

Theoretical Foundations of Text Working Skills in Primary Education

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Abstract: This article examines the theoretical and methodological foundations of developing text working skills among primary school students. Special emphasis is placed on reading, comprehension, and expressive abilities, as well as the development of logical and independent thinking. The study analyzes the role of text-based activities in improving students' speech competence and cognitive development. In addition, modern pedagogical approaches and interactive teaching methods are explored as effective tools for enhancing the quality and efficiency of primary education.

Keywords: Text, primary education, skills development, logical thinking, reading comprehension, speech development, modern methods, pedagogy, interactive learning, cognitive development.

Introduction: The modern educational paradigm emphasizes not only the acquisition of knowledge but also the comprehensive development of students' intellectual and personal abilities. Today's education system requires the formation of individuals who are capable of independent thinking, creativity, and practical application of knowledge in real-life situations. Primary education plays a fundamental role in shaping these competencies. At this stage, students acquire essential skills such as reading, understanding, and expressing their thoughts. Among these, working with texts is considered one of the most important components, as it directly influences students' academic success in subsequent stages of education.[1, 46]

Text-based learning fosters speech development, enriches vocabulary, and enhances logical thinking. Therefore, improving theoretical and methodological approaches to teaching text work is one of the urgent tasks in modern pedagogy.[2, 79]

METHOD

Text is a complex linguistic and communicative unit consisting of semantically connected sentences. It reflects events, phenomena, and the speaker's attitude. Structurally, texts are composed of paragraphs, sections, and larger units such as chapters. In primary education, students mainly deal with simple text structures but gradually develop the ability to construct more complex texts.

According to L.S. Vygotsky, the development of speech and thinking is closely interconnected and occurs through social interaction and purposeful activities, including working with texts. Systematic engagement with texts allows students to develop comprehension, interpretation, and expressive skills.[2, 90]

Text work in primary education can be classified into several types:

1. Reading activities. These activities aim to develop correct, fluent, and expressive reading. Students practice syllabic reading, choral reading, and

independent reading.

2. Comprehension activities. These focus on understanding the meaning of the text, identifying the sequence of events, and answering questions. Such activities form conscious reading skills.

3. Analytical activities. Students analyze characters, identify cause-effect relationships, and determine the main idea of the text. This enhances logical thinking.

4. Creative activities. These include retelling, summarizing, creating titles, and continuing texts. Creative work develops both oral and written speech.

5. Application activities. Students connect the text with real-life situations and draw conclusions, which is important for competency-based education.

Researchers such as T.A. Apollonskaya, Y.V. Gleyban, and I.Z. Manoli distinguish three levels of text comprehension: verbal-syntagmatic, designative, and denotative levels. These levels reflect the gradual deepening of understanding from surface structure to meaning.[3, 100]

Modern teaching methods significantly enhance the effectiveness of text work. Interactive techniques such as "Cluster," "INSERT," "Brainstorming," and "Concept Maps" help students actively engage in the learning process. For instance, the "Cluster" method allows students to organize their ideas around a central concept, improving comprehension and logical structuring.[4, 158]

Additionally, using visual aids such as pictures and illustrations encourages students to create their own texts, thereby expanding their imagination and expressive abilities.

RESULTS AND DISCUSSION

The analysis shows that the development of text working skills is based on the integration of pedagogy, psychology, and linguistics. Each of these disciplines contributes to understanding how students perceive, process, and reproduce textual information.

The psychological approach emphasizes considering students' age and individual characteristics. Young learners require engaging, age-appropriate texts that stimulate interest and motivation.

The pedagogical approach ensures systematic and goal-oriented instruction. Teachers must carefully plan activities that gradually develop students' skills from

basic reading to complex analysis and creation.[5, 56]

The linguistic approach focuses on understanding the structure, meaning, and stylistic features of texts. This helps students develop conscious reading and accurate expression.

The use of interactive and innovative methods increases students' motivation and participation. Activities such as role-based reading, group discussions, and text creation tasks significantly improve learning outcomes.[6, 96]

The research also indicates that students who regularly engage in text-based activities demonstrate improved vocabulary, better comprehension, and stronger communication skills. They become more confident in expressing their ideas both orally and in writing.[7, 79]

CONCLUSION

Working with texts is one of the most effective pedagogical tools for developing students' cognitive and communicative abilities. It plays a crucial role in shaping logical thinking, speech culture, and independent learning skills.

The theoretical foundations of text work highlight the importance of systematic and methodologically sound instruction. Integrating traditional and modern teaching methods ensures higher efficiency in the educational process.

In conclusion, the development of text working skills in primary education serves as a strong foundation for students' future academic success and personal growth. A well-organized teaching process enables students to become independent, critical, and creative thinkers.

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