

# STAGES OF SOCIAL-EMOTIONAL EDUCATION AND STRATEGIES OF SOCIAL AWARENESS AND INCLUSION IN THE DEVELOPMENT OF READING CULTURE IN CHILDREN

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**Abstract.** *Establishing a friendly relationship with children through the culture of reading books, involving them in the educational process. Children's literature and social-emotional education. Social awareness, inclusion strategies.*

**Keywords:** *reading culture, social-emotional education, children's literature, discussion, reflection, awareness, inclusiveness.*

## Introduction

Through reading culture, it is possible to establish a friendly relationship with children, involve them in the educational process, increase their interest in reading books, and improve their critical thinking. A variety of strategies should be used to help children read to and read books together: strategies such as social-emotional learning, universal instructional design, text processing, and vocabulary development. Each strategy and activity provided will serve as a foundation for your creativity in developing a reading culture in students and creating meaningful experiences through the wonder and magic of children's literature.

The purpose of children's literature is to entertain young readers, engage and inspire them, and instill a lifelong love of reading and learning. In this context, children's literature covers a number of genres such as picture books, trilogies, and short novels for teenagers, and its idea is to write stories with simple, understandable language and themes that are suitable for young school age. We know that it is different. The content of the idea can include educational or moral lessons that help children grow up, become responsible members of society, and solve problems. As part of the school curriculum or during family reading time, these literature genres have many positive aspects, including fostering interest in reading, strengthening critical thinking skills, teaching values, developing literacy and language skills, imagination and stimulating creativity can be seen as advantages.

## Research materials and methodology.

In teaching through children's literature, first of all, the teacher should know the chosen work perfectly, understand the purpose and task of the lesson, determining its suitability for the genre, age, language and interest of the child. This will teach them social-emotional skills such as empathy, compassion, empathy, along with the formation of reading comprehension, text comprehension skills, critical thinking and literary analysis.

The main teaching strategies include reading the text by the teacher, using visual resources, discussing the topic of the text, and role-playing. The teacher's frequent reading of the text aloud helps students to develop their listening comprehension skills, increase their vocabulary and increase their interest in reading. Along with richly illustrated picture books, the use of picture flashcards, videos, and graphic organizers make it easier for students to understand the text. Both

when teachers read aloud and when students read the text independently, the process should always be accompanied by meaningful discussions. During this process, students should be asked open-ended questions that develop critical thinking skills. Using strategies such as "Reader's Theater" and role-playing and dramatizing parts of the text help children to remember and understand the content of the text. Also, this strategy develops fluent and expressive reading skills in children.

In addition to the above strategies, teachers need to select more engaging books to support struggling readers. Tools such as instructional materials, a variety of technology, charts, graphic organizers, vocabulary building strategies, and targeted phonics instruction can help engage such learners. Let's not forget that by introducing children to the pleasure of reading books and the wonders of children's literature, we will contribute to instilling in them a lifelong love of reading and a deeper understanding of themselves and the world around them. Here are some strategies that parents can use to instill a love of reading, develop literacy skills, and help them understand stories better at home through parental involvement: read aloud; discuss; identify dependencies; explore different genres; encourage independent study.

*Read Aloud:* Set aside time every day to read to your child. Choose texts appropriate to his interests and age. Read it fluently and expressively, animating the characters in different voices. If your child can read, you can take turns reading the sentences or phrases with him. Pause while reading and invite him to discuss the story.

*Discuss and Reflect:* After reading a book together, engage your children in a discussion about the text. Ask him which part of the story he liked best, or what he thinks about the characters or themes. Encourage them to share their thoughts and feelings with others, to tell the meaning of the story.

*Identify dependencies.* Help your child find connections between the text and the world around them. (See the "Identify Dependencies" section below.

*Explore different genres.* Introduce your child to a variety of genres This will give him an understanding of different writing styles, perspectives and themes. Go to the library together and encourage your child to choose a variety of books. Encourage independent study. Set aside time every day for your child to engage in independent reading.

Search results. *Children's literature and social-emotional education*

Children's literature can also play an important role in the socio-emotional education of students. Through the process of social-emotional education, students are able to explain and manage their feelings, self-awareness, establish positive relationships with others, develop thinking, form their own citizenship and make responsible decisions. acquires skills such as reception. There are 5 sections of social-emotional learning, which reflect different aspects of human social-emotional learning. Including:

*Self-awareness:* Understanding yourself - your feelings, thoughts and values; Recognize your strengths and accept your weaknesses; Forming a positive feeling about yourself; Develop your interests.

*Self-control:* Effective control of your emotions, thoughts and actions; Demonstrate self-control; Stress management.

*Responsible decision-making:* Making good choices; Anticipate and assess the consequences of your actions; Develop critical thinking and problem-solving skills.

*Establishing and maintaining relationships:* Making friends, including getting along with different groups; Listening and communicating correctly; Asking for help and offering help when needed.

*Physical Awareness:* Understanding the point of view of others, including those of different nationalities; Recognize the strengths of others; Showing love, respect, empathy and concern for the feelings of others. Studying the topics of socio-emotional education in children's literature. Discussing the themes and ideas of children's literature helps students develop empathy, critical thinking, cultural awareness, and understanding of different perspectives. By analyzing the decisions of book characters, students learn to make well-thought-out decisions in life. For example, texts that focus on positive attitudes and behavior can make it easier for students to learn how to form good relationships with others. *Understanding emotions is an important aspect of social-emotional education.* Reading social-emotional education books helps students to identify and understand their emotions, to understand the reasons for their emotions, and to express them appropriately. Developing emotional awareness skills enables students to effectively manage their emotions and builds empathy and empathy in interpersonal relationships. When choosing children's literature for socio-emotional education, it is appropriate to choose books that match the age and level of your students. Picture books are often a good choice for younger readers, while books with a lot of information and novels can be useful for older readers. Below are two activities you can use to teach students social-emotional learning skills. Choose the books you want to read and the social-emotional learning skills you want to learn and use the practice steps.

Discussions. *Studying the topics of social-emotional education in children's literature - stages of training, social awareness, inclusiveness.*

*Purpose:* Students engage with children's literature to explore social-emotional education topics and develop social-emotional skills through discussions, reflections, and creative activities. Organization of social-emotional education using children's literature to develop social awareness, empathy and inclusion in students. Grade Level: Beginner (can be adapted for different learning levels). Didactic materials: age-appropriate children's literature books on social awareness and inclusiveness. Blackboard or white paper; markers. Worksheets for reflection (pre-prepared).

Explain the importance of social-emotional learning and its impact on personal well-being and relationships. Discuss the concepts of emotions, self-awareness, empathy, kindness and resilience and how they contribute to positive social relationships and personal development. Choose a story about a specific social-emotional learning topic or skill. Read the selected story aloud to the students, pausing as necessary to engage in discussion and ask open-ended questions about the characters' feelings, behaviors, and problem-solving strategies. Before starting the session, explain the importance of social awareness and inclusivity in creating a supportive classroom community and community. Discuss the concept of inclusivity and how it involves understanding and valuing the views and experiences of others.

*Guided Discussion* - Use question cards to lead a guided discussion about social-emotional learning. Ask questions that encourage students to think about the characters' experiences, feelings, and choices. For example, the questions may be as follows.

- How did the characters in the story show their sympathy or kindness? - How did the characters overcome difficult emotions or difficulties? - What lessons or conclusions can we draw from the story? - How can we apply these lessons in our lives?

*Reflection and Art Activity* - Give students reflection worksheets or blank paper to write or illustrate their reflections. Ask students to reflect on their social-emotional learning topics and lessons they learned from the books they read. They can write or draw about their experiences, feelings and behaviors related to the topic. After the reflection activity, encourage students to create pictures, illustrations, or symbols based on the topic or their reflections on social-emotional learning.

*Book Selection and Reading* - Choose a children's book about social awareness and inclusion and read it aloud to the class. Stop at appropriate points as you read the story and encourage readers to think about the characters' experiences and feelings. For example, while reading the story "My Best Friend," stop and ask questions about the feelings of the characters. How does the boy feel when his friend doesn't come to his party? How does his friend feel? What will happen when his friend finds out that he is taking care of his sister and sick grandmother? What can you do to show that you are aware of other people's experiences and feelings?

*Conclusion. Whole Class Discussion* - Lead a discussion about the themes of social awareness and inclusion depicted in the story "My Comrade." Use a whiteboard or white paper to create a visual representation of the main ideas and concepts discussed. Encourage students to share their thoughts, reactions, and connections to the story.

*Small Group Activity* - Divide students into small groups and give each group different children's books that promote social awareness and inclusion. Tell the groups to read their assigned book together and discuss the themes, characters and ideas of inclusion. Ask students to find specific examples of how the characters in the story show compassion, empathy, and respect for others.

*Individual Reflection* - Distribute the reflection worksheets to each student. Ask students to reflect on the themes of social awareness and inclusivity discussed in the books and their own experiences with inclusion.

*Sharing and Gallery Walks* - Give students the opportunity to share their work or artwork with their peers. Post the students' drawings and their comments on the wall or display them on the desks. Use the Gallery Walk technique to allow students to observe and evaluate each other's work. Direct each group to create a poster or exhibit with a book cover, a brief summary, and illustrations related to the themes of social awareness and inclusion. Have a "Gallery Walk" where groups can rotate and look at each other's exhibits.

*Summarize and Wrap Up* - Conclude the activity by summarizing the themes of social-emotional learning in the literature and the importance of developing social-emotional skills. Understand the idea that understanding and practicing social-emotional learning skills can lead to healthier relationships, improved self-esteem, and overall well-being. Tip: Don't forget to embrace the social-emotional learning skills you teach every day at home and at school! Ask them how they can contribute to creating a more inclusive and empathetic environment in the classroom and in the community.

*Share and wrap up* – Allow a few students to share their ideas with the class. Summarize the main points discussed during the session, emphasizing the importance of social awareness, empathy and inclusion. Encourage students to apply their understanding of social awareness and inclusiveness to their interactions and actions, and to develop a more inclusive and empathetic environment.

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