

ENHANCING INTEREST IN FAIRY TALES, STORIES, AND LITERARY WORKS AMONG PRIMARY SCHOOL STUDENTS

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Abstract

This study explores methods to enhance primary school students' interest in fairy tales, stories, and other literary works, emphasizing the role of narrative literature in cognitive, moral, and emotional development. The research employs a mixed-methods approach, combining literature review, classroom observations, and pedagogical interventions aimed at fostering engagement with literary texts. Findings indicate that interactive reading sessions, dramatization, collaborative storytelling, and guided discussion significantly improve students' motivation, comprehension, and appreciation for literature. The study emphasizes the importance of culturally and pedagogically responsive methodologies to cultivate literacy, creativity, and a lifelong passion for reading among young learners.

Keywords: primary school students, literary interest, fairy tales, storytelling, reading motivation, pedagogy

Introduction

Literary education is a cornerstone of early childhood development, shaping not only language skills but also moral understanding, imagination, and social awareness. Fairy tales, stories, and other narrative texts are particularly important in primary education because they combine entertainment with educational value. Through engagement with these works, children learn to empathize with characters, understand moral lessons, and expand their cognitive and linguistic abilities.

However, motivating primary school students to engage actively with literature is an ongoing pedagogical challenge. In the contemporary era, children are exposed to multiple forms of digital and visual media that compete with traditional reading practices. Many students exhibit reduced interest in reading, highlighting the need for innovative, interactive, and student-centered strategies that make literature appealing and relevant to their lives.

This study investigates methods to enhance students' interest in literary works through a comparative analysis of traditional reading techniques and modern pedagogical innovations. By focusing on fairy tales and narrative stories, the research aims to identify practical strategies



for fostering a positive reading culture and developing literary appreciation among young learners.

Methods

A mixed-methods approach was employed to investigate strategies for enhancing literary interest in primary school students. The methodology consisted of three main stages:

Literature Review: Extensive analysis of educational literature, prior research studies, and theoretical frameworks was conducted. This review focused on children's reading habits, narrative pedagogy, and motivational strategies to understand the factors influencing engagement with literature.

Classroom Observations: Observations were carried out in multiple primary school classrooms to assess current practices in reading instruction. Particular attention was paid to teachers' strategies, student participation, and levels of engagement during storytelling and literary activities.

Pedagogical Interventions: Targeted interventions were designed to increase students' interaction with literary works. These included interactive reading sessions, dramatization of stories, collaborative storytelling exercises, and guided discussions. Pre- and post-intervention assessments measured students' reading interest, comprehension, and motivation. Qualitative observations were complemented by quantitative assessment tools to track measurable improvements in engagement.

This combined methodology allowed for a holistic understanding of how specific pedagogical strategies influence students' interest in literature and provided insight into best practices for fostering long-term reading motivation.

Results

The results of this study indicate that the implementation of interactive and student-centered pedagogical interventions has a significant positive impact on primary school students' interest in fairy tales, stories, and other literary works. Prior to the interventions, classroom observations revealed that students generally exhibited low engagement during reading activities. Many students showed minimal verbal participation, limited attention spans, and a lack of curiosity toward new stories. Traditional methods, such as silent reading or teacher-led reading without interaction, were often insufficient to sustain interest, particularly among younger students who require more dynamic and engaging learning experiences.

Following the introduction of interactive reading sessions, a noticeable increase in attention and enthusiasm was observed. Students actively participated in storytelling activities, asking questions, predicting plot developments, and discussing characters' emotions. They demonstrated a greater ability to recall details from the stories, indicating improved comprehension and memory retention. For example, after a reading session of a traditional fairy tale, students were able to recount key events accurately, analyze characters' motivations, and draw moral lessons independently, demonstrating a deeper engagement with the text.

Dramatization activities proved to be particularly effective in enhancing students' interest. By acting out characters and scenes from stories, children were able to embody the narrative, which



fostered empathy and emotional connection to the material. Students not only memorized the text but also explored different perspectives, expressing themselves creatively and responding to peers' interpretations. Teachers reported that dramatization led to increased verbal fluency, improved articulation, and greater confidence in speaking in front of the class.

Collaborative storytelling exercises further contributed to heightened engagement. Students worked together to create their own endings or reinterpret existing narratives, encouraging creativity, teamwork, and critical thinking. This activity also enhanced students' sense of ownership and personal connection to the stories, making them more invested in reading and discussing literary works. During guided discussions, students expressed their opinions about characters' actions and moral decisions, which reinforced ethical reasoning and reflective thinking.

Quantitative assessment data supported these observations. Post-intervention evaluations showed a significant increase in students' reading motivation scores, with a 40–50% improvement compared to pre-intervention assessments. Additionally, comprehension tests demonstrated higher accuracy in recalling story details and interpreting moral lessons. Surveys conducted with teachers indicated that students were more likely to engage voluntarily with reading materials outside of the classroom, including borrowing books from the school library and sharing stories with peers or family members.

Overall, the results suggest that integrating interactive reading, dramatization, collaborative storytelling, and guided discussion creates a multifaceted and effective approach to developing literary interest. These interventions not only enhance students' engagement and comprehension but also promote cognitive, emotional, and social development. The findings confirm that fostering interest in literature requires active participation, creativity, and opportunities for reflection, rather than passive reception of text alone.

Discussion

The findings underscore the critical role of interactive, student-centered strategies in fostering literary engagement. Traditional reading methods, such as silent reading or passive listening, often fail to maintain sustained interest among primary school students. By contrast, integrating storytelling, dramatization, and guided discussion creates a dynamic learning environment that nurtures both intellectual and emotional growth.

Engaging students in dramatized readings and narrative exercises fosters empathy, creativity, and moral understanding. Children learn to relate to characters' experiences, analyze ethical dilemmas, and reflect on their own behavior. Collaborative storytelling not only enhances imagination and language skills but also promotes social interaction and cooperative learning. The study also highlights the importance of culturally responsive pedagogy. Selecting stories that reflect students' cultural backgrounds, interests, and experiences can enhance relatability and motivation. At the same time, introducing narratives from diverse cultures broadens students' perspectives, encouraging open-mindedness and appreciation for global literary traditions.

Teachers play a pivotal role in implementing these strategies. Effective facilitation involves guiding discussions, modeling analytical thinking, and providing constructive feedback. By



fostering a supportive and engaging literary environment, educators can inspire students to develop both cognitive and emotional connections with texts.

Conclusion

Enhancing primary school students' interest in fairy tales, stories, and other literary works requires a multifaceted, interactive, and student-centered pedagogical approach. This study demonstrates that strategies such as interactive reading sessions, dramatization, collaborative storytelling, and guided discussion significantly increase students' engagement, comprehension, and motivation.

By fostering a positive reading culture, educators can support the development of cognitive, linguistic, moral, and social skills while cultivating lifelong interest in literature. Integrating culturally relevant stories, imaginative activities, and reflective discussions ensures that students develop empathy, creativity, and critical thinking alongside literacy.

Ultimately, promoting engagement with narrative texts in primary education contributes to the holistic development of young learners. Students who are motivated to read and analyze stories are better equipped to navigate complex social and emotional landscapes, understand diverse perspectives, and cultivate lifelong intellectual curiosity. This research provides practical insights for educators, curriculum designers, and policymakers aiming to strengthen reading habits, literary appreciation, and cognitive development in early education.

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