

**THE ROLE OF INTERACTIVE PEDAGOGICAL TECHNOLOGIES IN DEVELOPING
READING SKILLS IN PRIMARY SCHOOL STUDENTS****Abduvahob Ehmurodov**Associate Professor of the Department of "Theory and Methodology Of
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Abstract: This article explores the impact of interactive pedagogical technologies on the development of reading skills in primary school students. The study highlights how modern teaching tools and learner-centered strategies improve comprehension, analytical thinking, and student motivation. Both international and Uzbek scholars' perspectives are considered to provide a comprehensive understanding of the issue. The results indicate that the integration of interactive technologies into reading lessons significantly enhances students' academic performance and engagement.

Keywords: interactive technologies, primary education, reading skills, pedagogical innovation, student engagement, Uzbek pedagogy

Introduction

The rapid development of educational technologies has transformed traditional teaching approaches. In primary education, it is essential to apply innovative methods that foster students' reading abilities and cognitive development. Reading is not only a basic skill but also a key component of overall academic success.

In Uzbekistan, educational reforms emphasize the importance of integrating modern pedagogical technologies into the teaching process. Interactive methods are increasingly recognized as effective tools for improving the quality of education and developing independent learners.

Literature Review

Theoretical foundations of interactive learning are rooted in the works of Lev Vygotsky, who emphasized social interaction in learning, and Jerome Bruner, who introduced the concept of discovery learning. Uzbek scholars have also made significant contributions to the development of pedagogical technologies. Abdulla Avloni stressed the importance of moral and intellectual education, while Jaloliddin Yo'ldoshev highlighted the effectiveness of modern teaching methods in primary education.

Research shows that interactive approaches such as group work, discussions, and multimedia tools enhance students' reading comprehension and critical thinking skills.

Methodology

The research was conducted using qualitative and observational methods in primary school classrooms. Interactive pedagogical technologies were applied during reading lessons.

The following techniques were used:

- Small group discussions
- Digital storytelling
- Role-playing activities
- Problem-based learning
- Interactive questioning

Students' reading performance, participation, and motivation levels were analyzed throughout the study.

Results and Analysis

The findings demonstrate that interactive pedagogical technologies positively affect students' reading development. Students who participated in interactive activities showed higher levels of comprehension and engagement compared to those taught using traditional methods.

Key observations include:

Improved vocabulary acquisition through digital storytelling

Increased student participation during group discussions

Enhanced comprehension through role-playing activities

Better analytical thinking in problem-based tasks

From the perspective of Uzbek pedagogy, these methods also support the development of independent thinking and creativity among learners.

Discussion

The integration of interactive technologies creates a dynamic and student-centered learning environment. It allows teachers to address individual learning needs and encourages students to take an active role in their education.

The ideas of Abdulla Avloni about moral and intellectual development align with modern interactive approaches. Similarly, contemporary Uzbek researchers emphasize the importance of innovative teaching strategies in improving educational outcomes.

Interactive pedagogical technologies play a crucial role in developing reading skills in primary school students. Their effective implementation leads to improved comprehension, increased motivation, and higher academic achievement.

Therefore, it is recommended that teachers actively incorporate interactive strategies and technologies into reading lessons to enhance the quality of primary education.

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