

## THE ROLE OF FAMILY PSYCHOLOGICAL SUPPORT IN DEVELOPING READING INDEPENDENCE AMONG PRIMARY SCHOOL STUDENTS

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### Abstract

This thesis examines the role of family psychological support in developing reading independence among primary school students. The relevance of the study is determined by the need to develop children's sustained interest in reading, their ability to independently select literary works, understand the content of texts, and use reading experience in academic and everyday activities. Particular attention is paid to the emotional atmosphere in the family, the nature of parent-child interaction, support for children's reading initiative, and the creation of conditions for shared reading. Based on a theoretical analysis and a proposed organization of a pedagogical experiment, the study substantiates the need for cooperation between the family and the school in developing reading independence among primary school students.

*Keywords: reading independence, primary school students, family psychological support, reading motivation, family reading, family-school cooperation.*

### Introduction

Modern primary education is focused not only on developing students' reading skills, but also on developing their ability to work independently with texts, comprehend what they have read, and apply the information obtained. In this regard, the development of reading independence is of particular importance, as it is an essential condition for a child's intellectual, emotional, and personal development.

A primary school student's reading independence is shaped not only by the educational process but also by the family environment. It is within the family that a child develops their first ideas about books, reading, and literature, observes adults' attitudes toward reading, and gains initial experience of reading interaction. Therefore, parental psychological support is regarded as an important factor in developing a positive attitude toward reading and independent reading activity.

### Relevance of the Study

The relevance of the topic is determined by the need to identify effective psychological and pedagogical conditions that contribute to the development of



reading independence among primary school students. Despite considerable attention to the development of reading literacy in primary school, issues concerning emotional support for children within the family, the development of their intrinsic motivation to read, and opportunities for independent book selection require further study.

Family psychological support can contribute to creating a favorable environment in which reading is perceived not only as an academic obligation but also as a source of knowledge, emotional experience, and personal development. An important role is played by parents' positive example, joint discussion of works that have been read, respect for the child's reading interests, and the absence of excessive pressure.

### **Aim of the Study**

To theoretically substantiate the role of family psychological support in developing reading independence among primary school students and to identify the main psychological and pedagogical conditions for its effective development.

### **Research Objectives**

1. To analyze psychological and pedagogical literature on the problem of reading independence among primary school students.
2. To reveal the content of the concept of "family psychological support" in the context of reading development.
3. To identify the main factors of the family environment that influence a child's reading motivation and independence.
4. To develop a model program of family psychological support and determine methods for evaluating its effectiveness.

### **Research Hypothesis**

If a purposeful program of family psychological support is organized and includes shared reading, emotional encouragement, discussion of literary works, and opportunities for children to independently choose books, the level of reading independence among primary school students will increase.

### **Research Methods**

The study uses analysis, comparison, and generalization of scientific psychological and pedagogical literature, observation, parent questionnaires, diagnostic tasks for students, a pedagogical experiment, and mathematical and statistical processing of the results.

### **Organization of the Pedagogical Experiment**

The experimental work is planned to be conducted at School No. 3 named after Krupskaya in Classes 2 "L" and 3 "V". Class 2 "L" is considered the



experimental group, while Class 3 “V” is the control group. The final number of participants should be specified according to the actual class lists.

The experiment consists of three stages: baseline, formative, and control. At the baseline stage, the same diagnostic assessment is conducted in both classes. At the formative stage, the family psychological support program is implemented in Class 2 “L”, while the educational process in Class 3 “V” continues under normal conditions. At the control stage, the diagnostic assessment is repeated, after which the results are compared.

| Stage     | Work Content                                                | Participants    |
|-----------|-------------------------------------------------------------|-----------------|
| Baseline  | Assessment of reading independence and parent questionnaire | 2 “L” and 3 “V” |
| Formative | Implementation of the family psychological support program  | 2 “L”           |
| Control   | Repeated assessment and comparison of results               | 2 “L” and 3 “V” |

### Diagnostic Criteria and Indicators

| Criterion      | Indicator                                                     | Method                     |
|----------------|---------------------------------------------------------------|----------------------------|
| Motivational   | Interest in reading, willingness to read without coercion     | Questionnaire, interview   |
| Independent    | Ability to choose a book and explain the choice               | Observation, task          |
| Cognitive      | Understanding the content of a text, ability to ask questions | Diagnostic assessment      |
| Reflective     | Ability to express one’s own opinion about what has been read | Interview, response        |
| Organizational | Ability to organize reading independently                     | Observation, reading diary |

A three-point scale is used to assess each indicator: 3 points — high level, 2 points — medium level, 1 point — low level. The overall result is determined based on five indicators and ranges from 5 to 15 points.

| Number of Points | Level  |
|------------------|--------|
| 13–15            | High   |
| 9–12             | Medium |
| 5–8              | Low    |

## Family Psychological Support Program

The proposed program is designed for eight weeks. It is aimed at developing reading motivation, independent book selection, text comprehension, and the child's ability to express their own opinion.

| Week | Work with Children                                | Work with Parents                         |
|------|---------------------------------------------------|-------------------------------------------|
| 1    | Assessment. Discussion: "What Do I Like to Read?" | Family reading questionnaire              |
| 2    | "I Choose a Book Myself"                          | How to support the child's choice         |
| 3    | Shared reading and discussion of characters       | How to ask questions without pressure     |
| 4    | "My Book of the Week"                             | How to maintain interest in reading       |
| 5    | "I Read and Ask Questions"                        | How to help the child understand the text |
| 6    | Reading diary                                     | How to encourage independence             |
| 7    | "I Recommend a Book to a Friend"                  | How to discuss what has been read at home |
| 8    | Final assessment                                  | Final questionnaire and feedback          |

### Example of a Diagnostic Task

Students are asked to read a short story, choose one of several books they would like to read next, and explain their choice. After reading, the child answers questions about the content of the text, identifies a favorite episode, describes a character, and formulates their own attitude toward the work.

### Example of a Parent Questionnaire

Parents are asked to answer the following questions: Does the child read regularly at home? Does the child choose books independently? Do adults discuss what has been read with the child? Do they support the child's reading interests? Is time provided for independent reading? Do parents avoid excessive pressure and comparisons with other children?

### Illustrative Experimental Results

The conditional results presented below are intended to demonstrate a possible format. They are not actual research results and should be replaced after the diagnostic assessment has been conducted.

| Level | 2 "L"<br>Before | 2 "L" After | 3 "V"<br>Before | 3 "V" After |
|-------|-----------------|-------------|-----------------|-------------|
| High  | 4 (20%)         | 10 (50%)    | 4 (20%)         | 6 (30%)     |



|        |           |           |           |           |
|--------|-----------|-----------|-----------|-----------|
| Medium | 10 (50%)  | 8 (40%)   | 10 (50%)  | 10 (50%)  |
| Low    | 6 (30%)   | 2 (10%)   | 6 (30%)   | 4 (20%)   |
| Total  | 20 (100%) | 20 (100%) | 20 (100%) | 20 (100%) |

## Results Diagram for Class 2 "L"

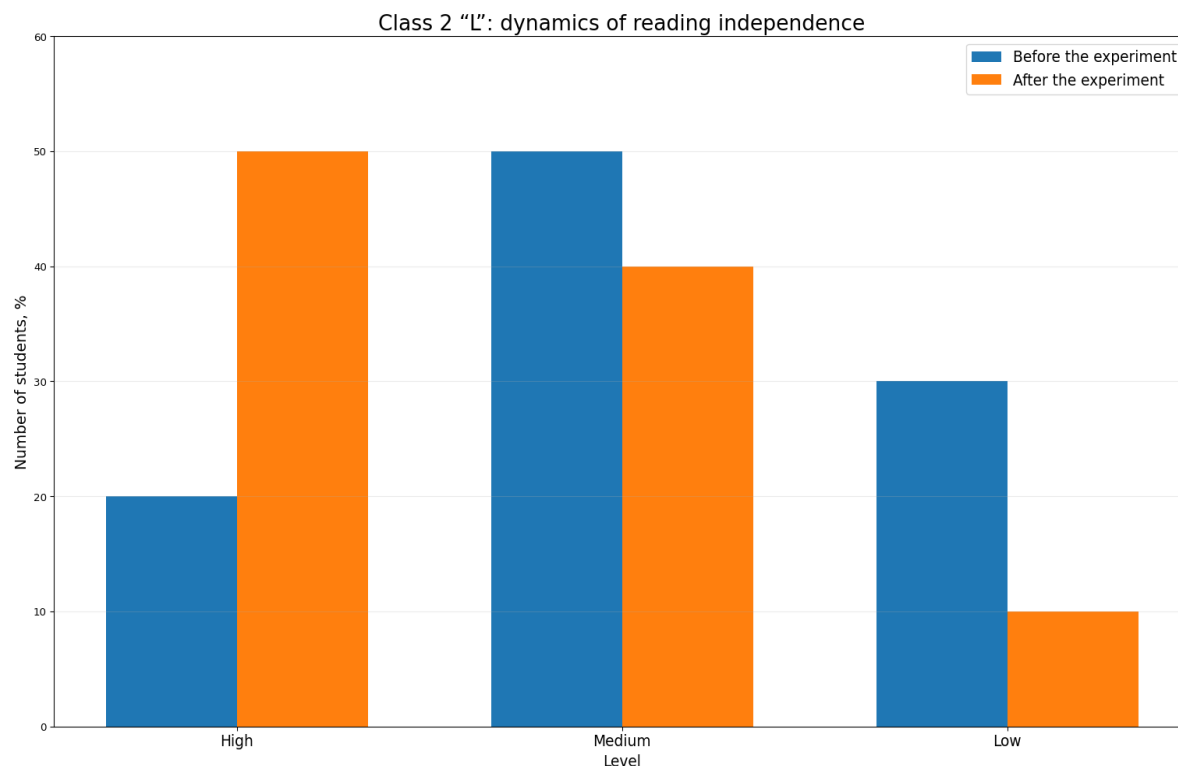
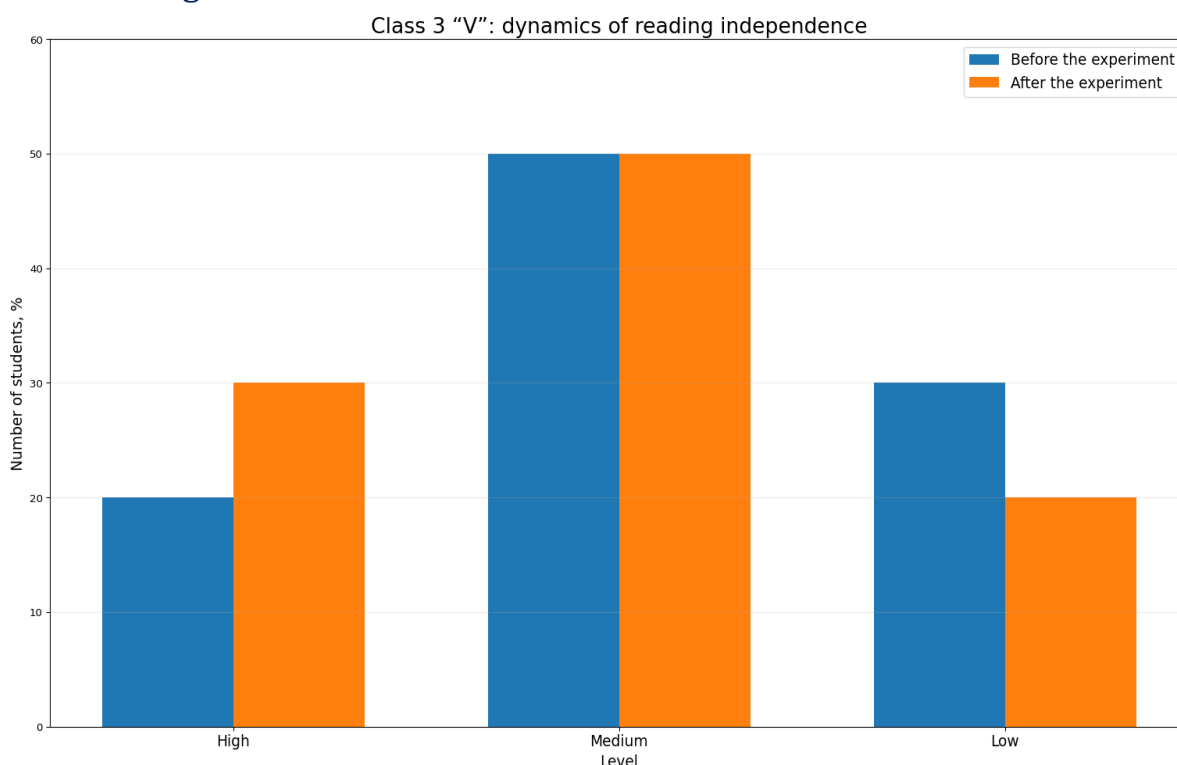


Figure 1. Conditional dynamics of the level of reading independence among students in Class 2 "L".



## Results Diagram for Class 3 “V”



*Figure 2. Conditional dynamics of the level of reading independence among students in Class 3 “V”.*

### Analysis of the Conditional Results

In the example presented, the proportion of students with a high level of reading independence in the experimental group increases from 20% to 50%, while the proportion with a low level decreases from 30% to 10%. The control group also demonstrates positive dynamics, but the change is less pronounced: the high level increases from 20% to 30%, while the low level decreases from 30% to 20%.

This dynamic may indicate a positive effect of targeted family psychological support. However, the final conclusion should be based only on actual data obtained during the diagnostic assessment and confirmed by appropriate statistical analysis.

### Scientific Novelty

The scientific novelty of the study lies in the theoretical substantiation of the relationship between family psychological support and the development of reading independence among primary school students, as well as in the development of a model program for family–school cooperation aimed at developing reading motivation and independent reading activity.

### **Practical Significance**

The results of the study can be used by primary school teachers, school psychologists, and parents when organizing work to develop reading independence among primary school students. The experimental materials can serve as a basis for parent meetings, recommendations on family reading, reading projects, and a program of psychological and pedagogical support for parents.

### **Conclusions**

1. Reading independence is an important component of the development of a primary school student's personality and includes motivational, cognitive, reflective, and organizational components.

2. Family psychological support creates favorable conditions for developing a positive attitude toward reading, reading initiative, and independent book selection.

3. The most significant areas of family support are emotional acceptance, parents' positive example, shared reading, discussion of literary works, and respect for the child's individual reading interests.

4. Family-school cooperation should be based on the principles of collaboration, support, and consideration of the age-related and individual characteristics of primary school students.

5. The effectiveness of the developed program can be established after conducting "before" and "after" diagnostic assessments and statistically comparing the results.

### **Prospects for Further Research**

A promising direction for further research is the development and piloting of a program of psychological and pedagogical support for parents aimed at developing reading independence among primary school students, as well as studying its effectiveness in primary education settings.

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