



THE IMPACT OF DIGITAL READING ON LITERACY DEVELOPMENT IN EARLY CHILDHOOD

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Abstract: This article analyzes the significance of **digital reading** tools in developing reading literacy among early-age children from a scientific and pedagogical perspective. The study highlights the components of digital reading – e-books, interactive applications, and multimodal materials (text, images, audio) – and their impact on children's comprehension, independent reading, and critical thinking skills. Furthermore, the article emphasizes how digital reading can enhance children's interest and motivation for reading, as well as the pedagogical importance of parental and teacher guidance and support. The research findings indicate that when digital reading tools are applied gradually and methodically, they significantly improve reading literacy in early-age learners.

Keywords: digital reading, early-age children, reading literacy, e-book, interactive application, multimodal materials, text comprehension, independent reading, motivation, pedagogical support, critical thinking, reading strategies.

In modern education, the importance of digital technologies is steadily increasing¹. For young elementary school children, the opportunity has arisen to enrich the reading process through e-books, interactive applications, and multimodal materials (text, images, audio). According to Musurmonova, digital reading is an effective tool for developing children's text comprehension and independent reading skills. Therefore, the pedagogically correct use of digital reading tools can significantly increase reading literacy in early childhood. For young elementary school children, reading literacy is a fundamental skill that underpins success in all subjects. At this age, developing students' skills in text comprehension, memory activation, and independent reading is of particular importance. As Qosimova emphasizes, reading literacy is not only an academic skill but also influences children's social and emotional development. Digital reading is the process of consuming text through electronic devices in an interactive and multimodal format. According to Abdullaeva, digital reading enriches children's reading process through text comprehension, listening, and visual perception. Using digital tools, students develop independent reading skills, increase their interest and motivation for reading, and enhance their critical thinking abilities.

Digital reading is the process of consuming text through e-books, tablets, and interactive applications. It is divided into the following types:

- 1.E-books: electronic books enriched with text and images.
- 2.Interactive applications: reading programs that interact with the reader.
- 3.Multimodal materials: resources that integrate text, images, and audio.

¹ Musurmonova O., Umarova O. Boshlang'ich ta'lim psixologiyasi va pedagogikasi. – Toshkent: O'qituvchi, 2019.



Digital reading offers a number of advantages over traditional paper-based reading. It not only allows the text to be viewed but also heard, ensures better comprehension of the content through interactive questions and exercises, and develops children's independent reading and analytical skills. Furthermore, tablets, e-books, various multimodal applications, and interactive educational platforms are effectively utilized in this reading process. According to the research of Abdullaeva and Musurmonova, these tools enhance students' attention, memory, and text comprehension, and encourage interest in reading.

Digital reading tools (e-books, interactive applications, multimodal materials) facilitate children's process of understanding and perceiving text. Receiving images and audio elements alongside the text allows readers to better understand the text's content through visual and auditory means². Furthermore, digital reading helps children understand the text step-by-step. For example, interactive applications assess and reinforce children's comprehension levels through questions, mini-tests, and annotations. In this way, children develop skills such as analyzing the text, identifying the main idea, and understanding the sequence of events as they read. Digital tools can really get kids excited about reading. Cool stuff like interactive games, colorful pictures, and cartoons make learning fun. For example, kids can mess around with the characters in e-books, turning reading into a game. This helps them pay attention and keeps them wanting to read. Also, digital reading gets kids to read on their own. For instance, apps let kids pick topics they like, which makes them want to read even more.

Digital reading teaches children to analyze independently and think critically. Children try to identify the relationships between text, images, and audio, compare events, and understand cause-and-effect relationships. For example, in interactive apps, children complete mini-tasks based on the text, evaluate the results, and analyze their mistakes. This process develops their logical thinking, their ability to analyze events sequentially, and their skill in identifying the main idea. At the same time, children also develop self-regulation and decision-making skills during independent reading.

E-books and interactive apps enrich children's reading process. For example, at the end of each chapter, mini-tests, engaging questions, and annotations help children reinforce the text's content³. Teachers can use interactive applications to monitor students' level of understanding, identify challenging areas, and provide individualized support. In this way, digital tools enable the personalization of the teaching process.

The effectiveness of digital reading depends on parental and teacher monitoring and pedagogical support. For example, when a parent uses an e-book with a child, they can discuss the text together and explain any parts the child doesn't understand. Additionally, the teacher monitors students' activity during class using interactive apps, identifies individual errors, and provides encouragement. In this way, the digital reading process is effective not only technologically but also pedagogically. Digital books and apps include interactive exercises that help children gain a deeper understanding of the text's content. For example, a student can answer questions about the text, sequence events, and identify the main idea⁴.

Multimodal materials activate the visual, auditory, and reading senses simultaneously. Receiving content through images and audio enhances children's memory and perception and

² Musurmonova O., Umarova O. **Boshlang'ich ta'limgiz psixologiyasi va pedagogikasi**. – Toshkent: O'qituvchi, 2019.

³ Musurmonova O., Umarova O. **Boshlang'ich ta'limgiz psixologiyasi va pedagogikasi**. – Toshkent: O'qituvchi, 2019.

⁴ Musurmonova O., Umarova O. **Boshlang'ich ta'limgiz psixologiyasi va pedagogikasi**. – Toshkent: O'qituvchi, 2019.



helps them independently analyze the text. Effective use of digital reading tools is reinforced by the pedagogical support of parents and teachers. For example, a parent observes the child while working with an e-book and explains any parts they don't understand, while the teacher assesses and encourages progress in interactive apps.

Digital tools help kids learn how to read and understand texts on their own. With these tools, students can pick out the main point of a text, break down the meaning by asking questions, get a better feel for the text with pictures and audio, and figure out the meaning based on the situation⁵.

In summary, this article took a good look at how digital reading tools help young kids get better at reading. The study found that these tools help them understand and grasp texts better. The different ways they present info help kids remember things and get them excited about reading. Plus, interactive apps and e-books help them read on their own and think critically. It was also noted that support from parents and teachers can make digital reading even more useful. The article suggests using digital reading tools in a smart, step-by-step way, seeing them as a key way to boost reading skills in young kids.

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⁵ Umarova O. Boshlang'ich ta'limda ijtimoiy va emotSIONAL ko'nikmalar. – Toshkent: O'qituvchi, 2019.