

**“THEORETICAL AND PEDAGOGICAL FOUNDATIONS OF IMPROVING THE METHODOLOGY OF WORKING ON THE TEXT IN PRIMARY SCHOOL READING LESSONS”****Azizbek Abdumalikovich Egamberdiev**Doctor of Philosophy, Professor, PhD  
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This article covers the theoretical and pedagogical foundations of the methodology of working on the text in primary school reading lessons. The study analyzed the content of the process of working on the text, methodological stages, and methods of organizing effective lessons taking into account the age and psychological characteristics of students. Also, issues of increasing the effectiveness of working on the text based on interactive pedagogical methods, a competency-based approach, and modern pedagogical technologies were considered. The results of the study can be used as practical recommendations for primary school teachers in planning lessons and developing students' reading literacy.

**Keywords**

primary education, reading lessons, working on the text, reading literacy, methodology, pedagogical technology, interactive methods, competency-based approach, speech competence, critical thinking.

**Introduction:** The primary education stage is the most important period for the formation of language and speech skills in students. In particular, reading literacy - reading the text correctly and understanding its content - is one of the main skills that must be mastered at this stage. In primary school, through working on the text in the native language and reading lessons, students' linguistic, logical and creative thinking skills are simultaneously formed; this process serves to strengthen students' speech and written competencies. The process of working with the text requires effective pedagogical activity aimed not only at reading and understanding the text, but also at analyzing it, expressing one's own opinion, imagining events based on cause-and-effect relationships, and independent thinking.

Scientific research shows that the effectiveness of the methodology for working with the text is directly related to its organization through pedagogical technologies, interactive methods, and a competency-based approach, taking into account the psychological characteristics of students and didactic principles. Such a methodological approach develops independent thinking, critical analysis, and a creative approach in students, which allows for a logical and systematic perception of new knowledge and a deep understanding of various text genres.

**Main part:** The texts given in the “Reading Book” textbooks are a tool for forming speech skills in primary school students. Also, the main goal of reading lessons in primary grades is to prepare students to correctly understand the content of the text, to be able to read consciously and expressively, to perceive the information given in the text, to react to the reality

expressed in the text. Accordingly, the primary school teacher carries out methodological preparation in accordance with the purpose of the lesson, the content of the material being studied, and the level of students' existing knowledge, skills, and qualifications. When preparing students to read the text of the work, attention is paid, first of all, to familiarizing them with the theme, language, ideological content, and artistic and aesthetic value of the text, and to drawing appropriate conclusions from the content of the text. Reading activity is also a separate form of speech. The primary education stage is an important period in the formation of students' logical thinking, speech, creative and critical thinking. In particular, reading lessons develop students' language skills, reading literacy, and comprehension skills through working with text. The process of working on the text is aimed at developing not only reading the text, but also complex skills such as understanding it in terms of content, analyzing it, identifying event-effect relationships, retelling events, and drawing independent conclusions. In this process, students not only increase their linguistic competence, but also develop logical thinking, creative approach, and speech culture.

Practice shows that teachers often limit the process of working on the text to reading and questioning only. This reduces the level of students' deep understanding of the text. Therefore, there is a need to improve the methodology of working on the text. The improved methodology is organized on the basis of interactive methods and modern pedagogical technologies, taking into account the age characteristics of students, their level of logical thinking and socio-psychological development. For example, using clustering and Venn diagrams, text content is systematized, while using the INSERT method, students analyze the text and determine their own concepts. Role-playing, debates, and problem situations encourage critical thinking develops a creative and critical approach.

The process of working on the text helps students become active participants, not passive listeners. Students retell the text, distinguish main ideas, identify event-consequence connections, and draw independent conclusions. In this process, the stages of preliminary preparation of the text, expressive reading, question-answering, analysis, and reinforcement are systematically carried out.

It should be noted that working on the text in primary school reading lessons is not limited to the development of language and speech skills. This process allows students to develop the skills of systematically explaining and discussing thoughts, expressing ideas in oral and written forms, and evaluating social situations. Therefore, improving the methodology directly affects the development of students' reading literacy and speech culture, the development of logical thinking and a creative approach. Modern pedagogical technologies - audio, video, multimedia tools, and interactive methods - increase the effectiveness of the lesson and increase students' attention. At the same time, didactic games and critical questions stimulate students' independent thinking, turning them from mere recipients of knowledge into active participants. Improving the process of working on the text not only increases the quality of primary education, but also serves to develop students' scientific and creative approach at later stages. At the same time, the methodology of working on the text is seen as a complex system that serves to form students' linguistic competence, logical thinking, independent decision-making ability, and socio-ethical approach. Research shows that the use of interactive methods and modern pedagogical technologies increases students' deep understanding of the text, encourages them to independent thinking and creative activity.

As noted, reading literary texts included in the primary school "Reading Book" textbooks also helps to form students' spirituality, expand their imagination, and cultivate their emotions. In this process, their speech is also enriched with new words and phrases. According

to methodologists, reading is a form of speech activity that consists of identifying, actively processing and understanding information from the text. True, reading a text is identifying the information presented in it. However, this is not its specific description. Because listening to speech in general, understanding what is told or someone reads aloud is also identifying, actively processing and understanding information. Therefore, the important feature of reading is not in receiving information, but in the basis on which the information is received. The reading process is closely related to the text. Even the best reader, when faced with a difficult word or a complex text, begins to read slowly with difficulty. Many scientists, linguists and literary critics, methodologists and teachers have expressed their views on the theoretical foundations and methods of developing speech in primary grades and its development. In the monograph of N. Bekniyazova, the theoretical, practical, linguistic and methodological foundations of teaching students to create texts in primary school native language classes were studied, valuable ideas were expressed on the organizational and lexical-grammatical internal structural features of the text, the system of exercises in teaching text creation 101, and teaching how to improve a structured text.

**Conclusion:** The methodology of working on the text in primary school reading lessons is of central importance in developing students' reading literacy, speech culture, logical thinking and creative approach. The results of the study showed that the process of working on the text serves not only to read and understand the text, but also to form students' independent thinking, analytical and critical decision-making abilities.

The effectiveness of working with the text depends on a systematic pedagogical approach and the correct organization of methodological stages. These stages include: preparation, perception of the text, analysis and consolidation. At each stage, the age characteristics, psychological needs and didactic abilities of students are taken into account. At the same time, the use of interactive pedagogical methods, a competency-based approach and modern pedagogical technologies increases the activity of students in the lesson, turning them from passive listeners into active participants. The results of the study showed that the process of working on the text forms not only linguistic competence, but also the skills of logical thinking, creative thinking, critical decision-making and assessment of social situations. Therefore, this methodological approach is useful for consolidating the knowledge and skills of students at the primary education stage, preparing them for further education is an effective tool for thorough preparation for the internal.

At the same time, it is scientifically proven that the use of interactive methods and pedagogical technologies can improve the quality of text-based lessons, deepen students' knowledge, and significantly develop reading literacy. These results can be used as practical recommendations for primary school teachers, an important source for effective lesson planning and increasing the effectiveness of the pedagogical process

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