

Using Texts to Develop Students Speech Skills Through Flipped Classroom Technology

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Abstract: This article examines innovative approaches to working with texts through Flipped Classroom technology to develop students' speech skills. It explores the role and potential of modern educational technologies in text analysis, particularly their capacity to promote a deeper understanding of learning materials and improve teaching effectiveness. The methodological advantages of the Flipped Classroom model are also compared with those of other pedagogical approaches.

The article provides a theoretically grounded discussion of the opportunities that artificial intelligence technologies offer students in the educational process, as well as their importance in enhancing teachers' professional practice. It also investigates the emergence and integration of Flipped Classroom technology into the education system by identifying its similarities to and differences from other innovative teaching methods.

Furthermore, the article discusses the potential of this technology for text analysis and completing textbook-based tasks. It presents experimental findings, effectiveness indicators, and assessment criteria, together with examples of AI-integrated educational solutions.

Particular attention is given to the Flipped Classroom model, which enables students to study texts independently, and to the effective use of AI-based platforms for developing speaking skills. The study analyzes the pedagogical conditions necessary for students to master learning materials independently through innovative methods and digital platforms.

Finally, the article outlines the prospects for implementing the Flipped Classroom model in primary education. Based on experimental results, it substantiates the model's positive impact on the development of students' essential knowledge, skills, competencies, and creativity in the context of contemporary educational transformation.

Keywords: Modern teaching, artificial intelligence, speech skills, knowledge, text, text analysis, flipped classroom, educational technology, effectiveness, competence, creativity, computer, Internet.

Introduction: The implementation of international experience and best practices at every level of education worldwide necessitates the development of important projects and programmes. The application of Flipped Classroom technology at the initial stage of education requires expanding students' independent extracurricular learning by encouraging them to read independently, complete and study classroom exercises on their own, and master educational materials in accordance with modern teaching

principles. Lessons organized through Flipped Classroom technology require strengthening cooperation between teachers and students, observing classroom rules, analysing texts, completing speech exercises, organizing question-and-answer activities, and meeting students' individual learning needs.

The widespread introduction of innovative methods into primary school mother-tongue lessons has brought about significant changes in education. The need to improve the effectiveness of the learning

process, expand students' opportunities to acquire knowledge, and enhance innovative methods of working with texts is emphasized in UNESCO's international educational framework, the Incheon Declaration: Education 2030 [5]. In accordance with this framework, systematic initiatives are being implemented through educational programmes and fundamental projects in countries such as Singapore, South Korea, Finland, Estonia, China, the United Arab Emirates, the United States, Canada, Sweden, and the Netherlands. These initiatives focus on the extensive integration of innovative educational technologies, digital textbooks, creativity-oriented approaches, smart classrooms, virtual laboratories, and digital platforms.

Research conducted at the world's leading scientific centres and institutions demonstrates the need to develop students' ability to apply methods such as the Flipped Classroom when working with texts and to improve their relevant competencies. It also highlights the necessity of enhancing primary education methodology by considering the distinctive features of literary texts, students' creative-thinking abilities, and the opportunities offered by digital education.

The introduction of modern information and communication technologies and innovative projects necessitates the development of students' speech skills and analytical thinking. Applying innovative technologies such as the Flipped Classroom to text analysis, while integrating them with opportunities for independent learning, contributes to the development of students' speaking and communication skills.

Ensuring the continuity and consistency of subjects taught in the primary grades of general education schools requires the gradual implementation of individualized learning principles in the instructional process. This includes "raising the spiritual, moral, and intellectual development of the younger generation to a qualitatively new level; qualitatively renewing the content of the lifelong education system; introducing innovative forms and methods of education into the teaching and learning process; and providing education and upbringing in accordance with contemporary requirements" [18].

The extensive application of modern information and communication technologies and innovative teaching

methods, together with the strengthening of schools' material and technical resources, will help improve students' literacy levels. This article contributes, to a certain extent, to the implementation of the decrees and resolutions adopted by the Republic of Uzbekistan.

The problems associated with text analysis have been studied for many years. In Uzbekistan, researchers such as A. V. Ermirzayev, M. M. Burkhanova, K. O. Matnazarova, N. D. Yakubova, H. M. Ortiqova, K. X. Musulmonova, Sh. Sh. Abdullayev, A. O. Murtazayev, M. A. Asqarova, Sh. U. Sariyev, I. M. Shodiyev, Ya. T. Umarova, K. M. Mavlonova, M. B. Matnazarova, Sh. E. Hamroyev, S. X. Matsaidova, Sh. Yusupova, and N. Yuldashev have explored the teaching of the mother tongue through new pedagogical technologies and investigated the pedagogical aspects of text analysis.

Among researchers from the Commonwealth of Independent States, Lyudmila Ivanovna Shadrina, Aleksey Yuryevich Nikitchenkov, Irina Vitalyevna Sosnovskaya, Alsu Ilgizovna Usmanova, Savriya Aslonovna Ikramova, Irina Leonidovna Zhukova, Nadezhda Aleksandrovna Saprykina, Elena Vladimirovna Belina, and Olga Vasilyevna Chindilova have examined various aspects of text analysis. Furthermore, the studies conducted by E. Khudoyberdiyev, E. Karsalova, D. Khafizov, S. Tarasova, L. Titarenko, T. Atrokhova, N. Kiselev, L. Menchikova, N. Saliverstova, V. Borodina, O. Shishkina, S. P. Pribilikh, S. Ikramova, and N. Zbarovskaya have identified effective methods of teaching and working with texts. The pedagogical and psychological foundations of developing students' speech skills in mother-tongue education have been investigated by M. V. Babkina, I. L. Bim, N. I. Gez, N. A. Goncharova, A. Y. Danilyuk, D. D. Jajeva, M. R. Mayenova, N. V. Pkhina, A. O. Tennis, Z. S. Ukolova, L. V. Cherepanova, and A. A. Yarullof.

Among international researchers, S. Allen, R. Sagor, R. Brown, S. Swennumson, F. Vellutino, S. Fisher, T. Scarlach, and K. Mihara have investigated methods of teaching students to work with texts and mechanisms for assessing reading literacy. The studies conducted by Ch. Brumfit, A. Martinet, C. A. Mizne, J. C. Richards, and G. Thompson have focused on communicative, linguistic, and sociolinguistic competencies.

An analysis of the problem indicates that the use of Flipped Classroom technology in teaching primary

school students to analyse texts has not yet been sufficiently systematized. In particular, there remains a need for a comprehensive investigation of its pedagogical and psychological characteristics, practical implementation mechanisms, and digital opportunities. The use of innovative methods in developing primary school students' text-analysis skills—especially their pedagogical and psychological foundations, practical mechanisms, and digital potential—has not been comprehensively studied.

Developing the lifelong education system in accordance with modern requirements, particularly through the modernization of general secondary education, is one of today's most pressing tasks. The processes of integration taking place in the global educational environment, digital transformation, the rapid development of pedagogical technologies, and changing labour-market demands require a fundamental renewal of educational content and methodology. From this perspective, developing students' speech competencies through text analysis based on Flipped Classroom technology, as well as fostering their independent thinking, communication, and information-processing skills, is regarded as one of the priorities of contemporary education.

The digital learning environment creates extensive opportunities to ensure interactive cooperation between teachers and students, organize distance and hybrid learning, use multimodal educational resources, and integrate artificial intelligence technologies into the learning process. In particular, Flipped Classroom technology promotes students' independent learning activities and makes it possible to devote classroom time to practical exercises, text analysis, discussion, and the development of speaking skills.

From the perspective of the evolution of innovative teaching methods, the Flipped Classroom model is rooted in the constructivist theory of learning advanced by John Dewey and Lev Vygotsky in the early twentieth century. According to constructivist theory, students acquire knowledge and learning materials

independently through active interaction; in other words, they construct their own understanding.

In the 1990s, Harvard University professor Eric Mazur introduced the concept of "peer instruction," which subsequently contributed to the development of Flipped Classroom technology. As this approach began to be applied more widely in education, Jonathan Bergmann and Aaron Sams, inspired by Mazur's experience, implemented the Flipped Classroom model in their Colorado schools in 2007 [1].

This technology became increasingly widespread and popular during the COVID-19 pandemic. Students' transition to distance learning, the extensive use of digital technologies, and the completion of learning tasks at home demonstrated the potential of the approach. Flipped Classroom technology is an innovative teaching model that allows students to study new topics independently. What, then, does the Flipped Classroom method actually mean?

The Flipped Classroom method is based on the principle of reversing the traditional sequence of instruction. Students become acquainted with a new topic independently at home and then deepen their understanding and develop practical skills during classroom activities. When studying the foundations of a topic, students use not only textbooks but also relevant video lessons, interactive platforms, and other digital educational resources.

In contrast to traditional education, Flipped Classroom technology reverses the conventional relationship between classroom instruction and homework. In traditional teaching, the teacher usually explains a new topic during the lesson, while students complete related assignments at home. In the Flipped Classroom model, however, students study the new material independently at home. During the lesson, they analyse and discuss what they have learned with the teacher's guidance, complete practical tasks, solve problems, and consequently develop a deeper understanding of the topic. Differences between and advantages of traditional and flipped classroom technologies.

Table 1. Differences Between and Advantages of Traditional and Flipped Classroom Technologies

Criterion	Flipped Learning (Flipped Classroom)	Traditional Education
Teaching approach	Active learning	Passive learning

During the lesson	Students apply and deepen their knowledge through group work, problem-solving activities, and discussions.	Teacher-led instruction with limited student interaction and participation.
At home	Students watch video lessons, read learning materials, or use digital educational resources to study the topic.	Students complete homework assignments aimed at reinforcing the concepts studied during the lesson.
Advantages	- Increases students' engagement and active participation in lessons. - Allows more classroom time for higher-order thinking activities, such as analysis, synthesis, and evaluation.	- A familiar and conventional form of education. - Can be organized easily without additional technologies or resources.
Disadvantages	- Depends on students' discipline and ability to study the basic concepts independently at home. - Requires access to information and communication technologies and the Internet.	Limits the amount of classroom time available for students' active participation and collaborative activities.

Thus, Flipped Classroom technology is regarded as one of the important methods for developing speech skills in primary education and effectively studying literary and educational texts. When working with a text, it is first necessary to determine the theoretical and methodological essence of the concepts of "text," "literary text," and "text analysis." In linguistic and pedagogical literature, a text is interpreted as a communicatively oriented unit of speech characterized by semantic integrity, structural coherence, and semantic cohesion. Such categories as integrity, cohesion, informativeness, and communicativeness contribute to students' comprehensive understanding of a text.

A literary text is distinguished by its aesthetic purpose, imagery, emotional expressiveness, and richness of artistic devices. Texts belonging to such genres as stories, fairy tales, poems, legends, and fables are important didactic tools for developing primary school students' speech, thinking, imagination, and aesthetic taste. Within the Flipped Classroom model, students read such texts independently before the lesson and comprehend their content through audio or video materials. During the lesson, they develop their speech skills through text analysis, role-based reading, debates and discussions, question-and-answer activities, creative tasks, and the modelling of communicative situations.

Text analysis involves students' ability to understand the content of a text, identify its main idea, explain

cause-and-effect relationships between events, recognize the author's position, and justify their personal attitude towards the text. In the Flipped Classroom model, this process occupies the main part of classroom time. As a result, students develop not only reading comprehension but also the ability to express their ideas freely in oral and written forms, support their opinions with arguments, and participate effectively in communication.

The linguistic, pragmatic, and communicative characteristics of texts have been theoretically substantiated by international scholars such as Eugenio Coseriu, I. R. Galperin, Roland Barthes, and Teun van Dijk, as well as Uzbek linguists including H. Ne'matov, N. Mahmudov, M. Yo'ldoshev, and D. Xudoyberganova. Their scholarly views provide an important theoretical foundation for improving text-based teaching methodology and developing students' speech competencies.

International assessment programmes such as PIRLS, PISA, and TIMSS pay particular attention to students' competencies in reading, comprehending, analysing, and applying texts in practical contexts. Flipped Classroom technology is considered one of the effective pedagogical approaches for meeting these requirements. It helps students come to class prepared, fosters a culture of independent reading, develops collaborative skills, and promotes the efficient use of classroom time.

Narrative, descriptive, and argumentative texts found

in primary school textbooks offer different methodological opportunities for developing speech skills. Narrative texts develop students' ability to present events coherently, while descriptive texts foster imaginative thinking and enrich their vocabulary. Argumentative texts, in turn, develop critical thinking, reasoning, the ability to explain cause-and-effect relationships, and the competence to draw conclusions.

Regarding students' ability to analyse texts, researcher Feruza Hayitovna Amonova emphasizes the importance of:

“developing an understanding of how to use each concept, word, and expression appropriately; incorporating lexical devices into students' speech; systematically providing information about texts, their types, and the skills required to create them; presenting a system of text-creation tasks based on the content of the subjects; and organizing debates and discussions about the texts created by students” [2].

Therefore, for students to analyse a text successfully, it is essential that they understand its content and interpret it appropriately.

The content of a literary text is not expressed merely through the direct presentation of information; rather, it is conveyed through artistic generalization, description, and imagery. In this respect, a literary text differs fundamentally from scientific, official, and journalistic texts.

The principal features expressing the content of a literary text are as follows:

First, imagery is the leading characteristic of a literary text. Ideas are conveyed not through direct explanation but through images, symbols, and artistic descriptions. The representation of characters, settings, and events creates vivid pictures in the reader's mind.

Second, emotionality and expressiveness are important features of a literary text. The author expresses an attitude towards reality through emotions and feelings, thereby influencing the reader's emotional state and encouraging reflection.

Third, the predominance of an aesthetic purpose is one of the defining features of a literary text. In such texts, the transmission of information is secondary, while the primary emphasis is placed on beauty, artistic

excellence, and aesthetic impact.

Fourth, the artistic selection of linguistic means is an important feature of a literary text. Figurative and expressive devices such as epithets, metaphors, similes, and hyperbole are used extensively, thereby enhancing the text's artistic value.

Fifth, subjectivity is inherent in a literary text. The author portrays reality based on their worldview, aesthetic ideals, and life experience. Consequently, a literary text always reflects the author's personal attitude. Thus, a literary text is not merely a prose or poetic work; it is a product of the author's creativity distinguished by imagery, emotionality, aesthetic purpose, and artistic language.

Within the Flipped Classroom model, organizing group discussions, debates, project work, presentations, and creative tasks based on such texts significantly increases students' speech activity.

In contemporary pedagogical research, text-based teaching methodology is being enriched through innovative technologies, digital learning tools, and artificial intelligence. AI-based platforms make it possible to determine the complexity level of a text automatically, generate individualized tasks, analyse students' responses, provide immediate feedback, and monitor speech development. These opportunities further enhance the effectiveness of Flipped Classroom technology and contribute to the integrated development of students' reading literacy, critical and creative thinking, and oral and written communication competencies.

In conclusion, the purposeful use of texts through Flipped Classroom technology serves as an effective pedagogical means of developing primary school students' speech skills, improving their reading literacy, deepening their comprehension of texts, and fostering independent thinking competencies.

Flipped Classroom texnologiyasi asosida matnlar bilan ishlash o'quvchilarning nutq ko'nikmalarini rivojlantirishda innovatsion pedagogik yondashuvlardan biri hisoblanadi. Ushbu texnologiyada o'quvchilar matn bilan dastlab darsdan tashqari mustaqil tanishib chiqadilar, dars jarayonida esa matnni chuqur tahlil qilish, muhokama etish, savol-javoblar tashkil qilish, fikr almashish va ijodiy topshiriqlarni bajarish orqali nutqiy kompetensiyalarini

rivojlantiradilar. Bunday yondashuvni sun'iy intellekt imkoniyatlari bilan uyg'unlashtirish matn mazmunini chuqurroq anglash, individual o'quv trayektoriyasini yaratish hamda har bir o'quvchining o'zlashtirish darajasiga mos topshiriqlarni ishlab chiqish imkonini beradi.

During the process of working with texts, students' cognitive processes—such as perception, thinking, memory, imagination, and figurative thinking—develop actively. Visual and imaginative thinking is particularly dominant among primary school children. Therefore, imagining the events described in a text, analysing the characters' actions, understanding their emotions, and interpreting the content independently positively influence the development of students' speech activity. Since classroom time within the Flipped Classroom model is primarily devoted to such activities, this approach creates extensive opportunities for developing students' oral and written speech.

The principles of interactivity, collaborative learning, reflection, individualization, and systematic organization play an important role in this technology. By working in groups, participating in debates, performing role-playing activities, delivering presentations, and solving problem-based tasks related to a text, students acquire the ability to express their ideas freely and substantiate them with arguments. This contributes to the development of their communication culture, critical and creative thinking, and communicative competence.

As linguist O. B. Qurbonova notes, teaching students to work with texts in primary school reading literacy lessons and helping them “comprehend the content of a text fully and understand the speech of others by listening” [15] depend on the appropriate selection of

organizational forms of education. Text analysis is carried out both during lessons and through extracurricular activities.

Selecting texts appropriate to primary school students' age and individual characteristics, organizing them according to the principle of progressing from simple to complex, and purposefully using narrative, descriptive, and argumentative texts positively influence students' speech development. Moreover, AI-based digital platforms further enhance the effectiveness of Flipped Classroom technology by adapting texts to an appropriate level of complexity, automatically generating questions, analysing students' responses, and providing immediate feedback.

According to researcher Nafisa Ibroximovna Mamaraximova, textbooks should be analysed according to text types. For example, tasks and interactive methods aimed at developing students' creative thinking should be provided for fairy tales, stories, popular science articles, and poems. The proposed interactive methods are motivational and oriented towards national values, culturally appropriate Uzbek communication, and cognitive traditions. Their compatibility with the national teaching system ensures a collaborative learning environment and contributes to the development of students' creative thinking [7].

Literary-text comprehension competence includes students' ability to understand the content of a text, identify its main idea, evaluate the actions of characters, recognize cause-and-effect relationships between events, and express their own opinions. A comparative analysis of traditional and innovative teaching methods also contributes to improving the effectiveness of text analysis (see Table 2).

Table 2. Comparative Analysis of Lessons Organized Through Traditional and Innovative Methods

No.	Comparison criterion	Traditional lesson formats	Innovative lesson formats
1	Main objective of the lesson	Developing knowledge, skills, and abilities	Developing competencies and independent thinking
2	Teacher's role	Primary provider of knowledge	Guide, organizer, and facilitator
3	Student's role	Listener and performer	Active participant, researcher, and collaborator
4	Nature of the educational process	One-way and reproductive	Interactive and collaborative

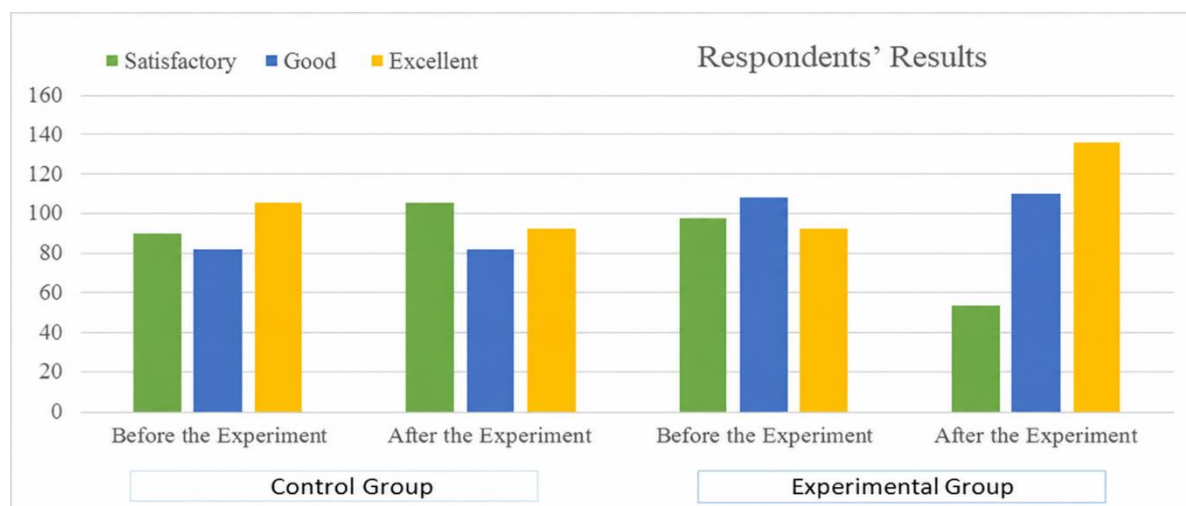
5	Teaching methods	Explanation, storytelling, question-and-answer activities, and exercises	Clustering, INSERT, debates, projects, and problem-based learning
6	Level of classroom engagement	Low or moderate	High
7	Development of independent thinking	Limited	Effectively promoted
8	Student motivation	Primarily based on external control	Based on intrinsic interest and encouragement
9	Method of working with texts	Reading and retelling	Analysis, evaluation, and creative interpretation
10	Use of technology	Limited	Extensive use of multimedia, ICT, and digital technologies
11	Assessment methods	Traditional assessment and tests	Rating systems, reflection, diagnostic assessment, and interactive evaluation
12	Development of communicative competence	Insufficient	Actively promoted
13	Classroom environment	Formal and orderly	Open and collaborative
14	Advantages	Ensures consistency and discipline	Enhances creativity, critical thinking, and active participation
15	Disadvantages	Students may remain passive	Requires more preparation and technological resources
16	Importance in primary education	Develops fundamental knowledge	Ensures students' competency-based development

The research employed theoretical analysis; the study, comparison, and generalization of pedagogical, psychological, and methodological literature; diagnostic methods, including questionnaires, tests, interviews, and observations; pedagogical experiments; mathematical and statistical analysis; and the quantitative and qualitative processing of results.

Assessment criteria were developed to determine the level of literary-text comprehension competence among primary school students. These criteria were

established based on indicators such as comprehension of literary-text content, text-analysis ability, speech and communicative activity, creative engagement, digital literacy, and emotional-aesthetic perception. On the basis of these criteria, students' competence levels were classified as excellent, good, or satisfactory.

The obtained data were subjected to mathematical and statistical analysis using the Student–Fisher criterion. The experimental findings are presented in a diagram (see Figure 1).



As a result, the use of texts based on Flipped Classroom technology represents a modern and effective methodological solution for developing students' competencies in conscious reading, content analysis, the coherent expression of ideas in oral and written forms, independent and critical thinking, and effective communication.

Diagram of the Overall Experimental Results. The data presented in the diagram indicate that the modal values before and after the experiment were $M_t = 5M_t$ and $M_n = 3M_n$, respectively. The difference between them was sufficiently significant, with $M_t > M_n$. This, in turn, demonstrates that the corresponding mean values for these samples also satisfy the condition $X > Y$.

The findings showed that the coefficient for assessing teaching effectiveness was greater than one, while the coefficient for assessing the level of knowledge was greater than zero.

The results of the experimental work aimed at developing literary-text analysis competence demonstrated that the participants' levels of theoretical knowledge and practical skills improved significantly. The methods employed during the research were confirmed to be highly effective, highlighting the need for their further development through artificial intelligence tools.

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