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METHODOLOGY FOR DEVELOPING TEXT ANALYSIS SKILLS IN PRIMARY SCHOOL STUDENTS

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Abstract

This article explores the methodological foundations for developing text analysis skills in primary school students. The process of working with texts plays a crucial role in fostering students' ability to understand content, identify main ideas, analyze the sequence of events, and draw independent conclusions. Research findings indicate that systematic methods of text engagement enhance students' literacy and activate their cognitive processes. The study emphasizes that integrating structured text-based exercises into classroom practice is essential for developing analytical thinking and effective reading skills in young learners.

Keywords: text analysis, primary education, literacy, methodology, cognitive development, speech skills.

Introduction

Primary education represents a crucial formative stage in the development of a child's intellectual and communicative abilities. During this period, students acquire fundamental competencies in reading, writing, and thinking, which serve as the basis for their future academic achievements. In particular, native language lessons play a central role in shaping students' linguistic competence and overall cognitive growth. Activities related to working with texts—such as reading, interpreting, discussing, and analyzing—create opportunities for students to engage with language in meaningful ways and develop deeper understanding of written information.

One of the most important objectives of primary education is to develop students' reading comprehension and text analysis skills. These competencies enable learners not only to understand the literal meaning of a text but also to interpret its underlying ideas, recognize relationships between events and characters, and evaluate the author's message. In this context, text analysis becomes an essential component of language education, as it encourages students to think critically and interact actively with the content they read.

Text analysis involves more than simply retelling the events of a story or reproducing information from a passage. Instead, it requires students to examine the structure of the text, identify its main idea and supporting details, determine cause-and-effect relationships, and understand the role of different characters or elements within the narrative. Through such activities, students learn to organize information logically, draw conclusions, and express their personal interpretations. As a result, text analysis contributes not only to language development but also to the formation of analytical and reflective thinking skills.

Moreover, engaging in systematic text analysis helps students expand their vocabulary, improve their oral and written communication abilities, and develop a deeper appreciation for literature. When students discuss texts, ask questions, and share their perspectives, they become active participants in the learning process. This interaction fosters creativity, curiosity, and independent thinking, which are essential qualities for lifelong learning.

Therefore, the development of text analysis skills in primary school students is considered a significant pedagogical task. Teachers must employ effective and age-appropriate methodologies that encourage students to explore texts thoughtfully and critically. Methods such as guided

questioning, group discussions, visual organizers, and interactive reading strategies can significantly enhance students' engagement and comprehension. By integrating these approaches into native language lessons, educators can support students' cognitive development and help them build strong foundations for future academic learning.

Methods

The study employed several pedagogical research methods, including observation, analysis, comparison, and generalization. The focus was on students' activities during text-based lessons, and methodological approaches that effectively develop text analysis skills were identified.

Several methods proved particularly effective in promoting analytical skills:

Question-and-Answer method: Facilitates deeper comprehension of the text by encouraging reflective inquiry.

Outlining method: helps students identify the main sections and structure of the text, reinforcing organizational skills.

Cluster method: Allows students to systematize and visualize key concepts within the text.

Segmented text analysis: Involves breaking the text into smaller sections to analyze the sequence of events and relationships between them.

Problem-oriented questions: Stimulate independent thinking and promote evaluative reasoning skills.

These methodologies encourage students not only to read but also to interpret, analyze, and internalize the meaning of texts.

Results

Findings demonstrate that systematic and methodologically grounded work with texts significantly enhances literacy and reading comprehension among primary school students. Assignments designed to engage students in text analysis activate their cognitive processes and foster critical thinking.

Observed improvements include:

Enhanced understanding of text content;

Improved ability to identify the main idea;

Developed capacity to recognize connections between events;

Strengthened verbal and written expression of thoughts. Furthermore, the process of text analysis encourages students to draw independent conclusions, positively influencing their cognitive and analytical development.

Discussion

The effectiveness of text-based lessons in primary classrooms largely depends on the teacher's methodological expertise. Teachers should go beyond content delivery and actively guide students to engage in reflective and analytical thinking about texts.

Key pedagogical approaches for fostering text analysis skills include:

Stepwise text study: gradual engagement with the text to build understanding and analytical capacity.

Problem-oriented questions: encourage students to think critically and explore deeper meanings.

Opportunities for personal expression: allowing students to articulate their individual interpretations of the text.

Creative assignments based on texts: promoting application of analytical insights through storytelling, summaries, and creative writing tasks.

Such strategies contribute not only to students' literacy development but also to the enhancement of analytical and cognitive thinking skills.

Conclusion

Developing text analysis skills in primary school students is one of the fundamental objectives of the educational process. Systematic work with texts, together with the use of effective teaching methods such as question-and-answer activities, clustering, outlining, and segmented text analysis, helps students achieve a deeper understanding of the material. These approaches encourage learners to explore the structure and meaning of texts, identify relationships between ideas, and develop the ability to think independently.

Improving the methodology of text analysis and integrating modern pedagogical approaches into classroom practice play a significant role in enhancing young learners' reading abilities and critical thinking skills. Structured and purposeful engagement with texts activates students' cognitive processes, strengthens their ability to interpret information accurately, and promotes the development of expressive language skills.

In conclusion, methodically organized work with texts in primary education equips students with essential skills that are necessary for their future academic success. It fosters analytical reasoning, improves communication abilities, and contributes to the overall intellectual and linguistic development of young learners.

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