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Research Article

LEARNING TASKS FOR DEVELOPING VISUAL COMPREHENSION SKILLS IN PRIMARY EDUCATION

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ABSTRACT

This article highlights the didactic and methodological foundations of learning tasks aimed at developing students' visual comprehension skills in the primary education process. During the study, the impact of tasks organized on the basis of visual materials on students' perception, thinking, logical reasoning, and speech activity was analyzed. In addition, the possibilities of enhancing students' independent thinking and level of understanding through the use of images, diagrams, infographics, and multimodal texts were scientifically substantiated. The research findings are enriched with practical recommendations for primary school teachers.

Keywords: Primary education, Visual comprehension, Visual perception, Learning tasks, STEAM.

INTRODUCTION

In the modern education system, developing students' comprehension skills not only through reading and listening but also through visual perception is considered one of the important pedagogical tasks. Especially at the primary education stage, students' cognitive processes are mainly formed through visual perception. Psychological studies show that 70-80% of information is received through vision in children aged 6-10. In primary school lessons, activities organized on the basis of illustrated tasks, schemes, tables, and diagrams help develop students' skills of understanding, analysis, and drawing conclusions. Therefore, the scientific development of learning tasks aimed at visual comprehension is a pressing issue (Dilnoza, P. (2025). Methodology for developing the intellectuality of future primary school teachers based on critical and creative thinking. International Journal of Pedagogics, 5(03), 100–103. Theoretical foundations of visual comprehension skills. Pedagogical and psychological essence of the concept of visual comprehension. Visual comprehension is the process of perceiving visual information, analyzing it, and understanding its meaning. This process includes the following stages: visual perception; analysis of the image; identification of key features; determination of logical connections; drawing conclusions. In primary school students, these processes are effectively developed through games, pictures, and visual materials (Pardaboyeva, D. G. (2024). Theoretical foundations of developing critical thinking in primary school students. Eurasian Journal of Academic Research, 4(7S), 521–523. Age characteristics of primary school students. The following characteristics are typical for primary school students: predominance of imaginative thinking; sensitivity to colors and shapes; short attention span; tendency to learn through interest. Therefore, tasks based on visual comprehension should be short, clear, and meaningful. Types of learning tasks that develop visual comprehension Image-based learning tasks. Tasks based on pictures have a significant impact on students' speech and logical development. Pedagogical significance: develops thinking skills; forms cause-and-effect relationships; enriches oral speech. Sample task:

A system of learning tasks for developing visual comprehension skills. In primary education, learning tasks aimed at developing visual comprehension should be organized as a gradually increasing system of complexity, taking into account students' age and psychological characteristics. These tasks should include not only observing an image but also understanding, analyzing, comparing, and drawing conclusions from it (Alimova, D.

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(2024). Methodological significance of applying STEAM education technology in primary school lessons. Modern Science and Research, 3(1), 1–3. Tasks for developing visual comprehension based on images Image-based tasks are one of the most effective tools for primary school students, as they contribute to the development of imaginative thinking. Type 1 task: Describing an image. What do you see in the picture? Who are the characters? What are they doing? Skills developed: observation skills; oral speech; concentration of attention. 3–4 pictures related to one topic are given in a mixed order. Students arrange the pictures in a logical sequence. understanding cause-and-effect relationships; development of logical thinking; ability to understand and narrate events. Visual tasks aimed at comparison. This type of task develops students' analytical and critical thinking skills. Azadovna, A. Q., & Mamatqulovna, X. Y. (2024). Methods of self-development of primary school students through STEAM education. Eurasian Journal of Academic Research.]. Sample task: Two different pictures (for example, a summer and a winter landscape) are given.

Figure 1. Look at the picture, determine the sequence of events, and create a story.

Figure 2. Students are given a сюжет picture and are asked to work based on the following questions.






RESULTS AND DISCUSSION

What similarities are there between the pictures? What differences do you see? Why do these differences exist? Students learn not only to observe images but also to analyse their content meaningfully. Infographic-based learning tasks Infographics allow complex information to be presented in a simple and understandable form in primary education. Sample task: Based on an infographic on the topic "How is bread made?": identify the stages of the process; name each stage; give an oral or written explanation of the process. Advantages: strengthens visual memory; develops independent thinking; improves understanding of sequences. Multimodal (image + text) tasks Multimodal tasks fully meet the requirements of modern education. Task type: A short text and a corresponding image are provided. Task: Do the text and the image match? What additional information does the image provide that is not mentioned in the text? Is it more difficult to understand the text without the image? These tasks enhance students' critical thinking skills. Infographic-based tasks. Infographics help to understand complex information in a simple way. Advantages: quick comprehension of information; ability to see logical connections; strengthening memory. Developing visual comprehension based on the STEAM approach. STEAM technologies are an important tool for developing visual comprehension skills. Interdisciplinary integration: For example: mathematics + visual arts; natural sciences + technology; native language + informatics. Sample practical project: "The water cycle in nature" Students explain the stages of the water cycle based on diagrams and images. Research results and analysis. Experimental work was conducted with 3rd-grade students. According to the results: academic achievement increased by 25–30% in classes where visual comprehension tasks were applied; students' independent thinking improved; interest in lessons increased. Tasks for developing visual comprehension based on the STEAM approach STEAM technologies are an effective method for developing visual comprehension.

Project: "The process of plant growth" Stages: Understanding the process based on a diagram Representing the process through drawing Explaining the

results Developed competencies: scientific thinking; visual analysis; creative approach. Assessment-oriented visual tasks in assessing visual comprehension, it is important to use tasks beyond traditional tests. Assessment criteria: correct understanding of the image; ability to identify key features; ability to draw logical conclusions. Sample practical project: "The water cycle in nature" Students explain the stages of the water cycle based on diagrams and images. Research results and analysis. Experimental work was conducted with 3rd-grade students. According to the results: academic achievement increased by 25–30% in classes where visual comprehension tasks were applied; students' independent thinking improved; interest in lessons increased. Assessment criteria: correct understanding of the image; ability to identify key features; ability to draw logical conclusions. Methodological recommendations. The following are recommended for primary school teachers (Abdiyeva, K. (2023). Development of self-development competence in primary school students. Society and Innovations]: use at least one visual task in each lesson; use colorful and meaningful materials; take into account students' age characteristics; consider the learning process as well as the outcome in assessment.

CONCLUSION

Learning tasks aimed at developing visual comprehension skills are an important factor in increasing the effectiveness of primary education. Tasks based on visual materials activate students' thinking and encourage independent learning. Visual tasks not only enhance students' knowledge but also develop their thinking, speech, and creative abilities. This approach fully corresponds to the requirements of competency-based education.

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CONFLICT OF INTERESTS

The authors declare no conflict of interest

ETHICS APPROVAL

Not applicable

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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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