



WORKING ON TEXTS IN THE LESSONS OF MOTHER TONGUE AND READING IN PRIMARY GRADES

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Article History: Received 15th March 2026; Accepted 13th May 2026; Published 30th May 2026

ABSTRACT

Mother tongue education and reading literacy play a vital role in developing the oral and written communication skills of primary school students. Early literacy acquired through the mother tongue strengthens children's cognitive growth, language proficiency, critical thinking, and academic achievement. This article examines the importance of mother tongue and reading lessons in primary education and highlights the current challenges faced in the teaching-learning process. Special attention is given to issues such as limited reading comprehension, insufficient vocabulary development, lack of student engagement, and inadequate use of innovative teaching strategies in classrooms. The article further discusses different types of texts used in reading lessons, including narrative, descriptive, informational, and argumentative texts, and explains how each type contributes to the development of reading and comprehension skills. In addition, the structure of texts, such as introduction, body, conclusion, sequence, and thematic organization, is analysed to demonstrate how understanding text structure helps students interpret meaning more effectively. Various methods for improving text comprehension are also explored, including questioning techniques, summarizing, predicting, visualization, group discussion, and contextual analysis. The study emphasizes the importance of applying modern interactive teaching methods such as collaborative learning, role play, storytelling, digital tools, multimedia resources, and activity-based learning to make reading lessons more engaging and student-centered. These innovative approaches enhance students' motivation, participation, and independent thinking while improving their ability to process and analyze texts. Overall, the article underlines the significance of effective mother tongue and reading literacy instruction in fostering lifelong learning skills among primary school students.

Keywords: Text processing, Reading literacy, Critical thinking, International standard, Thinking, Literacy.

INTRODUCTION

Currently, great attention is being paid to the education sector in our developing country. In particular, the use of new textbooks and new methodological manuals in primary grades in secondary schools is becoming a priority. Until recently, the subjects of study and mother tongue were organized separately. To date, in the primary classes, both subjects have been generalized and established as a subject of mother tongue and reading literacy. Mastering the mother tongue begins with mastering the mother tongue in primary education. To achieve this, it is necessary to radically update the educational content, improve and

develop the next generation of programs and textbooks, and create and implement new educational complexes. As a clear example of this, we can also see the example of a combination of the subjects of native language and reading literacy. The mother tongue and reading textbook are two subjects very close to each other in a primary school textbook. Literacy plays a very important role in the development of students' oral and written communication skills. Literature review and methodology. K. D. Ushinsky attached great importance to the native language in the system of primary school subjects, considering it the central and leading subject. "The native language, which is an excellent teacher, teaches the child a lot." A child learns

so much in two or three years that he cannot learn half as much in 20 years of diligent, methodical study. "This is the great pedagogy of the mother tongue," he says. Indeed, great importance is attached to learning the mother tongue in primary school. In primary school, students learn to read and write consciously in their native language lessons, and master the rules of oral and written speech. Skills and competencies in the field of mother tongue (skills related to speaking, reading, and writing) are a necessary condition and means of students' educational work. In addition to acquiring reading skills, students must first learn their native language, because the native language is the key to knowledge and intelligence. Text plays an important role in developing reading comprehension skills and improving communicative effectiveness in primary school language and reading lessons. "Expanding the sphere of thinking of communicative literacy of students, raising the level of social dialogue - written and verbal expressive thinking, the formation of independent text-making skills problematic educational methods in this process educational tasks using systematic thinking and methods of consistent expression of thought, modern educational and technical means, turfa information provided in the internet system, the reader will know; (Ziyodova, 2007) The subject of mother tongue and reading literacy is important in improving the oral and written literacy of primary school students.

Lessons taught in primary grades occupy a special place in the educational system due to their nature, goals, and objectives. Because they are based on literacy and moral and educational education. Therefore, it is necessary to pay special attention to increasing students' interest in primary education lessons. In primary schools, attention is paid to mother tongue lessons. It is advisable to organize lessons with various interesting methods to increase students' interest in learning. The Mother Tongue and Reading Literacy textbook aims to develop speech, literacy, critical thinking, and creativity in primary school students. This process ensures not only children's reading literacy, but also their personal development. It enhances students' observation, analysis, and expressive reading skills with texts based on grammatical rules, communicative skills, and international assessment programs.

MATERIALS AND METHODS

Literacy and grammar: Familiarizing students with the rules of correct writing, parts of speech, types of sentences, and speech culture. Reading and understanding: Developing skills in reading, understanding, analyzing, and responding to various types of texts (fiction, non-fiction). Speech Development: Teaching the ability to express ideas fluently, logically, and expressively in both oral and written form. Developing thinking: Forming creative and critical thinking by observing, comparing, analyzing, and synthesizing events. International standards: Texts and tasks meet the requirements of international assessment programs aimed at improving students' reading literacy levels. The textbook system teaches students to communicate freely in their native language and extract the necessary information from texts. Text (Latin: *textus*

fabric; compound) – human thought tied to a certain material carrier; a general coherent and complete sequence of signs. There are two main interpretations of the concept of "text": immanent (expanded, imbued with philosophical views) and representative (mainly reflecting a private attitude). The immanent approach implies an objective attitude to reality in the text and focuses on highlighting its internal structure by a third party. The representative approach, on the other hand, considers text as a special form of presenting information about external reality. Ziyodova (2007) stated that "the organization of the tasks of independent thinking in the system of native language education of general secondary education schools in our Republic, the correct expression of the special of thought orally and in writing, communicative literacy in students on the basis of state educational standards has put urgent tasks before the methodology of teaching the Uzbek language". In linguistics, the term "text" is used in a wide range, including examples of oral speech. The perception of the text is studied within the framework of Text Linguistics and psycholinguistics (Ergasheva *et al.*, 2020) referring to the features of the text, gives it the following definition: "the text is a written message of a certain nature, objectified in the form of a written document, composed of a series of statements combined with various lexical, grammatical and logical connections, with a moral character, pragmatic attitude and, accordingly, literary processing" Text, in its own way, consists of several sentences. A text cannot be called a text that consists of a single sentence with extensive coverage and a complex structure. Because a text can be divided into several independent sentences, in which the parts of the sentence are combined according to the syntax rules of a complex sentence, not the text. The basic rule is that the text consists of two or more sentences. The semantic integrity of the text reflects the connections and relationships in the existing reality (social phenomena, natural phenomena, man, his appearance and inner world, objects of inanimate nature, etc.).

The unity of the subject of speech is the subject of the sentence. The subject is the semantic core of the text, its condensed and generalized content. The concept of "text content" is a process related to the category of informational content of speech and is unique to the text. It informs the reader about the connection between events, their significance in all areas, through the author's individual attitude, giving it semantic integrity. In a large text, the main topic is divided into a number of subtopics, and the subtopics are further divided into paragraphs (micro-topics). The completeness of the idea expressed in the text is related to the semantic integrity of the text, and the text with a fully completed, coherent content is achieved by choosing a title that fully reflects the content. Thus, the following characteristics of the semantic integrity of the text follow from it: A text is a statement on a specific topic; A text expresses the speaker's intention and main idea; A text of any size is a relatively autonomous (complete) statement; The sentences in the text are logically connected; A title can be chosen for a text that is appropriate to its content; A complete text usually has a

beginning and an end. Practice plays an important role in practical sciences.

RESULTS AND DISCUSSION

The methodology of teaching the native language is also a practical science. Any practical conclusions must be convincing, at a high scientific level, that is, thorough and well-founded. The scientific level and theoretical justification of methodological recommendations are also related to the thoroughness of the verification methods. There are 2 types of verification methods: 1. Theoretical verification methods. It applies in the following cases: a) to study the methodological basis of a phenomenon, other related disciplines, to substantiate the imposed hypothesis, to determine the main direction of research; b) to study the history of the issue, Foreign school experiments and literature on the topic, to analyze the experience, to determine the unproven and unresolved places of the issue, to compare the current situation with; d) to study the methods of verification of closely related disciplines (psychology, linguistics, sociology), the experience of verification work of scientists, to choose convenient methods, to create its own new experimental methodology, to prepare materials; e) to analyze and generalize materials obtained by empirical experiment, to study the work experience of teachers, to analyze the result of the experiment, to formulate practical recommendations. 2. Empirical method (method based on experience). This method is used for the following purposes: a) this method is the study of the work experience of teachers, the selection, generalization, assessment and popularization of their innovations, determining the level of activity of the teacher and students; b) purposeful observation of the process of teaching students (lesson, examination of some part of it, the response, story, written work of students), This method, which is currently widespread, follows a deductive path, that is, a hypothesis is put forward, and material (teaching material) is prepared for the experiment based on the subject. The experiment is repeated several times, conducted in several classes and several groups. Two classes are selected for the experiment. One is the experimental class, the other is the control class selected for comparison. If a new method, new textbook, or new development is used in the experimental class, the current method, textbook, or development is used in the control class Sotiboldiyeva, and Ibragimova, N. I. Q. (2024). The classes are switched a second time, which is called left-right. If the result is high in both cases, then the method of work is considered useful. The story of "righteousness", given in the 3rd grade reading book. Fazliddin was playing on the street with his comrade Nabi. At this point, they noticed that their neighbor, grandfather Normamat, was coming. The old man also had a knot in his hand. Fazliddin courted and fell for his comrade: -What now, I go and help the Normamat grandfathers. Do you know, I always help the elderly. Do you know, I always help the elderly. I am very well loved by grandfather Normamat. If you don't believe, walk with me, you will see yourself. Approaching the children, grandfather Normamat heard Fazliddin's

words-chogi, smiling in his head. Fazliddin smiled faintly when he heard the words. Fazliddin ran to his grandfather and took the knot from his hand. - Grandfather, let's help and send. I will always help you-a? - asked Fazliddin, raising his voice to the court so that Nabi could hear. You will always help - grandfather Normamat confirmed by shaking his head. Fazliddin ahead, grandfather Normamat behind, set off. Grandfather Normamat took the knot from Fazliddin after reaching the House. But as usual, he didn't praise me, saying, "Well done, my little lamb, you're a polite boy." He said, "Thank you," only dryly, and bent over, whispered that they would be flashed in Fazliddin's ear. He then smiled and broke into his house. Fazliddin was at a disadvantage. The lip was bitten and the ground was scratched with his left foot. the comrade ran to her. - Yes, why did your breath fall into you? - asked Nabi. - What did grandfather Normamat say? Fazliddin did not raise his head. - Why are you silent? - Grandfather Normamat said do good, but do not brag and wash away your good, - barely answered Fazliddin. 1. Why did Normamat bobo like Fazliddin? 2. Why did Normamat bobo smile? 3. What did Normamat bobo whisper in Fazliddin's ear? 4. Did Fazliddin tell his friend what bobo said? 5. What do you think, does good also get washed away? 6. Do you also do good to those around you? It is advisable to use various question-and-answer methods and interactive methods to help readers understand the meaning of this story. 2. Tell me quickly. During the lesson, Nasim drew a picture, Nasim looked at the picture. Temur and Yo'lchi are railway workers, Tell the railway worker. 3. Read the story expressively. Find and write proverbs that fit the content of the story. 4. Find and read statements from the story stating that grandfather Normamat loves Fazliddin. The importance of explaining text to elementary school students is that working with text in elementary school plays an important role in developing students' reading literacy, thinking skills, and speech. By correctly explaining the text, children develop skills for understanding the content of the text, drawing conclusions and independent feedback. Taking into account the age characteristics of readers when explaining the text Elementary school students tend to think clearly and simply, quickly grasp visual examples, and understand short, concise texts well. Therefore, when explaining the text, complex words are simplified and enriched with real-life examples. The methods of explaining the text are as follows: The question-and-answer method is such that the teacher asks simple questions about the text. Who is the text about? Where did the event take place? What is the main idea? This method helps students focus.

Using pictures and exhibits is very important. Pictures that match the content of the text enrich the imagination and make it easier to remember the text. It is especially effective for grades 1-2. Role-playing helps students understand that when texts with characters are read in roles, the text comes to life, children's interest increases, and speech fluency develops. Explaining the text in parts enriches the child's thinking. Long texts are divided into meaningful parts, each part is explained separately, and a general conclusion is drawn at the end. The skills

developed during the process of working with text, such as explaining the text, develop reading comprehension skills, logical thinking, oral and written speech, and the ability to express independent opinions in students. Working on texts in primary school language lessons develops students' oral and written skills, forms the skills of understanding the content of the text, conscious reading, and expressing their own thoughts. This process involves analyzing the language features of the text, identifying its main idea, and increasing vocabulary. The main stages of working on a text are preparation for reading, opening the topic (through pictures, questions), getting acquainted with new words, first reading (by the teacher), correct, expressive reading. To arouse interest in students.

Students read (under the guidance of the teacher), students read the text on their own. They stop and answer questions. They understand and analyze the content of the text. Q & A (Who, What, Where, When, How, Why?) are held. Determines the main idea. The text is divided into parts: introduction, main part, conclusion. When studying language features, it is necessary to use vocabulary work (new words, synonyms, antonyms). Learning grammatical rules using text examples (sentence structure, verb, noun forms). Preparing for written work: Retelling the text (orally). Composing short sentences based on the text. Writing based on text (copying text, making sentences). There are many important aspects of working with text. In particular, it develops speaking skills (reading, speaking, listening). It teaches logical thinking. Helps primary school teachers express their thoughts clearly and accurately. Increases students' vocabulary. Work on the text in elementary grades is aimed at developing fluent, conscious reading skills in students, growing speech (correct pronunciation, emphasis, grammar), understanding the content of the text, separating the main thought, differentiating parts of the text (introduction, main part, conclusion), mastering the artistic language and teaching grammatical rules, this process is carried out through various methods, games and exercises. Through these methods, students learn not only to read, but also to understand the text and express their own thoughts. The study of poetic texts in primary grades primarily forms children's own worldview. Poems teach children not only the structure of language, but also help them express their feelings. helps to develop imagination and imagination (Kupiboldiyeva, 2024). Poetic texts Through these, readers learn about joyful and funny stories, beautiful images, nature, man, homeland, and themes of love. Poetic texts increase students' vocabulary, enrich their vocabulary, and introduce them to new words and phrases. Poetic works also develop students' skills in narration, description, observation, and analysis. Poems teach children to express their thoughts clearly, concisely, and meaningfully. 2. Methodology for working with poetic texts There are several methodological approaches to working with poetic texts in primary grades The following approaches are used: a) Listening and understanding poetry Listening and understanding poetry is very important for primary school students. The teacher first reads the poem aloud to the

students, and then analyzes the text together. The work on the artistic means in the work is aimed at enriching the student's vocabulary, enhancing the emotional impact of his speech, developing the skill of using artistic means, and developing speech culture. In fact, the native language is also a means of teaching other subjects: both the history of society and natural sciences are studied using the native language Kupiboldiyeva and Sadarova (2025). Therefore, the native language plays an important role in the overall development of the child, as well as in the formation of his or her interest in knowledge and work. In addition, it is effective in the processes of writing, literacy, listening, and reading. Language is an important educational tool. An important function of language is communication. A child who reads works of art, newspapers, magazines, poems, parables, proverbs, and riddles develops the best qualities in himself and develops the culture of correct communication. Since mother tongue and reading occupy a central place in primary school, it is necessary to cultivate interest and love for the mother tongue in every student.

CONCLUSION

In conclusion, it is important to use interactive methods, demonstrations, and question-and-answer sessions when explaining text to elementary school students. Delivering information through effective methods in the classroom makes it easier for students to absorb new knowledge. Working on dictionaries increases a child's vocabulary, and at the same time, develops their oral and written speech. It addresses issues about the most useful conditions from a scientific point of view in giving students knowledge of their native language and generating skills, namely, " Why should I be taught the same way?" prepares an answer to the question. He studies the most useful materials and methods, justifies the selected methods, and experimentally tests the recommendations. The methodology of teaching the mother tongue in primary classes is the initial stage of the methodology of teaching the mother tongue in the upper classes, which teaches (accordingly) the issues that it examines to elementary students. However, there are specific characteristics of mother tongue and reading literacy in primary grades. Teaching the native language in primary grades includes not only the methodology of grammar, spelling, and speech development, but also the methodology of teaching handwriting, reading in the classroom and outside the classroom. These processes develop children's literacy in reading and their native language, as well as their personal development.

ACKNOWLEDGMENT

The authors express sincere thanks to the head of the Tashkent University of Applied Sciences for the facilities provided to carry out this research work.

CONFLICT OF INTERESTS

The authors declare no conflict of interest

ETHICS APPROVAL

Not applicable

FUNDING

This study received no specific funding from public, commercial, or not-for-profit funding agencies.

AI TOOL DECLARATION

The authors declares that no AI and related tools are used to write the scientific content of this manuscript.

DATA AVAILABILITY

Data will be available on request

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