



METHODOLOGICAL FOUNDATIONS OF ANALYZING LITERARY WORKS IN PRIMARY GRADES

Tillayeva Raykhona Tukhtasinovna

Head of the Department of Philology, Namangan State Pedagogical
Institute, Doctor of Philosophy (PhD) in Pedagogical Sciences, Associate
Professor

rayxona_tillayeva_05@mail.ru,

ORCID: 0000-0002-0018-5530

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ABSTRACT

This article scientifically and methodologically substantiates the need for viewing children's literature in primary education as an independent subject, due to literature's status as a separate academic discipline in the general secondary education system. It also discusses the stages and methods of working with literary texts in primary school.

The modern school's tasks, the increased overall development of younger students, and achievements in psychology and methodology require changes in the content and methods of reading instruction in the classroom. Accordingly, the methodology for analyzing literary texts has improved: repetitive retelling exercises were reduced; exercises that develop students' creative thinking and ability to express their opinion on the text increased; students began working with the whole text rather than its parts; students gained more independence in understanding the ideas and characters of the work; a wider range of tasks, educational technologies, and technical aids began to be used in teaching.

The curriculum developed in the 1960s defined text analysis skills to be formed in young learners and clearly outlined reading proficiency requirements for grades 1–4. In the early 1970s, textbooks closer to real-life content and methodological tools were introduced. From this point of view, the analysis of literary texts in primary school is based on the following important methodological principles:

Analyzing the content of a work and developing reading skills (accurate, fluent, conscious, expressive) should occur simultaneously. Assignments aimed at understanding the content also serve to improve reading proficiency. Explaining the ideological foundation, theme, characters, plot line, composition, and figurative tools of the work helps students develop holistically and enriches their coherent speech (increasing and activating their vocabulary). Relying on students' life experiences is essential for consciously perceiving and analyzing the content of the work.

In-class reading is viewed as an effective means to activate students' cognitive activity, expand their environmental knowledge, and develop scientific thinking.

One of the essential factors in analyzing a literary work is its emotional impact on students. They should not only understand the author's message but also emotionally respond

to the events described. The analysis should provoke thought, challenge students to compare their life experiences with the events in the text. During the analysis, the aesthetic and artistic value of the work should also be highlighted. Reading lessons aim to help students distinguish between literary works, identify how writers use artistic means to depict life events and characters, and develop independent reading and analytical skills. Through learning literary concepts, students begin to grasp the meaning, message, and value of literary works. Developing students' speech also involves forming literary concepts. Through learning these concepts, students understand that literature is a form of art and is deeply connected with life.

In primary grades, students are practically introduced to artistic tools such as epithets, similes, personification, hyperbole, and literary genres including fairy tales, stories, fables, poems, epics, proverbs, and riddles. Analyzing the language of literary works fosters love for the native language, develops conscious reading skills, prepares students to deeply understand the ideas of a work, and enriches their speech.

One reason fairy tales are well-received and enjoyed by children is the emotional, vivid language, dynamic plot, and familiarity of speech. After reading, special attention should be paid to its artistic language. For example, in the fairy tale "The Sixty-Gaz Rope," expressions like "everyone left their food and rushed to the battlefield" or "filled with rage... ran like the wind" evoke vivid imagery. Discussing such passages not only develops students' speech but also encourages thinking and reasoning.

Fairy tales often use similes, personification, and hyperbole. Students should be taught to explain them, identify them in texts, and use them in their own storytelling. After reading, students analyze the figurative language in the text. This is important because meanings are understood from the context. Especially in fables, figurative words help reveal allegory. Some metaphorical expressions may confuse young readers and should be explained before reading. For example, in Qudrat Hikmat's poem "Harsh Wind," similes and metaphors such as "Snowflakes like cotton," "Trees wear white hats," and "Winter swallows the city like a monster" are used. Students can be asked:

What does the poet compare snow to? (cotton fluff)

What do bus headlights resemble? (blinking eyes)

What does "the icy mirrors ate the cold" mean?

Proverbs also use figurative language. For instance, in "When trouble befalls the nation, a real man is ready," the word "head" is metaphorical. Students should be taught to compare literal and figurative meanings.

Riddles also use figurative speech. In "Frost Grandpa sold rock candy, my hand froze when I bought it," we see simile. In "It works nonstop, doesn't sleep at night," personification is used. Fables like "The Ant and the Hedgehog" and "The Stubborn Tortoise" contain phrases such as "Stolen goods bring anxiety," "Comfort for the soul," "Shield for the body," which require interpretation. Questions like "When might such conflicts happen in real life?" and "Can you give real-life examples?" help students reflect on and evaluate expressions.

Working on literary concepts and tools in primary grades fosters students' creative thinking and helps them develop a basic understanding of devices like personification, simile, and exaggeration.

Reading methodology is based on principles developed by literary studies, psychology, and pedagogy. To organize classroom reading properly, a teacher must consider the artistic

features of the text, psychological stages of reading, and students' perception and comprehension skills. Teaching reading cannot rely solely on introducing a text. The educational idea embedded in the text is revealed only when it is understood. The charm of a literary work lies in its hidden meaning. Students are drawn in only when this meaning is uncovered—achieved through learning literary-theoretical concepts and developing analytical skills. During analysis, students should answer the teacher's questions in their own words. This supports logical thinking about events and correct judgment of characters' actions. Questions must be goal-oriented and consistent to help students grasp the essence of the text.

Reading books include literary works from different genres and popular-scientific articles. The objective content of any literary work is reality—facts, their interactions, and life itself. A work of fiction represents life through imagery, centering on humans and their relationships with society and nature. The methodological principles of depicting reality through images and conveying objective content with subjective evaluation are crucial. First, the teacher focuses on how events and the author's attitude toward them are portrayed through images. Second, any literary work reflects events from a specific historical period. Therefore, to read and understand the work properly, students should be introduced to the historical context. Third, a writer's life and views should be introduced appropriately for the students' age. Fourth, students should be taught to understand the ideological direction of the work. The author's evaluation of life events and social issues forms the ideological essence of the literary work.

Correctly organizing literary analysis requires attention to the unity of form and content. The teacher considers the literary work's artistic nature and students' readiness when planning the stages of analysis. All components—theme, composition, plot, figurative language — are interconnected. Plot development reveals characters gradually. This approach requires holistic reading and understanding. Teaching students how to analyze literary works fosters their literary-aesthetic skills. Analysis of the text helps understand the author's thoughts, emotions, and conclusions, and evokes personal responses to events. The teacher must guide this process purposefully.

“The main goal of analyzing literary works in school is to introduce students to the world of literature by revealing the life events expressed in the text and allowing them to grasp the author's attitude and intention. Literature cannot fulfill its educational role without helping students understand the ideas and issues presented by the writer.”

When reading, students encounter the content of the work. During analysis, they turn to its poetic tools. Reading enriches emotions and mind, while analysis helps uncover deeper meaning.

The teacher must:

Determine the goal and content of working on the literary work.

Plan the stages of analysis.

Develop a system of tasks for each stage.

Decide on appropriate methods for studying the work.

Define the scope of knowledge, skills, and competencies to be achieved.

In primary school, working on literary texts consists of three main stages:

Stage 1 – First Synthesis: The main task is to ensure holistic perception of the text and

familiarize students with its content and expressive tools.

Stage 2 – Analysis: This stage involves identifying plot development, characters' behavior and traits, analyzing composition (conflict, climax, resolution), and evaluating character actions with figurative expressions.

Stage 3 – Second Synthesis: This includes generalizing characters' traits, comparing and evaluating them, identifying the idea of the work, and recognizing it as a source of life knowledge and art. Post-analysis, creative tasks may follow.

When analysis is purposeful, student engagement increases because it becomes a creative process. Teaching fluent, expressive, and conscious reading also helps build analytical skills. The link between reading skills and text analysis determines how analysis is approached.

Stage 2—analysis—is the core. It identifies events, composition, character traits, and the idea of the work. One key methodological principle is analyzing content in relation to its figurative language. Another principle is integrating educational and instructional goals into the process. These guide how students are taught and what questions they are asked during analysis.

Various text-based activities are used during the analysis process.

1. Selective Reading. In this method, the student reads the specific part of the text relevant to the assigned task. The task may involve clarifying the content of the work, identifying cause-effect relationships, revealing artistic features, or expressing a personal opinion about the text. Selective reading is the most effective method for working with texts. It is used at all stages of text analysis, with various levels of complexity. In addition to improving reading quality, it helps enhance students' creative imagination, speech, and thinking. The simplest form of selective reading involves content-related comprehension. It develops both conscious and expressive reading skills and reinforces text analysis techniques. Therefore, it is widely used in reading lessons. Selective reading is applied in the following cases: when creating a plan of the text (e.g., finding a sentence that reflects the content of a part of the text), describing a character (selecting material that reveals a specific trait or action), or identifying the idea of the work (reading the part that conveys the main idea).

2. Students Answering Given Questions and Tasks in Their Own Words

This type of exercise improves students' discussion skills regarding the content, helps them evaluate the characters, and identify the relationship between the scenes depicted by the author and the main idea. The questions should be goal-oriented, logically sequenced, and encourage independent thinking.

In primary school reading lessons, such questions are categorized based on their objectives:

- a) Questions/tasks aimed at understanding and retelling the content.
- b) Questions/tasks aimed at studying and mastering the language of the work.

These questions can be worked on in groups, pairs, or individually.

3. Teaching Students to Ask Questions

It is essential to teach students how to formulate their own questions, as a correctly posed question is half the answer. When students create questions about a text, they pay attention to key aspects and begin to understand the causal relationships between events, leading to deeper comprehension and personal insights. This process guides them toward

conscious and meaningful reading.

For example, based on Sh. Sa'dulla's story "Qovun Sayli" (The Melon Fair), students are asked:

- Read the first paragraph and compose a question based on it.
- Create vocabulary questions (e.g., define "bejirim" and "sertor").
- Ask questions about the characters' nature and their interactions.

Eventually, students will be able to pose both discussion and creative questions.

4. Describing the Text

Describing a text plays a key role in enhancing students' creativity. Proper use of this technique enables students to clearly visualize the life scenes depicted by the author. There are two types of descriptions:

Verbal description

Graphic (visual) description

Verbal description is a complex activity requiring students to reconstruct scenes using precise words. To do this effectively, students need a clear understanding of the event's context, the characters' appearance, and their traits. It also improves vocabulary and expressive skills.

Teachers use this method for various purposes: to develop an outline, prepare for retelling, or clarify the setting. It can also be given as an independent task. For example, students may be asked to describe a favorite scene from the text in words or draw it. In classrooms with computers, students can complete graphic descriptions digitally, allowing more creative freedom.

Students may be asked to: - Depict the sequence of events using a series of illustrations.

- Write a caption summarizing the main idea of each illustration.

This helps them understand the storyline, plan the structure of the story, and analyze the text's artistic elements.

5. Creating a Plan (Outline) of the Text

Creating a plan helps students understand the content deeply, identify the main ideas, determine event sequences, and see the logical flow of the text. It also enhances their thinking and speaking skills. They learn to divide the text into meaningful parts, find the central idea in each part, and express it clearly with a suitable heading. Preparation for this starts as early as the literacy-learning stage. The simplest form is matching a given title to a short text. The teacher emphasizes that a title should reflect the main idea and helps students analyze whether their choices are appropriate.

Another preparation activity is selective reading under the teacher's guidance, where students find parts of the text that answer specific questions.

Planning activities are carried out step-by-step, following the principle "from simple to complex." For instance:

- In Grade 1, students choose question-form headings for small texts with the teacher's help.
- In Grade 2, they create outlines using both question and declarative sentences.
- In Grade 3, outlines are created collectively.
- In Grade 4, students write outlines independently.

The simplest form of a plan is a pictorial plan. Initially, students are trained to match

pictures with corresponding parts of a text. Later, they describe the scene verbally instead of being given a ready-made image. After reading and analyzing the story section by section, they draw pictures, give each a title, and these titles are used to create the plan.

Students then progress to logical outlines. The steps include:

The teacher writes headings (in mixed order) on the board. Students match each heading to a part of the pre-divided text. During analysis, students identify the main idea of each part and create titles, which the teacher writes on the board as a plan. Students read a continuous text and use a list of headings to divide it into parts. Students identify logical sections in a continuous text and match them with headings provided in random order. Once students develop planning skills, they are able to independently divide a text into parts and write outlines using declarative or nominal sentence forms, ensuring consistency throughout the plan.

Conclusion

To foster interest and understanding of literature, it is essential to teach students effective text analysis strategies. Helping them identify the main and significant elements in a literary work strengthens their analytical skills and appreciation of literature.

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