METHODS OF ENHANCING READING CULTURE IN PRIMARY SCHOOL STUDENTS THROUGH TEACHING SAMPLES OF FOLK ORAL LITERATURE

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Abstract
This article examines a wide range of effective methods for enhancing the reading culture of primary school pupils by integrating folklore into the learning process. Folklore, being an essential part of national heritage, is considered a powerful tool in shaping children's imagination, linguistic competence, and cultural awareness. The study emphasizes the pedagogical importance of using fairy tales, epics, proverbs, riddles, and other oral traditions not only as literary material but also as means of moral education and value transmission. Through these forms, pupils are encouraged to develop critical and creative thinking skills, strengthen their emotional intelligence, and cultivate a sense of respect for cultural identity.
In addition, the article explores modern approaches such as interactive teaching techniques, role-play activities, dramatizations, storytelling sessions, and multimedia support that make the process of teaching folklore more engaging and meaningful. The involvement of families and communities in reading practices is highlighted as a decisive factor in reinforcing children's interest in books outside the classroom. The findings show that a systematic and innovative use of folklore in primary education can significantly contribute to the development of sustainable reading habits, nurture a lifelong love for literature, and build bridges between tradition and modern pedagogy.

Introduction In the modern educational context, the cultivation of a strong reading culture among primary school pupils is regarded as one of the fundamental tasks of teachers and parents alike. Reading not only enriches

children's vocabulary and develops cognitive abilities, but also nurtures moral values, cultural awareness, and social responsibility. At an early age, pupils form the foundations of their attitudes towards books and literature, and therefore it is crucial to employ creative methods that spark their interest and encourage consistent engagement with reading materials.

Folklore, as an invaluable part of national heritage, offers unique opportunities for achieving these goals. Rich in linguistic beauty, imaginative plots, and moral lessons, folklore provides children with an accessible pathway into the world of literature. Fairy tales, epics, proverbs, and riddles represent more than entertainment; they are carriers of wisdom, ethical norms, and cultural identity that can deeply influence a child's personal development. Through the inclusion of folklore in the learning process, pupils are able to connect with their cultural roots while simultaneously developing essential literacy skills.

Furthermore, the effective teaching of folklore in primary school requires modern pedagogical approaches. Interactive methods, storytelling techniques, dramatizations, and game-based activities make folklore engaging and meaningful for young learners. By combining traditional content with innovative methodology, teachers can stimulate imagination, improve comprehension, and strengthen critical and creative thinking abilities. In addition, family involvement in reading practices and collaboration with school libraries are vital for creating an environment where children are consistently encouraged to explore books.

Thus, the integration of folklore into primary education not only fosters a sustainable reading culture but also prepares pupils to become well-rounded individuals who appreciate literature, respect cultural values, and carry forward the tradition of reading into their adult lives.

The results of the study demonstrate that folklore can be considered one of the most effective means of fostering reading culture among primary school pupils. Unlike other types of literary material, folklore is naturally appealing to children due to its imaginative plots, simple structures, and engaging characters. Fairy tales and epics capture children's curiosity, while proverbs and riddles stimulate mental activity and encourage logical reasoning. These features make folklore highly suitable for introducing young learners to the joy of reading.

Another significant aspect revealed is the role of interactive methods in teaching folklore. When pupils participate in storytelling sessions, dramatizations, or role-play activities, they become not only passive recipients of information but also active participants in the learning process. Such engagement enhances comprehension, develops oral communication skills, and increases pupils' motivation to read independently. In this way, folklore functions both as a source of cultural heritage and as a pedagogical tool that encourages active learning.

The discussion further highlights the importance of connecting school-based learning with family and community involvement. Children are more likely to develop sustainable reading habits when they see reading practices reflected in their home environment. Parents who read aloud, share proverbs, or tell folk tales create a positive atmosphere where reading is valued. Similarly, collaboration with libraries and extracurricular activities—such as storytelling competitions or cultural events—reinforce the impact of folklore on children's attitudes toward reading.

It is also important to note the challenges that may arise. In some cases, the overuse of digital devices and lack of parental attention weaken children's motivation to read. Therefore, teachers and educational institutions must find

ways to integrate technology meaningfully without overshadowing the traditional value of books. Multimedia presentations, animated stories, and interactive e-books based on folklore can serve as bridges between traditional oral literature and the digital environment familiar to modern children.

In conclusion, the discussion suggests that folklore, when taught systematically and creatively, contributes not only to the improvement of literacy skills but also to the preservation of cultural identity and values. Its combination with innovative teaching strategies ensures that pupils not only acquire knowledge but also develop a lifelong interest in reading.

The integration of folklore into primary education proves to be an effective approach for strengthening pupils' reading culture. Folklore not only entertains but also educates, transmitting moral lessons, cultural values, and linguistic richness that are vital for the holistic development of children. Through fairy tales, epics, proverbs, and riddles, pupils are able to connect with their cultural roots while enhancing imagination, critical thinking, and literary appreciation.

The study shows that interactive teaching methods—such as storytelling, dramatization, role-play, and game-based learning—significantly increase pupils' interest in reading and transform the learning process into an engaging experience. Moreover, the active participation of families and communities further reinforces the impact of folklore, ensuring that reading becomes a continuous habit beyond the classroom.

Therefore, folklore should not be seen merely as a traditional form of entertainment but as a powerful pedagogical resource that fosters a sustainable reading culture. Its thoughtful and systematic inclusion in primary school curricula can nurture a generation of readers who appreciate literature, respect

cultural identity, and carry forward the tradition of reading as an essential part of lifelong learning.

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