

## **METHODS FOR DEVELOPING PRIMARY SCHOOL STUDENTS' ABILITY TO COMPREHEND AND ANALYZE LITERARY TEXTS**

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**Annotation:** This article examines effective methods for developing primary school students' ability to comprehend and analyze literary texts. It analyzes the role of modern pedagogical approaches, interactive methods, and graphic organizers in the development of reading literacy. Special attention is given to fostering critical thinking, comparison skills, and the ability to draw conclusions while working with literary texts. The materials presented in the article are recommended for use in primary education practice.

**Keywords:** Primary education, literary text, reading literacy, text analysis, graphic organizers, critical thinking.

## **BOSHLANG'ICH SINIF O'QUVCHILARINING BADIY MATNLARNI ANGLASH VA TAHLIL QILISH QOBILIYATINI RIVOJLANTIRISH USULLARI**

**Annotatsiya:** Mazkur maqolada boshlang'ich sinif o'quvchilarining badiiy matnlarni anglash va tahlil qilish qobiliyatini rivojlantirishning samarali usullari yoritilgan. Unda o'qish savodxonligini shakllantirish jarayonida qo'llaniladigan zamonaviy pedagogik yondashuvlar, interfaol metodlar va grafik tashkilotchilarning ahamiyati tahlil qilinadi. Shuningdek, badiiy matn ustida ishlash jarayonida o'quvchilarning tanqidiy fikrlash, taqqoslash va xulosa chiqarish ko'nikmalarini rivojlantirish yo'llari ko'rsatib beriladi. Maqola materiallari boshlang'ich ta'lim amaliyotida qo'llash uchun tavsiya etiladi.

**Kalit so'zlar:** boshlang'ich ta'lim, badiiy matn, o'qish savodxonligi, matn tahlili, grafik tashkilotchilar, tanqidiy fikrlash.

## **МЕТОДЫ РАЗВИТИЯ СПОСОБНОСТИ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ К ПОНИМАНИЮ И АНАЛИЗУ ХУДОЖЕСТВЕННЫХ ТЕКСТОВ**

**Аннотация:** В данной статье рассматриваются эффективные методы развития способности учащихся начальных классов к пониманию и анализу художественных текстов. Анализируется значение современных педагогических подходов, интерактивных методов и графических организаторов в формировании читательской грамотности. Особое внимание уделяется развитию навыков критического мышления,

сравнения и формулирования выводов в процессе работы с художественным текстом. Материалы статьи могут быть использованы в практике начального образования.

**Ключевые слова:** начальное образование, художественный текст, читательская грамотность, анализ текста, графические организаторы, критическое мышление.

**Introduction.** Nowadays, in the primary education system, developing students' ability to comprehend and analyze literary texts is considered one of the key pedagogical tasks. Working with literary texts helps students not only improve their reading skills but also develop thinking, perception, imagination, and the ability to draw conclusions. Reading literacy is defined by the student's ability to understand the content of the text, grasp its main idea, and identify the relationships between events. Therefore, organizing conscious work with literary texts from the early grades plays an important role in enhancing the effectiveness of the learning process [1. 12–15].

In the process of comprehending and analyzing literary texts, it is essential to consider students' age and psychological characteristics. For primary school students, figurative thinking, visual perception, and emotional responsiveness are predominant, and these factors require the selection of effective methods for studying literary works. Research shows that lessons organized using interactive methods and graphic organizers enhance students' level of text comprehension, encourage active thinking, and guide them toward independent conclusion-making [2. 42–45].

Modern pedagogical approaches require teachers to move away from traditional explanation methods and transform students into active participants in the learning process. In particular, in literary text analysis, the use of question-and-answer strategies, comparison, problem-based situations, and graphic organizers proves to be effective in developing students' critical thinking. With these methods, students do not merely read the text superficially; instead, they engage in deeper reflection on its content, evaluate the actions of the characters, and begin to understand the cause-and-effect relationships within the events [4. 58–60].

From this perspective, studying scientifically the methods for developing primary school students' ability to comprehend and analyze literary texts and implementing them in practice is a relevant issue in today's educational process. This article focuses specifically on these issues and analyzes methods and approaches that have proven effective in primary education practice.

**Theoretical foundations of comprehending and analyzing literary texts.** When primary school students engage with literary texts, they not only develop reading skills but also enhance their ability to deeply understand the content and logically analyze events. During this process, students observe the actions of characters, identify the sequence of events, and distinguish the main idea and key details within the text.

In primary education, active engagement with literary texts helps students understand the cause-and-effect relationships between events and teaches them to analyze and compare texts. Furthermore, through creative tasks, question-and-answer strategies, and graphic organizers, students gain a deeper understanding of the content of the text and independently form their own conclusions. From a pedagogical perspective, it is crucial to plan the process of studying literary texts effectively and use various successful methods to enhance the quality of education.

As mentioned earlier, the psychological characteristics of primary-aged students must be specifically considered in the process of comprehending literary texts. At this age, figurative thinking predominates, and children perceive events primarily through imagination and

emotions. Therefore, methods based on visualization, question-and-answer, discussion, and comparison prove to be highly effective in text analysis. Research shows that lessons organized around interactive approaches enhance students' level of text comprehension and encourage independent thinking [2. 44–47].

One of the most effective methods in the process of analyzing literary texts is the use of graphic organizers. Graphic organizers allow students to arrange information visually and clearly see the relationships between events and characters. In particular, tools such as Venn diagrams, clusters, and tables facilitate a deeper understanding of the text. Using these methods, students identify similarities and differences within the text, comprehend cause-and-effect relationships, and draw overall conclusions. As a result, students engage in meaningful comprehension rather than superficial reading [3.105–110].

The role of question-and-answer strategies in the comprehension and analysis of literary texts is invaluable. Well-structured questions posed by the teacher encourage students to reflect on the content of the text. When questions focus on evaluating the actions of characters, explaining the development of events, and providing textual evidence, they help develop students' critical thinking skills. In this process, students learn to support their opinions, make logical conclusions, and think critically [4. 60–64].

**Effective methods and practical examples for developing literary text analysis.** In practice, the process of analyzing literary texts is organized using various methods. For example, comparing two works, contrasting the characters' traits, and determining the sequence of events allow students to gain a deeper understanding of the text. In primary school lessons, such activities increase students' interest, actively engage them in the lesson, and encourage independent thinking. As a result, students not only read the text but also develop the habit of processing its content. [5. 82–88].

Another important aspect of developing the ability to comprehend and analyze literary texts is the use of creative tasks. Assignments such as continuing a story, writing from a character's perspective, or imagining an alternative ending enrich students' imagination and help them gain a deeper understanding of the text's content. These tasks encourage students to think creatively and contribute to the development of their language and communication competencies.

**Conclusion.** In conclusion, developing primary school students' ability to comprehend and analyze literary texts is an essential component of the educational process. The effective use of graphic organizers, question-and-answer strategies, comparison, and creative tasks helps students develop analytical, comparative, generalization, and critical thinking skills. Regular application of these methods enhances students' reading literacy and contributes to their development as independent and reflective individuals.

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