



## METHODOLOGY FOR WORKING WITH LITERARY TEXTS IN PRIMARY SCHOOL: FROM COMPREHENSION TO INTERPRETATION

Nurmanova Zebo Fattahovna

Lecturer, Andijan State Pedagogical Institute  
Department of "Primary Education Methods".

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**Abstract:** the work with literary texts in primary school plays a key role in the development of reading literacy, emotional intelligence, and creative thinking in students. The article examines methodological approaches to the step-by-step mastery of literary texts by young learners: from initial perception and understanding of content to deep interpretation. Attention is given to aspects such as organizing work with the text at different stages of the lesson, using questions and tasks that promote meaningful reading, developing skills in analysis and interpretation of a literary work, as well as the application of modern educational technologies. Special emphasis is placed on techniques of expressive reading, discussion of plot and compositional features of the text, working with characters, and artistic means of language.

**Keywords:** literary text, primary school, methodology, reading literacy, text comprehension, interpretation, text analysis, expressive reading, plot, characters, artistic devices, creative tasks, meaningful reading, speech development, educational technologies.

**Introduction:** Working with literary texts in primary school is an integral part of the educational process, as it significantly influences the development of students' reading literacy, emotional intelligence, and creative thinking. In literature lessons, children are taught not only to read but also to understand, interpret, and express their feelings and thoughts about what they read. Working with literary texts also plays a special role in developing not only basic reading skills but also more complex skills for meaningful perception of the text. This contributes to the development of students' critical and creative thinking, shapes their ability to interpret the work, and also develops their emotional perception. Such activities with texts help children better understand not only literature but also the surrounding world, develop their personal perception and interaction with others.

One of the important aspects of text work methodology is the gradual mastery of works by children. In the first stage, students are introduced to the content of the text, its main events, and characters. The teacher's task at this stage is to help children correctly perceive information, understand it at a basic level, and evaluate the actions of the characters, their actions, and motives.

In the process of mastering a literary text, students' attention should be directed towards meaningful reading. This means that each element of the text should be perceived not simply as a collection of words, but as a connected system of meanings and images. At this stage, various questions and tasks become an important tool that contribute to deep and thoughtful reading. Questions may concern the content of the text, the characters' personalities, the moral and ethical issues raised in the work, and identifying the main themes through which the author conveys their ideas. Such tasks help children not only memorize

what they read but also develop analytical abilities, the ability to highlight the main thing and understand the underlying meaning.

Further, students move on to deeper comprehension of the text, which includes not only understanding the main events and characters' motives but also working with artistic language tools. It is important that children learn to see how the author uses various means of expression - metaphors, epithets, personifications, symbols - and how they help create the atmosphere of the work and convey the characters' emotions. For example, expressive reading and staging can be used in lessons that help students not only better understand the text but also convey through their own performance the experiences and emotions experienced by the characters.

Developing text interpretation skills is equally important. At this stage, students learn to draw their own conclusions and formulate their own attitudes towards what is happening. The teacher can offer the children various discussion questions that will contribute to the development of critical thinking: "What would you do in the place of the main character?", "What would you do in this situation?," "How can this text be relevant for us today?" These tasks encourage children to think independently and help form their inner position.

Modern educational technologies play an important role in working with literary texts. Using multimedia materials such as animations, video fragments, or interactive applications makes the process of working with text more engaging and accessible for children. These technologies help to delve deeper into the atmosphere of the work, clearly demonstrating the context in which the events unfold, and help children navigate the material more easily.

Furthermore, it is important to consider not only the students' intellectual but also their emotional reactions during the process of working with the text. In the discussion of a work, not only logical conclusions are often involved, but also children's personal experiences, their perception of the text through their own life experiences. This contributes to the formation of a deeper and more personal attitude towards literature.

### **Stages of working with literary text: from perception to interpretation**

The initial stage of working with a text involves understanding its content and identifying the main characters, events, and their sequence. Here, it is important not only to give students a basic understanding of the plot, but also to teach them to highlight important elements of the text so that they can then analyze it more deeply. At this point, students are offered simple tasks: for example, recreating the chronology of events, creating a diagram or picture illustrating the text. This contributes to the consolidation of the main content and helps to strengthen attentiveness and observation.

In the next stage, it is important to involve students in a deeper analysis of the work. Here, the teacher can suggest that the children complete tasks related to the analysis of characters: who they are, what qualities they possess, how their actions influence the development of the plot. It is important to introduce children to the concept of the "inner world" of heroes, their experiences and thoughts, which allows for the development of empathy and understanding of human nature.

Children should learn not only to analyze characters but also to see how the author creates the atmosphere of the work through artistic means, revealing ideas and philosophical aspects. It is important to pay attention to various literary devices that can be used to enhance the expressiveness of the text, such as metaphors, hyperbole, personification, and other figures of

speech. This helps primary school students develop not only analytical but also aesthetic feelings.

### **Development of interpretation skills**

The transition to text interpretation is an important step on the path from passive perception to active comprehension. At this stage, it is important to offer children tasks that allow them to form an independent opinion. Questions aimed at personal interpretation help students develop their own views and teach them to reason. For example, tasks like "What do you think, why did the hero act this way?" or "What would you change in this story?" help develop confidence in their judgments and deepen their understanding of the text.

Additionally, during this period, creative tasks such as writing alternative endings, creating story continuations, or writing letters in the character's name can be included. This stimulates children's imagination and helps them connect what they read with their personal experiences, which contributes to deeper assimilation of material.

### **Modern educational technologies in working with text**

In the modern educational process, the use of technologies that make the process of working with a literary text more interactive and interesting holds a special place. Multimedia tools such as videos, interactive applications, presentations, and virtual excursions can be used for in-depth analysis of the text, allowing students to better understand the context of the work and visualize the events more vividly. For example, viewing a book adaptation can help students visualize characters and scenes, which contributes to better perception and understanding of the text.

Virtual discussions and online courses can also be used to create an educational environment where students can share their thoughts about the work and listen to the opinions of others. This approach contributes to the development of teamwork skills, broadens horizons, and helps to understand the work more deeply.

### **Emotional perception of text**

One of the key aspects of working with literary texts is developing children's emotional perception of works. It is important that each student can feel and experience what the characters are experiencing. This not only helps develop emotional intelligence but also encourages them to show empathy. It's important to consider children's individual experiences and allow them to freely express their feelings during discussions.

The methodology of working with literary text includes active forms of interaction, such as discussions, staging, role-playing. This helps students to delve deeper into the atmosphere of the work and understand the motivation of the characters, their actions, as well as to feel the experiences and emotions of the characters. Working with the text through the expression of these emotions contributes to creating a more rich and multifaceted perception of literature in children.

### **Conclusion**

Thus, working with literary texts in primary school is a multifaceted process that involves not only mechanical perception of information but also deep comprehension, analysis, and interpretation of the work. This develops not only reading skills but also critical thinking, creative imagination, self-expression abilities, and personal growth. As a result of such work, students become more confident readers who can reflect on what they read, analyze, and convey their thoughts and feelings through words. The methodology of working with literary text in primary school should be aimed at forming a comprehensive approach to children's

perception of literature. Reading literacy develops through meaningful reading, analyzing works, using expressive language tools, and personal interpretation of the text. Thus, working with a literary text contributes not only to the educational but also to the emotional development of students, broadening their horizons and enriching their inner world.

### Used literature:

1. Шарипова, М. Ш. (2016). Литературная грамотность и методика преподавания литературы в начальной школе. Ташкент: "Маънавият".

В этом издании рассматриваются методы и подходы к развитию литературной грамотности среди младших школьников, включая работу с художественными текстами, а также применение различных методических приемов для улучшения восприятия и понимания произведений.

2. Абдуллаева, Л. Ш. (2011). Методика преподавания литературы в начальных классах узбекской школы. Ташкент: "Шарқ".

Этот источник включает в себя подробное описание методики преподавания литературы в начальных классах узбекских школ, а также акцент на культурные особенности восприятия текста детьми младшего школьного возраста.

3. Абдукадиров, Б. А. (2007). Теория и практика преподавания узбекской литературы в начальной школе. Ташкент: "Новые знания".

В книге рассматриваются подходы к обучению учащихся литературе, включая методы работы с художественными текстами, развитие читательской грамотности и критического мышления.

4. Рахимова, Г. Р. (2015). Методика работы с художественными произведениями в начальной школе: Рекомендации для учителей. Ташкент: "Таълим".

Этот учебник направлен на учителей начальных классов и предлагает практические рекомендации по работе с художественными произведениями, улучшению восприятия текстов и развитию навыков интерпретации у детей.

5. Каримова, С. Р. (2018). Психология чтения и восприятия художественного текста у детей младшего школьного возраста. Ташкент: "Ўзбекистон".

В книге представлены исследования и методические подходы, которые помогают понять, как дети воспринимают художественные тексты и как можно эффективно развивать у них аналитические и интерпретативные навыки.

6. Махмудов, С. Ш. (2020). Вопросы преподавания литературы в начальных классах в условиях современной школы. Ташкент: "Академия".

Издание освещает современные подходы к преподаванию литературы в узбекских школах, а также роль художественного текста в образовательном процессе и развитии детей младшего школьного возраста.

