, forming skills for planning and organizing one's own reading activities, and establishing the ability for creative interpretation of artistic works. At this stage, integration of the child's reading experience with other types of activities occurs, along with development of skills to use reading impressions in play, visual, and speech activities. The result of the creative-independent stage is the formation of reading interest as a stable personality trait, manifested in independent turning to books, ability for prolonged concentration on reading activities, and the need for constant expansion of reading experience.

The identified stages are characterized by relative temporal boundaries and the possibility of their partial overlap in individual child development, which necessitates diagnostic support of the reading interest formation process and individualization of pedagogical influence at each stage.

The result-evaluation component of the reading interest formation model for primary school students represents a system of criteria, indicators, and levels that ensure objective assessment of pedagogical process effectiveness and the degree of achieving set goals.

Criteria for the formation of reading interest in primary school students serve as qualitative characteristics that allow judging the presence and degree of development of the studied personality trait. The system of criteria includes internal and external criteria, which

together provide comprehensive evaluation of pedagogical influence effectiveness.

Internal criteria characterize subjective manifestations of reading interest, reflecting the child's internal state and experiences during reading activities. The motivational criterion is determined through manifestation of the desire to read and derive pleasure from the reading process, which is expressed in independent turning to books, striving to continue reading begun works, emotional anticipation of meeting new books. This is fundamental for assessing reading interest formation, as it reflects the presence of internal need for reading activities and characterizes the stability of the motivational foundation of the studied personality trait.

The cognitive criterion manifests in the striving to learn new things through books and is characterized by the child's activity in seeking answers to interesting questions through reading, reflecting the connection between reading interest and the personality's cognitive need. It manifests in asking questions about the content of what has been read, desire to obtain additional information on topics of interest, and striving to expand reading horizons.

The emotional criterion is characterized by the ability to respond emotionally to what has been read and manifests in experiencing the content of literary works, empathizing with literary characters, and emotionally evaluating events and character actions. This testifies to the depth of artistic work perception and serves as an indicator of the child's quality interaction with literary text.

The activity criterion is determined through manifestation of reading activity and is characterized by initiative in literature selection, independence in organizing reading activities, striving to discuss what has been read, and participation in reading events. This reflects behavioral manifestations of reading interest and testifies to the transition of internal impulses into concrete actions.

External criteria represent level characteristics of reading interest formation that allow determining the degree of achieving set pedagogical goals and objectives. The integrative-reproductive level is characterized by

reproduction of reading behavior patterns under adult guidance and manifests in performing reading assignments according to instructions, participating in organized reading events, and following suggested recommendations for literature selection. This corresponds to the initial stage of reading interest formation and is characterized by dependence of reading activity on external stimulation.

The productive-adaptive level manifests in applying formed reading skills and interests in new situations and is characterized by the ability to transfer reading experience to various types of activities, independent selection of literature within familiar genres, and initiative participation in reading events. Reading interest acquires relative stability and manifests in various situations of the educational process.

The creative-transformative level is characterized by creative transformation of reading experience and manifests in creating original works based on what has been read, organizing reading events on one's own initiative, critical comprehension of literary work content, and formation of individual reading style. This testifies to the formation of reading interest as a stable personality trait and is characterized by autonomy of reading activities and a creative approach to interaction with literary works.

The system of criteria and levels provides the possibility of diagnosing reading interest formation at various stages of the pedagogical process, allowing for individual support of each child's development and correction of pedagogical influence in accordance with achieved results.

Discussion. The results of analyzing contemporary research confirm the necessity of creating a comprehensive model for developing reading interest among primary school students, based on the trinity of "family-school-community." Li's research (2025) convincingly demonstrates that all three components of this model positively correlate with the development of reading interest in children, which aligns with contemporary theories of collaborative education. The family reading environment has the greatest impact on developing children's

interest in reading, which is confirmed by studies in both Chinese (Li, 2025; Tang et al., 2017) and Singaporean contexts (Yeo et al., 2014), testifying to the universality of this phenomenon regardless of cultural characteristics.

Dekker and colleagues (2006) complement this picture by showing that children's interest in reading is closely connected to the quality of mother-child interaction during shared reading. Active parental participation in reading activities serves as the most powerful predictor of developing both reading skills and stable interest in reading. The school reading environment ranks second in terms of influence on children's reading interest. Lerkkanen's research reveals an important aspect of this influence, demonstrating the interconnection between parental trust in the teacher and the child's academic interests. High parental trust in the educator contributes to developing children's interest in academic subjects, including reading, which indicates the necessity of close collaboration between family and school.

Despite the fact that the community environment has the least influence among the three factors considered, its role should not be underestimated. The community creates a cultural context in which reading practices and values are formed and transmitted from generation to generation. Analysis of research reveals a complex system of direct and indirect influences on the development of reading interest. Tang and colleagues (2017) found that parental beliefs about reading influence children's literacy development both directly and indirectly through home literacy practices and children's interest in reading, indicating the necessity of working not only with behavioral aspects but also with parents' value orientations.

The longitudinal study by Dekker and colleagues (2006) shows that the influence of various factors on the development of reading interest may change with the child's age. Children's interest in reading at an early age (18-42 months) proves to be a predictor of subsequent development of language skills and letter knowledge, which emphasizes the importance of early formation of positive attitudes toward reading. Comparison of research results

conducted in various cultural contexts (China, Singapore, Finland) testifies to the existence of both universal patterns of reading interest development and culturally specific features. For example, in the Singaporean study by Yeo and colleagues (2014), it was found that verbal parental participation negatively predicted children's reading competence, reflecting cultural differences in parental interaction styles.

Despite the significant contribution of the reviewed studies to understanding factors in reading interest development, several limitations should be noted. Most research focuses on preschool and early school age, while the dynamics of reading interest in middle and upper elementary grades are insufficiently studied. Deeper investigation of interaction mechanisms between different components of the "family-school-community" model is required. The presented analysis confirms the necessity of an integrative approach to developing reading interest among primary school students. An effective model should consider the dominant role of the family environment, the significance of the school context, and the supporting function of the community. Practical implementation of such a model requires coordinated efforts from all participants in the educational process and consideration of the cultural characteristics of the specific context.

Conclusion. Reading interest serves as a fundamental personality trait that determines the success of cognitive activities and cultural development of a person. In primary school age, the formation of reading interest acquires particular significance, since it is precisely during the period of 6-10 years that the foundations of reading culture are laid, the formation of attitudes toward books as a source of knowledge and emotional experience occurs, and reading becomes a basic tool for mastering all academic subjects. The sensitivity of this age period to the formation of learning activities and cognitive interests creates unique opportunities for developing stable motivation for reading activities. However, the contemporary digital environment has significantly changed the nature of children's information perception, contributing to the formation of fragmented "clip thinking"

and reduced ability for prolonged concentration on textual material. These changes require rethinking traditional approaches to forming reading interest and developing new pedagogical strategies that consider the characteristics of the modern generation of primary school students.

The result of the conducted research was a theoretically grounded model for forming reading interest, representing a comprehensive pedagogical system that integrates target orientations, content components, technological tools, and diagnostic apparatus. The developed model ensures systematic influence on all components of reading interest - motivational-value, cognitive, and activity-reflective - which creates conditions for forming this trait as a stable personal formation. The practical value of the model lies in the possibility of its adaptation to various educational contexts and individual characteristics of students.

The proposed system of pedagogical conditions and staged organization of the reading interest formation process will allow practicing educators to carry out purposeful and effective work on developing reading motivation among primary school students. Prospects for further research are connected with experimental verification of the developed model's effectiveness in various educational institutions, studying the influence of family reading environment on the formation of reading interest in children, developing digital tools to support primary school students' reading activities, and researching possibilities for integrating traditional and digital reading formats in the educational process. An urgent direction is also the preparation of pedagogical personnel for work on forming reading interest in conditions of digital transformation of education.

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Information about authors:

Shakhanova Nazereke, Doctoral Student, Abai Kazakh National Pedagogical University, ORCID ID: 0009-0002-4105-0824, Dostyk Street, 13, Almaty, 050010, Republic of Kazakhstan, email: nazerke_gold@mail.ru