

FORMATION OF READING CULTURE AMONG PRIMARY SCHOOL STUDENTS IN DISTANCE LEARNING CONDITIONS

TETIANA KACHAK

TETYANA BLYZNYUK

OLENA BUDNYK

KATERYNA FOMIN

SVITLANA YATSIV

*Department of Primary Education and Educational Innovations, Vasyl Stefanyk Carpathian National University
Department of English Philology, Vasyl Stefanyk Carpathian National University*

tetiana.kachak@cnu.edu.ua

tetyana.blyznyuk@cnu.edu.ua

olena.budnyk@cnu.edu.ua

kateryna.fomin@cnu.edu.ua

svitlana.yatsiv@cnu.edu.ua

UDK: 028:[373.3:37.018.43]=111

Izvorni znanstveni rad

Primljen: 4. 3. 2025.

Prihvaćen: 23. 10. 2025.

ABSTRACT

The problem of the intensity of reading activity, the development of reading culture among junior schoolchildren, and the formation of competent readers receives particular relevance in the conditions of distance learning. Due to the COVID-19 pandemic and quarantine restrictions, distance or blended education is now common in many countries around the world. The article highlights the main aspects of the problem of developing the reading culture of primary school students and identifies the didactic conditions for its solution during distance learning. Based on the observation of the modern education process and the analysis of the results of a survey of 112 primary school teachers in Ukrainian schools, it was determined that teachers do not often use digital tools in teaching students to read literature. 52% of the respondents prefer the traditional methodological model of developing reading skills, expanding the reading range, improving literary skills, fostering reading independence and reading interest, and encouraging creative

KEYWORDS:

reading culture, distance learning, digital tools, children's reading, methods of working with children's books

AUTHOR NOTE:

We have no conflict of interest to disclose.

Correspondence concerning this article should be addressed to Tetiana Kachak. Email: tetiana.kachak@pnu.edu.ua

activity based on reading, while 12% of teachers practice and consider effective those methods and forms of working with students that involve the active use of digital technologies. The paper offers a review of effective digital means, forms and methods of developing the reading culture of junior schoolchildren in the conditions of distance learning.

INTRODUCTION

In the era of digital technologies, reading is experiencing a transformation of its model and a decline in the level of reading literacy among schoolchildren. The problem of developing the reading culture of young learners and the formation of competent readers has always been a priority in psychological and pedagogical science and school practice. The reading culture of an individual is a significant factor in spiritual culture, intellectual development, and social activity.. The level of schoolchildren's reading culture influences learning outcomes (Merga & Mason, 2019: 187).

Unfortunately, the statistics and results of the 2022 PISA study conducted in Ukraine indicate a lower level of reading literacy among students than the average for OECD countries. Students in Georgia, Moldova, and Bulgaria also demonstrated low reading performance, while students in Poland, Estonia, and the Slovak Republic showed significantly higher results (PISA-2022: Main Results, 2023). Between 2018 and 2022, average reading scores in OECD countries fell by 10 points, which was twice the previous record decline (OECD, 2023).

Addressing the challenge of enhancing reading activities among primary school children is further complicated by the conditions of distance education, which emerged as an alternative to traditional learning during the COVID-19 pandemic. Furthermore, it remains essential during the ongoing war in Ukraine, ensuring continuous access to education for students affected by displacement, safety concerns, and disruptions to regular schooling. For teachers, librarians, and those who promote children's reading, the primary task is to develop new methods, approaches, and tools to cultivate young learners' reading culture, considering the remote communication format and the integration of digital technologies.

In this article, we try to outline the essence of the problem of developing the reading culture of junior schoolchildren; determine the didactic conditions for its solution during distance learning; demonstrate the results of monitoring teachers' use of methodological models for forming primary school children's reading culture by means of digital technologies and tools; and analyse the effectiveness of forms and methods of organising young learners' reading activities using digital tools.

In different countries of the world, scientists and in-service teachers research the issues of developing reading culture and motivating children's reading activi-

ties (Keane, 2019; Merga & Mason, 2019; Nyam, 2015; Serafini, 2009; Singhal, 1998; Budnyk et al., 2021). The authors of the publication “Handbook of Reading Research” (Pearson et al., 2002) consider reading as a process of personal activity, an important aspect of literacy development, and analyse it in the context of different cultural and educational practices.

The results of theoretical understanding and empirical study of the problem of developing students’ reading literacy and culture are presented in the article “Development of reading culture of schoolchildren: results of theoretical and empirical research” (Kachak et al., 2021). Structurally, the concept of “reading culture” is formed by two components – reading and culture. Reading is the process of perception and apprehension of the meaning of letters and symbols (Cambridge Dictionary). This is a way of understanding/decoding a written (printed) work, involving the interaction of the subject with the form of a sign-symbolic system in order to obtain information.

Reading activity is a major component of the reading and general culture of an individual. The set of material and spiritual values, the way of life, traditions, customs, norms of behaviour, and social relations of a certain group of people at a certain time (“Value of Culture”, 2020) is understood as the culture of the individual. The culture of reading expresses one of the aspects of human existence and activity, communication and interaction and is a structural component of the holistic system of an individual’s culture.

Considering the problem of the formation of reading culture not in general, but in terms of distance learning, another set of sources includes the works by T. Blyznyuk (2019, 2020), O. Budnyk & M. Kotyk (2020), I. Tsependa & O. Budnyk (2021), O. C. Wedemeyer, M. Moore, G. Kearsley (2011), and F. Saba (2014), devoted to the problem of organising online learning, the use of information technologies and digital tools. There are many works on the mentioned problem in the education context as a set of teaching/learning methods and tools, methods of searching, storing, processing, presenting, and transmitting graphic, textual, digital, audio and video information based on electronic means of computer technology, and communication. Among them, we consider significant the articles of scientists that are included in the collection “ICT in Education in Global Context. Emerging Trends Report 2013–2014” (Huang, Kinshuk, Price, 2014). This book gives a holistic view of trends and issues in the use of ICT in all areas of education. Gulnara M. Burdina, Irina E. Krapotkina, and Liliya G. Nasyrova highlight the problems of distance learning in elementary school classrooms (Burdina et

al., 2019).

Josip Cindrić proved that «Distance learning during the pandemic has shown that digital technologies might be used in education much better than they are today, with an emphasis on using multiple sources of information, creating one's own knowledge and attitudes, and ultimately a product for sustainability in today's world of high and unpredictable demands» (Cindrić, 2022: 78).

García Dussán explores «the most important changes in the reading conditions of the contemporary subject (digital native), based on the immersion of the new information and communication technologies (ICTs) in most aspects of life» (Dussán, 2011: 117). He is convinced that the reading activity of modern youth is influenced by reading and communication on the Internet. In the age of digital technologies and social networks, the attitude towards acts of reading and writing changes, and the reader becomes creative and cooperative (Dussán, 2011:127). The use of ICT in the development of students' reading culture strengthens the level of inferential thinking and creative reading.

However, the studies that would cover the results of the use of digital technologies and tools during distance learning in the practice of children's reading development and the formation of young learners' reading culture are few in number.

METHODOLOGY

The method of theoretical and comparative analysis was used to clarify the definition of concepts and to give a comprehensive assessment of psychological, pedagogical, and sociological research. The empirical methods (surveys, questionnaires, observations) were used to determine the level of development of schoolchildren's reading culture, and methods of mathematical statistics were effective during the quantitative and qualitative analysis of the results of empirical research.

The monitoring of the current situation in the context of the research problem in contemporary primary education was conducted in 15 schools in Ivano-Frankivsk (Ukraine), where 112 teachers became the participants of our survey. In doing this, we aimed to find out which components of learners' reading culture they preferred; which methods of working with books and digital tools were most frequently used during distance learning within 2024–2025 academic year.

RESULTS

Development of the reading culture of primary school students

Revealing the essence of the concept of “reading culture” in the context of school education, we emphasise the semantic and methodological aspects. Knowledge of the structure of an individual’s reading culture and its components is of particular relevance.

Nyam considers the culture of reading as a type of human activity. Reading can be a pleasant, regular, and independent activity when a person has sufficient reading skills (Nyam, 2015). On the basis of a generalisation of different interpretations of this concept, we affirm that the reading culture of an individual is a set of knowledge, skills, and abilities that involve systematic reading activity, perception and understanding, comprehension and critical evaluation of reading, as well as the conscious choice of books. To develop the reading culture of schoolchildren is to encourage a child to read not only to study but also to engage in self-education, and to enrich oneself intellectually and spiritually. Reading activity should be an inner need, a value for a person.

The concept of “reading culture” lies in the same semantic field as the concepts of “reading competence”, “reading literacy”, “reading activity”, “reading interests”, and “reading independence”. They are connected hierarchically, as they belong to one structure.

Traditionally, researchers have paid more attention to reading as a set of personal characteristics, knowledge, skills, and abilities of a child. They consider different types of reading and emphasise the age-related characteristics of reading activity. For example, the level of formation of the reading culture of primary and secondary school students is measured by:

- reading skills and reading range (reading competence);
- the nature of reading activity, which defines the reading process;
- the process of applying different strategies for finding and understanding information before, during, and after reading;
- comprehension and evaluation of written texts and the expression of interest in them in order to achieve certain goals and expand personal knowledge and development (PISA: Reading Literacy, 2017: 5);
- reading literacy;

- reading interest as a conscious preference;
- the ability to independently choose and read books - reading independence;
- reading activity, which is manifested in a constant need for reading;
- systematic reading.

In addition to the main components of reading culture, it is worth mentioning the variable component. This is the need to have discussions with others, to present one's own reading experience, and to implement creative ideas generated on the basis of what has been read (reading creativity).

All these components of reading culture are formed in the process of school literary education, as well as through family reading and active reading activities outside school (in libraries, social groups, and community organisations, etc.). To a large extent, the basic foundations of reading culture are laid in primary school, when the child develops their first reading skills and develops an interest in reading.

The reading culture of primary school students is a system of interconnected components: reading skills, reading range, literary skills (which include discussion and analysis of books), reading independence and reading interest, and creative activity based on reading (writing reviews, texts, illustrations, creating book trailers, drawing comics, etc.) (see Figure 1).

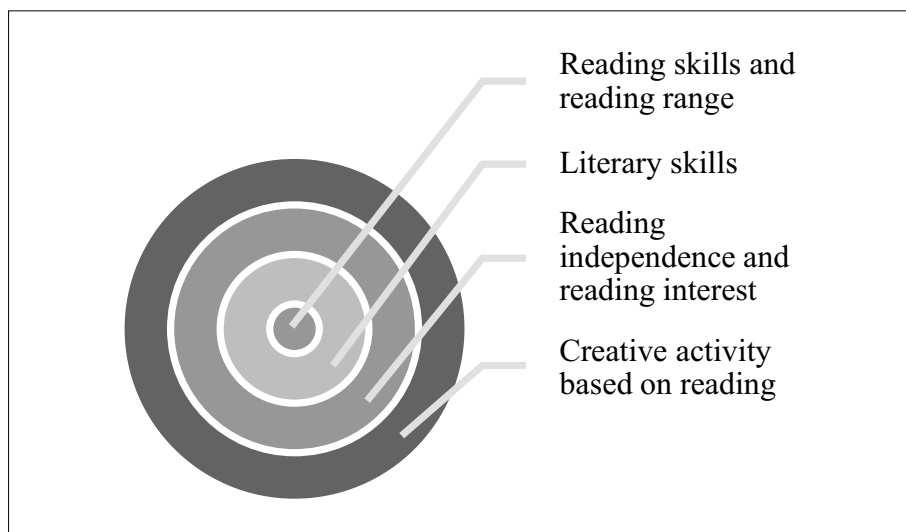


FIGURE 1. Reading culture

The criteria for reading culture and the results of monitoring the level of development of this phenomenon among schoolchildren around the world are presented on the basis of reports on the results of the PISA international assessment of the quality of education. During the investigation, it was determined which books the respondents read and for what purpose, how much time they spent on reading; and whether they preferred paper or electronic books and discussed them. The stipulated criteria made it possible to determine the level of students' reading competence. The indicators and indices used in the PISA Programme to assess the reading literacy of 15-year-old students (PISA 2018: Insights and Interpretations, 2019) are the actual criteria by which the level of formation of an individual's reading culture can be determined. It is worth noting that the main aspect of reading for PISA 2018 is the purposeful, critical, and intertextual nature of reading literacy (Mccruden & Schraw, 2007).

School literary education is primarily aimed at forming students' reading competence, that is, the basic abilities of reading comprehension, and then at reading literacy, which includes the ability to interpret and evaluate (Kachak, 2021). Three aspects of reading activity and the impact of a literary work on students are important: educational-semantic, practical, and value-oriented.

The formation of students' reading culture is influenced by different factors. These include, primarily, interest in reading and strong motivation inherent in early childhood. The level of intelligence, communicative competence and cognitive activity of an individual also matters. A child who has the ability to think analytically, critically, and creatively turns reading into an exciting quest, "feels" the text, imagines decoded fragments of it (empathy), and derives pleasure from this process. To a lesser extent, in today's digital world, reading culture is influenced by the choice of reading medium – paper or electronic (Budnyk et al., 2021).

Unfortunately, in addition to the factors common to other countries, the determining reason in Ukraine is the war, which affects both the educational process as a whole and the quality of students' learning in particular. The constant stress, displacement, and limited access to educational resources disrupt the formation of a sustainable reading culture among children. Many students face challenges in maintaining focus and motivation for reading when their daily lives are marked by uncertainty and trauma. Therefore, supporting students' emotional well-being and providing opportunities for engaging and age-appropriate literature are crucial in fostering a love for reading even under such difficult circumstances.

Didactic conditions of the formation of reading culture of primary school students in the conditions of distance learning

With the transition from full-time to distance learning, the content and the tasks of literary education of primary school students remain the same, whereas methods and forms of work change significantly; traditional and updated tools and teaching aids are adapted. Thus, information technology becomes a priority. Distance learning is a form of organisation of the educational process by means of modern information technologies, which aim at the educational interaction of all participants remotely without direct contact. Access to a PC or other means of communication and Internet access are prerequisites for this form of education. Equally important are the content and methodological components of distance learning, as well as the use of typical innovations and trends in educational technologies for distance learning (Blyznyuk et al., 2021: 92).

The use of distance learning possibilities can be a significant factor in positive changes in the formation of the reading culture of primary school children, as there are excellent opportunities to improve the quality of visualisation of learning, active work with media content, and direct communication with contemporary writers. Taking into account the needs of present-day students – representatives of the new “digital generation”, innovations and online communication can be used to increase children’s motivation to study and work with children’s books for active reading.

In the context of this problem, it is necessary to outline the general didactic conditions of the formation of reading culture of primary schoolchildren during distance learning, which can be provided by the teacher:

1. Knowledge of the peculiarities of the organisation of the educational process in primary school in the conditions of distance learning. The organisation of distance learning requires the correction of calendar-thematic plans, expected learning outcomes, as well as the optimisation of educational materials. It is important to ensure the achievement of expected learning outcomes, while keeping in mind that some of them may be unattainable in the new environment, some may require minor adjustments, and some will remain unchanged.
2. Ability to provide feedback to the participants in the distance learning process. The necessary objective is to solve problematic situations that arise in

the process of teaching/learning activity. In doing this, the teacher should offer means of prompt feedback. Such assistance can be provided, for example, either in the form of preparation and placement of recommendations on learners' reading activities and lists of books on the distance learning platform or in the form of counselling in the created chats on social networks.

3. Ability to develop a set of educational and methodological materials in digital format, which includes mastering the technologies of distance education and digital means of forming reading culture. The skills and abilities of primary schoolchildren were monitored. The most important criterion for selecting tools for distance learning should be compliance with the set of methodological goals, i.e. the extent to which a particular service or resource allows teachers to achieve the expected learning outcomes in distance learning (Lototska, 2020: 19). To implement the distance learning process, primary school teachers use various means of communication: posting tasks and recommendations on the website of the educational institution, creating groups with parents on social networks, using Zoom, and Google Classroom, communicating by phone, and corresponding via email and more.
4. Ability to organise the independent work of primary schoolchildren on online platforms. It is important to acquaint learners (and, if necessary, their parents) with online services that will be used in the learning process. Their versatility should be taken into account in order to reduce the number of services and time spent on getting acquainted with their interface.
5. Skills of cooperation with parents in the conditions of distance learning. An important task for the teacher is to build communication with learners' families, because parents are the link that provides both the technical aspects of online learning and feedback in these conditions outside the classroom environment.

Results of monitoring teachers' use of digital tools and innovative forms of work with children's books in the context of the formation of young learners' reading culture during distance learning

Modernisation of education involves the maximum activation of learners' cognitive activity and the visualisation of learning. This is facilitated by the use of various digital learning tools, such as mobile apps. "The development of mo-

mobile technology and the increase in smartphone usage have enabled many of us to access the internet and use a huge variety of learning apps on the go. Teachers are now able to incorporate mobile learning to reduce the intensity and increase the effectiveness of learning. This trend is growing at a fast pace and is putting forward options for teachers and even school authorities to better organise daily school activities. This even provides additional options such as sharing student results between peers or other teachers or even parents in real time or tracking the completion of homework easily. Teachers can also use it as a means to alert students about some potential issues or use it to evaluate easily whether their teaching strategies are working through polls” (Blyznyuk, 2020: 19).

We conducted a survey of 112 primary school teachers who work in educational institutions in Ivano-Frankivsk (Ukraine) to find out which components of learners’ reading culture they preferred and which methods of working with books and digital tools were most frequently used during distance learning. The results of the survey are presented in the table (see Table 1).

TABLE 1. Formation of the components of learners’ reading culture and teachers’ attention to this problem during reading lessons

1. Components of the reading culture of primary school children, the formation of which receives the greatest attention from teachers during reading lessons					
Reading skills	Reading range	Literary analysis	Reading independence	Reading interest	Creative work based on reading
92%	57%	79%	21%	14%	41%

As shown by the results, teachers’ main attention is focused on the formation of reading skills, and this is a common feature. The skills of conscious, correct, fluent, naturally fast, and expressive reading aloud, as well as silent reading, are a basic component of reading culture. In particular, the essence of conscious reading is to teach primary school students to read correctly and meaningfully without leaving the book unfinished; to find out the meaning of new unfamiliar words; to be able to distinguish primary and secondary elements in the text; to convey the meaning and retell parts of the text depending on the purpose; to express their attitude to reading, think quickly, and perform a variety of tasks and exercises in various subjects. Reading skills, especially reading comprehension, are very important for every student and are related to critical thinking processes (Ardhian et al., 2020; Zubaidah et al., 2018).

The analysis of a literary work is connected with the formation of learners' literary skills, i.e. the ability to interpret what is read and apply literary concepts. According to the results of the survey, only 79% of teachers practise the analysis of text in each lesson, which means that they pay less attention to the discussion and critical assessment of what is read.

The indicator that demonstrates systematic work on expanding the reading range of primary school children is also not high. *The reading range* is a set of works on various themes and genres addressed and accessible to schoolchildren of a certain age group. School literary education is associated with classroom, extra-curricular, home, and library reading. Most of the works included in the reading range of school-age children are those based on the curriculum. The expansion of the reading range is due to the updating of the content of literary education, and the inclusion of works by contemporary writers in the curriculum. In fact, we consider this aspect of work to be one that motivates children to be active readers.

A small percentage of teachers pay attention to the formation of young learners' reading interest. This indicates that children's reading activity will be sporadic and the level of reading independence will be low. After all, *readers' interest* is a form of identifying cognitive needs that guide the individual to understand the purpose of reading and appeal to it, which contributes to the acquaintance of learners with new artistic or scientific publications, promoting conscious active reading. Reading interest is an interest that is directed towards books of a certain type, genre, or topic that readers like the most.

Creative activity based on reading depends on the implementation of the learners' ability to interpret and critically analyse the text, highlight their thoughts on what is read, write reviews, create their own texts and illustrations, compose riddles, literary puzzles, poems, and versions of endings to famous fairy tales, shoot video reviews and book trailers, etc. This is also one of the aspects of forming an independent and active reader. The fact that only less than half of the teachers surveyed pay due attention to this work is particularly disappointing. After all, a better understanding of the text by students requires the intervention of the teacher, who is a mediator and has available tools, such as ICT (López de Parra, Córdoba Beltrán, Segura Castro & Polanía Muñoz, 2017).

Illustration of the results of the survey of teachers on the use of digital tools, methods and forms of work with children's books during distance learning in order to form the reading culture of primary school students is presented in Table 2 (see Table 2).

TABLE 2. Use of digital tools, methods, and forms of work with children's books during distance learning

2. Forms and methods of work with children's books during distance learning that teachers use as a means of forming primary school students' reading culture						
Online discussion of read books	Online meetings with writers, book presentations	Web quests based on what learners read	Performing tasks and exercises based on reading, created with the use of digital tools and posted on online resources	Preparation of video presentations, book trailers, electronic reader reviews and references	Keeping electronic reading diaries	Organisation and participation in online literary competitions, reading marathons and flash mobs
69%	5%	6%	11%	19%	4%	14%

As shown by the results, the results are not high and indicate that modern teachers have insufficient digital literacy skills or do not know how to use digital tools in practice to organise primary school students' reading activities, conducting effective work with children's books in order to form their reading culture. It was found that the majority of the respondents (56%) have a positive attitude towards traditional ways of forming the reading culture of primary school children (traditional reading, discussion of reading without digital tools and an online learning format, etc.) and are seldom ready to practise new methodological approaches and models, which, in their opinion, require a lot of time and effort to master.

Thirty-two per cent of the respondents believe that traditional and new systems of organising learners' reading activities should be combined, choosing the most effective ways, because such a process will be effective and efficient. Twelve per cent of teachers are convinced that only by using relevant methods and forms of work with the use of digital technologies can they achieve the desired result – to motivate students towards active reading, to form in them a stable need for daily reading, and to develop reading interests, as well as to involve them in critical assessments and statements about what is read (see Figure 2).

Thus, in the survey, we found that not all teachers clearly understand the purpose and objectives of reading lessons, so they cannot understand the impact and importance of the level of reading culture formation on learners' overall success. The results of the survey show teachers' attitudes towards traditional and new methodological models of reading culture development, their practical use of methods and forms of work during distance learning and give grounds to draw

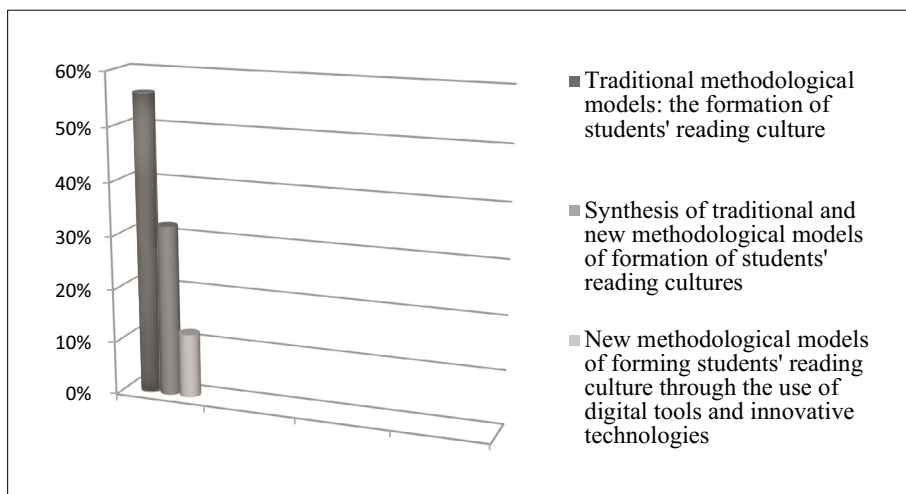


FIGURE 2. Teachers' attitudes towards traditional and new methodological models for the development of primary school students' reading culture

conclusions about the reasons for the decline in primary school students' interest in reading. We noted the extremely low level of teachers' use of digital tools, online resources, and innovative technologies in the process of dealing with literary works and children's books; a mediocre level of organisation of children's reading in order to form primary school students' reading culture during distance learning. The use of media and digital tools in learning reading is essential, "since the learning process involves the relationship between learning components that include students, teachers, learning media, learning materials, and learning environments". With this in mind, guidelines and models for solving the problem are considered to be of particular relevance (Sofiana & Mubarak, 2020: 249).

DISCUSSION

Forms and methods of organising primary school students' reading activities using digital tools

Organisation of the educational process during distance learning is carried out in synchronous or asynchronous modes of conducting individual classes. Synchronous mode involves interaction between the subjects of distance learning,

during which all participants are simultaneously in the web environment of distance learning (chat, audio/video conferencing, social networks).

In synchronous mode, we recommend organising:

- group and individual forms of work (post-reading conversations, analysis of a literary work, discussions, oral translations, reciting poems and prose texts by heart, presentations of read books and defence of reading projects, etc.) using video conferencing platforms (Skype, Zoom, Google Meet, Cisco Webex, etc.);
- performing tasks and exercises based on literary material using the platforms such as Classmarker, Google Forms, Kahoot, Flipgrid, LearningApps, Online Test Pad, Plickers, Quizizz, etc., taking into account learners' capabilities and the teacher's choice;
- web quests, literary journeys, and quizzes;
- online meetings with children's writers, book presentations in the format of online broadcasts (live broadcasts) on services such as YouTube, Instagram, Facebook or in the format of conferences on the platforms such as Zoom, Meet, and Cisco Webex.

Asynchronous mode involves interaction between distance learning subjects, during which the participants interact with each other with a time delay, using email, forum, social networks, etc.

For asynchronous mode, it is advisable to use:

- writing essays, reviews and references on the book read;
- commenting on the read book on educational platforms, and in chats;
- keeping an electronic reader's diary;
- performing creative tasks: creating book trailers (PowToon, Sparkol VideoScribe), posters (Canva, Piktochart, Visme), lapbooks, interactive posters (ThingLink, Gloster), and project preparation;
- involving students in literary competitions, marathons, and flash mobs on social networks and online resources.

Working with ICT, student readers not only update the content of the text, but also "use communication skills in combination with real and virtual worlds with an emphasis on visual culture", and generate new content (García Dussán, 2011: 127).

We offer several examples of digital means and methods of working with children's books using digital tools, which should be introduced into the educational process of primary school in order to develop students' reading culture, involve them in active reading, and motivate critical thinking and creativity. We describe the content, method, and purpose of the use of educational tools, taking into account the focus on the result (see Table 3).

TABLE 3. Digital means and methods of forming primary school students' reading culture using digital tools

Digital means and methods of working with digital tools	Content	Method and purpose of application in the educational process
Interactive posters	An interactive poster is a new type of electronic educational tool that provides a high level of involvement of information channels that promote visual perception of the educational process.	This digital learning tool will be useful to strengthen and shape students' reading interest, for example, by inviting them to create an interactive poster on the topic "Favourite books of our class". It is advisable to create recommended interactive posters, thanks to which students could get acquainted with new books on various topics, watch videos based on them, read reviews about them, or listen to them via audio files.
Mind maps	Mind maps are the so-called maps of mind, memory, or thought that reflect words, ideas, or tasks. They are used to generate, structure, or display ideas.	It is appropriate to use this digital tool in order to form the literary competence of primary school children and their ability to analyse works, comprehend what is read, and characterise the heroes. For example, students can be offered a task to make a mind map based on the work read or the work of the writer.
Web quest	A web quest is an intellectual game with a storyline involving puzzles and logic tasks that are solved using the Internet	Web quests help to summarise the studied material, expand students' reading range, and stimulate cognitive activity. They are advisable to conduct while studying the tales of different peoples of the world.
Word cloud	A word cloud is a visual reproduction of a list of words, categories, labels, or shortcuts in a single shared image.	The tool should be used for the formation of literary competence, namely to consolidate the categorical and conceptual apparatus. For example, you can work with students to create a cloud of words "Genre diversity of read works."

Digital means and methods of working with digital tools	Content	Method and purpose of application in the educational process
Book trailer	A book trailer is a short video based on a book, a clip based on the plot of the book. The purpose of creating a book trailer is to encourage students to read the book. Its peculiarity is that the story of the book is presented in a figurative, intriguing form.	We recommend using it for promoting reading. Creating a trailer promotes the development of the ability to highlight the main points in what is read, to comprehend and analyse. Viewing ready-made book trailers encourages students to read the books.
Video review of a read book	A video review is a short video in which the reader tells about the book they have read, demonstrates it, recommends or does not recommend reading it.	It is advisable to use it in order to promote reading and run marathons or flash mobs on social networks. For example, the organisation of a flash mob with the hashtag “My School Reads” on a social network. Thus, readers’ videos will be placed here, the book will be presented, and it will be possible to follow the number of views and comments on these works.

Digital teaching/learning aids have great potential for the formation of reading competence and the reading culture of primary school students. The considered digital means and methods of work can be applied during lessons and in extracurricular activities. With the help of such features of electronic means as dynamism, accessibility, visibility, and auditory and sensory perception of the material, students’ interest in the subject and reading increases, their creative activity is stimulated, and the acquired level of knowledge, skills and abilities approaches today’s requirements.

CONCLUSIONS

Reading culture is a component of the general culture of an individual and depends on the formation of reading skills and interests, reading activity and independence, and the level of reading literacy.

The level of reading culture of primary school students is evidenced by reading skills, the ability to analyse artistic works, express their own opinions, and be creative about what they read, the ability to choose a book to read, and enjoy

reading. The didactic conditions for the formation of reading culture of primary school students during distance learning are outlined: the teacher's knowledge and ability to organise the educational process of primary school in the conditions of distance learning; provide feedback to students; develop an educational and methodological complex for the development of children's reading, taking into account the capabilities of digital technologies; and organise independent work of learners on online platforms.

Based on the empirical study, namely the observation of the contemporary educational process and the analysis of the results of the survey of 112 primary school teachers in Ukrainian schools, it was found that teachers pay most attention to the formation of reading skills (92% of respondents) and carry out literary analysis (79% of respondents). Besides, 57% of the respondents work on expanding the reading range of primary school children in reading lessons and only a small part of the respondents aim to work on the formation of reading interest and reading independence of students. The analysis of teachers' use of methods and forms of work during distance learning gives grounds to claim that not all teachers organised online discussions of read books (69%) with students; only 6% of teachers organised web quests, and 11% used digitally created exercises and tasks based on the read work. Unfortunately, only 5% of teachers practised online meetings with writers and book presentations. It was determined that teachers do not pay enough attention to the formation of components of students' reading culture by means of digital technologies. Most of them (52%) prefer the traditional methodological model of development of reading skills, reading range, literary skills, reading independence and reading interest, and creative activity based on reading. Thirty-two per cent of respondents tend to synthesise traditional and innovative approaches, and 12% consider effective methods and forms of work with students that involve IT.

We have proposed effective forms and methods of organising reading activities of primary school students in synchronous and asynchronous remote modes using digital tools. These include group work on the analysis and discussion of what is read "in real time" using video conferencing platforms; performing exercises, tasks, games, and tests on literary material created and available on online platforms such as Classmarker, Google Forms, Kahoot, Flipgrid, LearningApps, Online Test Pad, Plickers, Quizizz, etc. In the asynchronous mode of distance learning, we consider keeping an electronic reader's diary and performing creative project tasks (creation of book trailers, video reviews, etc.) to be effective.

The essence and methods of application of interactive posters, mind maps, web quests, word clouds, book trailers, and video reviews of read books in the educational process for the purpose of forming thereading culture of primary school children were considered. It was proved that digital tools play an important role in motivating and organising children's reading, as well as increasing the efficiency and effectiveness of the formation of all components of the reading culture of primary school students.

We consider a detailed analysis of the functional capabilities of these digital tools in terms of implementating the content and objectives of literary education in primary school as a promising topic for further research; as well as the development of new methodological models.

REFERENCES

- ARDHIAN, T., UMMAH, I., ANAFIAH, S., & RACHMADTULLAH, R. (2020). Reading and Critical Thinking Techniques on Understanding Reading Skills for Early Grade Students in Elementary School. *International Journal of Instruction*, 13(2), 107–118. <https://doi.org/10.29333/iji.2020.1328a>
- BLYZNYUK, T., BUDNYK, O. & KACHAK, T. (2021). Boom in Distance Learning During the Coronavirus Pandemic: Challenges and Possibilities. *Journal of Vasyl Stefanyk Precarpathian National University*, 8 (1), 90–98. <https://doi.org/10.15330/jpnu.8.1.90-98>.
- BLYZNYUK, T. O. (2019). Educational innovations and technological advancement in English language teaching: training teachers for NUS. *Scientific-pedagogical journal "Educational Horizons"*, 2 (23), 19–21.
- BLYZNYUK, T. O. (2020). Electronic educational resources as a means of forming digital competence of junior schoolchildren. *International Journal of Education and Science*, 3(2), 16. [https://culturehealth.org/ijes_archive/IJES,Vol.3,No2,2020\(4\).pdf](https://culturehealth.org/ijes_archive/IJES,Vol.3,No2,2020(4).pdf)
- BUDNYK, O., KACHAK, T., BLYZNYUK, T., ROSTYKUS, N., BOIKO, H. (2021). Printed and e-book: problems of choice of modern students of the university. *Revista Tempos e Espaços em Educação*, 14 (33), E 15913. <http://dx.doi.org/10.20952/revtee.v14i33.15913>
- BUDNYK, O., KOTYK, M. (2020). Use of Information and Communication Technologies in the Inclusive Process of Educational Institutions. *Journal of Vasyl Stefanyk Precarpathian National University*, 7(1), 15–23. <https://journals.pnu.edu.ua/index.php/jpnu/article/view/3613>
- BURDINA, M.G., KRAPOTKINA, I. E., & NASYROVA, L. G. (2019). Distance Learning in Elementary School Classrooms: An Emerging Framework for Contemporary Practice. *International Journal of Instruction*, 12(1), 1–16. <https://doi.org/10.29333/iji.2019.1211a>
- CINDRIĆ, J. (2022). Advantages and Disadvantages of Distance Education for Students - What Insights Could Be Gained? *Magistra Iadertina*, 17(2), 71–87. <https://doi.org/10.15291/magistra.4152>
- GARCÍA DUSSÁN, É. (2011). Apuntes sobre la didáctica de la lectoescritura en la era de las nuevas tecnologías de la información y la comunicación (NTIC). *Actualidades Pedagógicas*, (58), 117–140. <https://ciencia.lasalle.edu.co/cgi/viewcontent.cgi?article=1015&context=ap>

- HUANG, R., KINSHUK, PRICE, J. K. (Ed.). (2014). *ICT in Education in Global Context. Emerging Trends Report 2013–2014*. New York, Dordrecht, London: Springer Heidelberg. <https://link.springer.com/book/10.1007%2F978-3-662-43927-2>
- KACHAK, T., BLYZNYUK, T., KRUL, L., VOLOSHCHUK, H., & LYTVYN, N. (2022). Children's literature research: receptive-aesthetic aspect. *Apuntes Universitarios*, 12 (3), 76–93. <https://doi.org/10.17162/au.v12i3.1104>
- KACHAK, T., BUDNYK, O. & BLYZNYUK, T. (2021). Development of reading culture of school children: results of theoretical and empirical research. *Revista Inclusiones*, Vol: 8 num Especial, 62–76. <https://revistainclusiones.org/index.php/inclu/article/view/218>
- KACHAK T., KACHAK Kh. (2022). Mind Maps as a Tool for Visualization and Structuring of Linguistic and Literary Material in the Process of Teaching Students. *Journal of Vasyl Stefanyk Precarpathian National University*, Vol. 9, No. 1 (Apr. 2022), 92–100. <https://doi.org/10.15330/jpnu.9.1.92-100>. <http://journals.pnu.edu.ua>.
- KACHAK, T. B. (2021). Digital Instruments of Literary Education of Future Primary School Teachers in the Conditions of Distance Learning. *Information Technologies and Learning Tools*, 86(6), 144–169. <https://doi.org/10.33407/itlt.v86i6.4079>
- KEANE, Nancy J. (2019). *Tech-Savvy Reading Promotion: A Toolbox for Librarians and Other Educators*. Kindle Edition. Libraries Unlimited.
- LÓPEZ DE PARRA, L., CÓRDOBA BELTRÁN, M.A. SEGURA CASTRO, M.H., POLANÍA MUÑOZ, J.T. (2017). Desarrollo investigativo en didáctica de la lengua y la literatura (2010–2015). *Actualidades Pedagógicas*, (69), 49–79. <https://doi.org/10.19052/ap.3639>
- LOTOTSKA, A. (2020). *Methods of distance learning of schoolchildren of different ages. Methodical recommendations for primary school. Organization of distance learning at school. Methodical recommendations*. https://nus.org.ua/wp-content/uploads/2020/06/GRYF_Metodychni_rekomendatsii_dystantsiyni_osvita_str.pdf
- MCCRUDEN, M. T., & SCHRAW, G. (2007). Relevance and goal-focusing in text processing. *Educational Psychology Review*, 19 (2), 113–139. <https://doi.org/10.1007/s10648-006-9010-7>
- “Meaning of “Culture””. *Cambridge English Dictionary*. <https://dictionary.cambridge.org/dictionary/english/culture>.

- Read: to look at words or symbols and understand what they mean. Cambridge Dictionary.* <https://dictionary.cambridge.org/dictionary/english/read>
- MERGA, M. K., MASON, S. (2019). Building a school reading culture: Teacher librarians' perceptions of enabling and constraining factors. *Australian Journal of Education*, 63 (2), 173–189. <https://doi.org/10.1177/0004944119844544>
- MOORE, M. G., KEARSLEY, G. (2011). *Distance Education: A Systems View of On-line Learning*. Florence, KY: Wadsworth. Cengage Learning.
- NYAM, S. S. (2015). The School Library and Promotion of Reading Culture. *Delta Library Journal*, 9 (1-2), 4–45.
- OECD (2023), *PISA 2022 Results (Volume I): The State of Learning and Equity in Education*. Paris: OECD Publishing. <https://doi.org/10.1787/53f23881-en>
- PEARSON, P.D., BARR, E., KAMIL, M.L., MOSENTHAL, P.B., & BARR, R. (Eds.). (2002). *Handbook of Reading Research* (1st ed.). Routledge. <https://doi.org/10.4324/9781315200651>
- PISA 2018: Insights and Interpretations. (2019). *OECD*. <https://www.oecd.org/pisa/PISA%202018%20Insights%20and%20Interpretations%20FINAL%20PDF.pdf>
- PISA-2022: Main Results and Conclusions. What Ukrainian 15-Year-Old Students Know and Can Do* (2023). / G. Bychko (lead author), T. Vakulenko, T. Lisova, M. Mazorchuk, V. Tereshchenko, S. Rakov, V. Horokh et al.; edited by V. Tereshchenko and I. Klymenko; Ukrainian Center for Educational Quality Assessment. Kyiv. https://osvita.ua/doc/files/news/907/90712/PISA-2022_Nacionalnij_zvit_korotkij.pdf
- SABA, F. (2014). *Introduction to Distance Education: Theorists and Theories – Michael G. Moore*. <https://distance-educator.com/introduction-to-distance-education-theorists-and-theories-michael-g-moore/>.
- SERAFINI, F. (2009). *Informing Our Practice: Modernist, Transactional, and Critical Perspectives on Children's Literature and Reading Instruction*. <http://frank-serafini.com/publications/serafini---informing-practi.pdf>
- SINGHAL, M. A. (1998). *Comparison of L1 and L2: Reading Cultural Differences and Schemata*. <http://iteslj.org/Articles/Singhal-ReadingL1L2.html>.
- SOFIANA, N., & MUBAROK, H. (2020). The Impact of Englishgame-Based Mobile Application on Students' Reading Achievement and Learning Motivation. *International Journal of Instruction*, 13(3), 247–258. <https://doi.org/10.29333/ijj.2020.13317a>
- TSEPENDA, I., & BUDNYK, O. (2021). Editorial. Mission and strategy of a modern

university development in the conditions of digitalization. *Amazonia Investiga*, 10(41), 6–9. <https://doi.org/10.34069/AI/2021.41.05.0>

VAKULENKO, T. S., LOMAKOVYCH, S. V., TERESHCHENKO V. M. (Ed.). (2017). *Pisa: Reading Literacy*. Kyiv: UCEQA.

ZUBAIDAH, S., COREBIMA, A. D., MAHANAL, S., & MISTIANAH (2018). Revealing the Relationship between Reading Interest and Critical Thinking Skills through Remap GI and Remap Jigsaw. *International Journal of Instruction*, 11(2), 41–56. <https://doi.org/10.12973/iji.2018.1124a>

FORMIRANJE KULTURE ČITANJA UČENIKA MLAĐE ŠKOLSKE DOBI U UVJETIMA UČENJA NA DALJINU

SAŽETAK

Problem intenziteta čitalačke aktivnosti, razvoja kulture čitanja učenika mlađe školske dobi i oblikovanja kompetentnih čitatelja dobiva osobitu važnost u uvjetima učenja na daljinu. Zbog pandemije bolesti COVID-19 i karantenskih ograničenja, učenje na daljinu ili kombinirano učenje danas je uobičajeno u mnogim zemljama diljem svijeta. U radu se ističu glavni aspekti problema razvoja kulture čitanja učenika mlađe školske dobi te se utvrđuju didaktički uvjeti za njegovo rješavanje tijekom učenja na daljinu. Na temelju praćenja suvremenog obrazovnog procesa i analize rezultata istraživanja provedenog na uzorku od 112 učitelja razredne nastave u ukrajinskim školama utvrđeno je da učitelji ne primjenjuju često digitalne alate u poučavanju učenika čitanju književnih djela. Njih 52% daje prednost tradicionalnom metodičkom modelu razvoja čitalačkih vještina, proširivanja čitateljskog raspona, unaprjeđivanja književnih kompetencija, poticanja čitateljske samostalnosti i interesa za čitanje te poticanja stvaralačke aktivnosti utemeljene na čitanju, dok 12 % učitelja primjenjuje i smatra učinkovitima one metode i oblike rada s učenicima koji uključuju aktivnu uporabu digitalnih tehnologija. U radu se donosi pregled učinkovitih digitalnih sredstava, oblika i metoda za razvoj kulture čitanja učenika mlađe školske dobi u uvjetima učenja na daljinu.

KLJUČNE RIJEČI:

kultura čitanja, učenje na daljinu, digitalni alati, dječje čitanje, metode rada s dječjom knjigom