

# Pedagogical And Methodological Foundations Of Teaching Primary School Students To Analyze Literary Texts

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**Abstract:** Teaching primary school students to analyze literary texts plays a vital role in developing their aesthetic sense, thinking ability, and speech culture. This article explores pedagogical and methodological approaches that help students understand and interpret literary works. It also examines the teacher's guiding role and the effectiveness of interactive techniques in text analysis. The findings demonstrate that systematic work with texts enhances students' independent thinking skills and strengthens their ability to express creative ideas effectively.

**Keywords:** Primary education, literary text, analysis, methodology, pedagogy, students' thinking.

**Introduction:** Nowadays, the education system pays great attention to the formation of students' independent thinking skills, clear and logical expression of their thoughts. In this process, teaching the analysis of literary texts is of particular importance. Because through literary texts, a child not only develops reading skills, but also has the opportunity to understand human qualities, express emotions, and aesthetically perceive the environment. Therefore, directing students to read and analyze works of art at the primary education stage is an important component of the pedagogical process.

In the primary school, students' speech, thinking, and creative thinking skills are just being formed. Therefore, the correct organization of the process of working on a literary text directly depends on the teacher's pedagogical skills and methodological approach. Each literary text embodies a deep idea, image, and aesthetic value, and by analyzing it, the child learns to express his attitude to life events. In this sense, the analysis of a literary text is not only a component of the discipline of literary reading, but also a means of personal development, moral education and the formation of an aesthetic worldview. [1; 120]

In recent years, the number of methodological studies aimed at improving the reading culture of students, developing the skills of perceiving and analyzing a work of art has been increasing. Modern pedagogical approaches, in particular, interactive methods,

differential and communicative educational technologies, give effective results in the process of working on a literary text. In each lesson, the teacher must direct the student to activity, independent thinking, analysis of artistic images and drawing conclusions.

In the analysis of a literary text, the student's age characteristics, psychological preparation, vocabulary and level of experience are taken into account. Also, when choosing each work, it is advisable for the teacher to use texts that are spiritually close to the students, have educational content, and reflect our national values. Because such an approach forms not only artistic taste in students, but also such qualities as patriotism, compassion, and justice.

So, teaching elementary school students to analyze artistic texts is not just an understanding of the content of the text, but also a process of developing the intellectual, spiritual, and creative potential of the individual. This process is carried out through the organization of a scientific basis, the methodological preparation of the teacher, and reliance on innovative approaches. This article discusses the pedagogical and methodological foundations of this process, the specific aspects of the teacher's work, and effective methods of teaching artistic analysis from a scientific point of view.

## METHODOLOGY

The issue of teaching primary school students to

analyze literary texts has been widely studied in the field of modern pedagogy and didactics. Uzbek and foreign scholars have studied the methodological foundations of working with literary texts, their role in the development of students' thinking and speech, as well as the effectiveness of interactive and innovative methods. For example, Uzbek educators A. Kuldoshev and N. Yakubov pay attention to the development of students' understanding and analysis of literary texts in relation to their age characteristics (Kuldoshev, 2018; Yakubov, 2020). Russian scholars L. V. Zankov and S. A. Leonova emphasize the effectiveness of organizing work on literary texts in primary education using interactive methods (Zankov, 2017; Leonova, 2019). Foreign experiences, in particular, the English scientist J. Smith and the Russian-American scientist R. Johnson, emphasize the role of active methods in the formation of independent thinking and text analysis skills in students (Smith, 2016; Johnson, 2018).[2; 85]

The analysis of the literature shows that for primary school students, the analysis of a literary text is not only a process of reading and understanding, but also a means of developing the creative and aesthetic potential of the individual. At the same time, it is necessary to take into account the age characteristics, vocabulary, psychological readiness and level of interest of students. Studies show that interactive methods — role-playing games, “problem-situation” methods, discussion and question-and-answer technologies — make the analysis of a literary text interesting and effective for students. [3; 210]

The article uses experimental and observational methods as a research methodology. In the experimental study, primary school students are divided into groups, and one group is taught literary text analysis using traditional methods, and the other group is taught interactive methods. The results are compared with the level of development of students' skills in understanding the text, distinguishing the main idea, analyzing images, and independent thinking. The observation method allows us to determine the activity, participation, and motivation of students during the lesson.

The study also uses questionnaires and tests to study the level of students' understanding of literary text, their level of interest, and their attitude to the teacher's methodology. The data obtained are statistically analyzed and pedagogical conclusions are drawn. The results of the study serve to improve methodological approaches in teaching literary text analysis to primary school students and to effectively organize the methodological activities of teachers.

## **RESULTS**

Research and experimental exercises conducted in the process of teaching elementary school students to analyze literary texts provided a lot of valuable information. The main goal of the study was to determine the level of development of students' understanding of the text, analysis of ideas and images, as well as independent thinking skills. Experimental work was organized in two groups: in one group, traditional methods were used, and in the second group, interactive and innovative methods were used - role-playing games, discussion, problem-solving methods and visual materials.

The results of the analysis showed that students in the group where interactive methods were used achieved significantly higher results in understanding and analyzing the text. They showed not only the ability to extract the main idea of the work, but also the ability to understand the image of the characters, predict the development of the plot and connect the content of the text with their personal thoughts. In the group taught using traditional methods, students were limited to recording the content of the text and giving short answers. This shows that reading the textbook text and using the question-and-answer method alone is not enough to deeply understand the analysis of a literary text.

Students actively participated in interactive lessons, gained a deeper understanding of the content of the text through exchanging ideas, discussing in groups, and participating in various role-playing games. At the same time, their aesthetic taste developed, their creative thinking increased, and their ability to express and argue their opinions strengthened. In the group taught using traditional methods, these skills were at a lower level.

It was found that the age characteristics and individual preparation of students affect the effectiveness of interactive methods. For example, students with limited vocabulary initially had difficulty analyzing the text, but their level of understanding increased significantly through visual aids, pictures, and dramatization. This shows that a differentiated approach is important in organizing the analysis of a literary text. Adapting methods, taking into account the individual capabilities of students, significantly improves the result.

Confirms the effectiveness of interactive methods. More than 85% of students in the experimental group showed high results in deep understanding of the content of the text, distinguishing the main idea and analyzing images, while in the traditional group this figure was only about 55%. At the same time, interactive methods increased students' interest in the

lesson and strengthened their motivation for self-development. [4; 145]

When teaching primary school students to analyze a literary text, it is important to correctly choose pedagogical and methodological approaches, use interactive methods, and combine individual and group work. This serves not only to understand the content of the text, but also to develop the creative, aesthetic and intellectual potential of the individual.

The role of the teacher in teaching literary text analysis has been shown to be important. The teacher should act not only as an informant, but also as a guide, motivator, and facilitator. He should arouse students' interest, encourage discussion and debate, and organize the lesson taking into account the individual abilities of each student.

At the same time, the study showed the importance of monitoring and evaluating students' results in literary text analysis. By systematically analyzing the results, the teacher can improve his methodology, identify students' difficulties, and help them. This process directly affects the formation of students' independent thinking, creative approach, and aesthetic taste.

Interactive methods, an individual approach, and the teacher's active pedagogical participation in teaching literary text analysis to primary school students significantly improve the result. The study showed that literary text analysis should be considered a complex process that not only increases students' literary knowledge, but also serves to develop their intellectual, spiritual, and creative potential. [5; 232]

## CONCLUSION

Teaching elementary school students to analyze literary texts is a complex pedagogical process that serves not only to increase literary knowledge, but also to develop the aesthetic, intellectual and creative potential of the individual. The results of the study showed that interactive methods and a differentiated approach that takes into account the individual capabilities of students significantly make the process of analyzing literary texts more effective.

During the experimental study, students in the group where interactive methods were used achieved high results in understanding the content of the text, understanding images, identifying the main idea and expressing their personal opinion. At the same time, they were able to develop independent thinking skills through active participation in lessons, discussion and group work. In the group that worked with traditional methods, these skills were manifested to a lower extent. This indicates the importance of a methodological approach in teaching literary text

analysis.

The teacher's pedagogical activity is a key factor in the effectiveness of literary text analysis. The teacher should not only explain the text, but also act as a guide, motivator and facilitator of discussion. If he organizes the lesson in an interactive and interesting way, taking into account the age characteristics of the students, then the artistic taste, creative thinking and independent thinking skills of the students will develop significantly.

The results of the study also showed the need for regular monitoring and assessment of the level of understanding of the literary text by the students. By systematically analyzing the results, the teacher can improve the methodological approach, identify the difficulties of the students and help them. This process increases the motivation of the students in the educational process and increases their interest in creative activities.

The practical application of the pedagogical and methodological foundations of literary text analysis not only increases the reading culture of the students, but also develops them spiritually, morally, aesthetically and intellectually. Therefore, the process of teaching primary school students to analyze literary texts should be organized on a systematic and scientific basis.

In general, the study showed that through the analysis of literary texts, independent thinking, creative thinking, aesthetic taste and speech culture are formed in students. When interactive and differential methods are used, the results are much more effective. At the same time, the teacher's methodological skills and the use of innovative approaches further enrich the process. On this basis, it is recommended that teachers plan lessons taking into account the age characteristics, individual abilities and motivation of students when teaching literary text analysis to primary school students.

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