GENDER-BASED CORRELATIONAL ANALYSIS OF ADOLESCENT READING INTEREST

Khudoyberdieva Marhabo Abdukahhorovna
Research Institute of "Family and Gender"

Abstract. This research investigates the socio-pedagogical foundations of adolescent reading culture by examining the distinct motivational orientations of male and female students within the domestic and educational environments. The study identifies a significant gender-based dichotomy, where female adolescents exhibit a deeper intrinsic interest in literature while their male counterparts tend to perceive reading through a utilitarian or academic lens. Ultimately, the paper underscores the critical importance of paternal role modeling and differentiated instructional strategies in fostering a sustainable and inclusive reading culture among the younger generation.

Keywords: adolescent reading, gender dynamics, literacy motivation, paternal influence, pedagogical strategies.

INTRODUCTION

Within the contemporary information landscape, exploring adolescent reading engagement through a gender lens has assumed profound socio-pedagogical significance. In the digital epoch, rapid technological advancement should not be perceived as an existential threat to traditional literacy; rather, digital tools serve as complementary instruments that diversify reading modalities and grant unprecedented access to diverse textual formats. Implementing the strategic objectives outlined in the Decree of the President of the Republic of Uzbekistan No. PF-33, dated May 22, 2026, "On the Widespread Implementation of the Reading Program Among Youth and Supporting Their Interests"[1], demands a rigorous, gender-based diagnostic of reading preferences among the younger generation. Understanding these gender-specific literacy needs is a critical scientific prerequisite for deciphering the socialization processes of today's youth. Consequently, this study is directed toward addressing this research gap by conceptualizing differentiated (gender-specific) pedagogical mechanisms designed to cultivate robust reading cultures among both boys and girls.

[1] Decree of the President of the Republic of Uzbekistan dated May 22, 2026 – “On the wide implementation of the reading program among youth and supporting their interests” – Decree No. PF-33.

METHODOLOGY

Gender-specific variations in reading culture are most prominently manifested in adolescents' underlying reading motivations. Prior empirical studies (e.g., the analysis of adolescent reading in Moscow, 2014) have demonstrated that girls are significantly more likely than boys to exhibit intrinsic reading motivation and to view reading as an indispensable, life-shaping activity[2]. Conversely, boys are nearly twice as likely to engage in purely utilitarian reading—seeking books solely for instrumental information acquisition—with approximately one in nine boys perceiving reading as an inherently tedious chore. This trend reflects a fragile state of intrinsic reading motivation among male adolescents.

Socio-pedagogical modeling within the domestic sphere plays a highly strategic role in mitigating this motivational deficit in boys. Specifically, the father's active status as a "role-model reader" serves as a vital pedagogical lever. Empirical observations indicate that maternal efforts alone are insufficient to sustain male adolescent reading habits; the personal, behaviorally modeled example of fathers is highly decisive (Chudinova, 2015). From a developmental psychology perspective, adolescents rely heavily on behavioral imitation, mimicking the actions of significant and emotionally resonant adults in their immediate ecosystem[3]. Consequently, male adolescents predominantly adopt literacy values when they observe active reading behaviors in their fathers.

To systematically analyze these dynamics within the socio-cultural context of Uzbekistan, an empirical experiment was conducted. The sample comprised 533 adolescent students (enrolled in grades 5 to 8) selected through a randomized probability sampling technique from the Bukhara, Namangan, and Tashkent regions. The research design focused on assessing gender-based variations in reading engagement, utilizing SPSS statistical software for quantitative data processing.

RESULTS

Statistical analysis executed via the SPSS software package confirms that female adolescents constitute the dominant demographic among active readers in Uzbekistan. Upon examining the gender distribution of the sub-cohort demonstrating high intrinsic interest and frequent reading habits, female students registered a significantly higher

[2]Chudinova, V.P. *Children's and Adolescents' Reading in the Mirror of Gender Sociology*. Russian State Children's Library. Moscow, 2015. – 93 p.

[3] Nishanova, Z.T. et al. *Developmental Psychology. Educational Psychology*. Tashkent: National Society of Philosophers of Uzbekistan, 2018. – p. 326.

share of 58.1%. Conversely, male adolescents accounted for 41.9% of this active segment, indicating a more transient, extrinsic, or strictly academic (coercive) relationship with reading. The factors explaining why girls (58.1%) consistently outperform boys (41.9%) in reading frequency can be categorized into three primary dimensions:

1. Emotional Intelligence and Aesthetic Demands: During adolescence, female students exhibit a higher predisposition toward identifying with literary characters, processing complex emotional narratives, and seeking aesthetic gratification from texts (aesthetic motivation).

2. Structural Diversification of Leisure Time: While male adolescents tend to dedicate their leisure time to dynamic, interactive, or digital activities (such as video gaming, social media navigation, and sports), female adolescents are more inclined to channel their free time into constructive, reflective reading practices across both print and digital platforms.

3. Socio-Pedagogical Role Dynamics: Within the domestic sphere, female adolescents are often more closely integrated into shared home-based activities and intellectual discourse with mothers, which reinforces stable reading habits. For boys, however, the pervasive reading passivity of fathers creates a "role-modeling void," restricting their representation in the highly active reader category to 41.9%.

CONCLUSION AND RECOMMENDATIONS

The quantitative SPSS analytics demonstrate that female adolescents represent the vanguard of reading culture in Uzbekistan, showing higher consistency and motivation. Conversely, the lower participation rate of male adolescents (41.9%) indicates a critical literacy gap, where reading is treated as an academic chore rather than an intrinsic leisure pursuit.

To mitigate this discrepancy, the following measures are recommended:

• Gender-Sensitive Curricular Diversification: General secondary schools must transition away from rigid textbook-only models. Incorporating action-oriented, scientific-technological, and graphic narratives into the literature curriculum will make reading more appealing to male students.

• Activation of Male Literacy Mentorship: Schools and community organizations must implement targeted campaigns (e.g., "Reading Fathers, Reading Sons") to break gender stereotypes surrounding literac y and position reading as a critical masculine intellectual asset.

• Leveraging Digital Formats: Since electronic devices are highly popular among youth, developing gamified reading apps and interactive digital libraries can bridge the gap between digital recreation and cognitive book consumption for both genders.

References

1. Decree of the President of the Republic of Uzbekistan dated May 22, 2026 – "On the wide implementation of the reading program among youth and supporting their interests" – Decree No. PF-33.

2. Chudinova, V.P. *Children's and Adolescents' Reading in the Mirror of Gender Sociology*. Russian State Children's Library. Moscow, 2015. – 93 p.

3. Nishanova, Z.T. et al. *Developmental Psychology. Educational Psychology*. Tashkent: National Society of Philosophers of Uzbekistan, 2018. – p. 326.