

METHODS FOR DEVELOPING THE ABILITIES OF PRIMARY SCHOOL STUDENTS THROUGH LITERARY WORKS

Ernazarova Laylo Abdusaitovna

Assistant of Samarkand state Pedagogical Institute

Jumaboyeva Jasmina Olim qizi

Samarkand state Pedagogical Institute 4th stage students

Abstract

This article investigates the pedagogical potential of literary works in developing cognitive, linguistic, creative, and aesthetic abilities of primary school students. The study explores effective methods of engaging with literary texts, including expressive reading, dramatization, problem-based questioning, creative tasks, and interactive methods, and evaluates their impact on the effectiveness of the educational process. Lessons designed around literary works have been shown to expand students' imagination, enrich vocabulary, and enhance independent thinking skills, while also fostering critical reflection and creativity. The study highlights the role of literature as a multidimensional pedagogical tool that not only conveys knowledge but also shapes moral, aesthetic, and intellectual development in young learners.

Keywords: primary education, ability, literary work, oral speech, written speech, creative thinking, imagination, dramatization, reading literacy, interactive methods.

Introduction

Primary education constitutes a critical stage in the overall development of a child, where interest in learning, cognitive processes, and creative capacities begin to form. At this stage, students' intellectual curiosity, reading engagement, and inclination toward creative problem-solving are particularly malleable, making it essential for educators to identify and cultivate their abilities.

Integrating literary works into the teaching process significantly contributes to students' intellectual and moral development. Exposure to diverse characters, events, and life situations through literary texts stimulates imagination, enhances analytical thinking, and fosters empathy. Beyond knowledge acquisition, literature develops aesthetic sensibilities, enriches language proficiency, and strengthens students' moral framework.

In primary education, the development of students' abilities can be categorized into several dimensions:

Cognitive abilities – facilitating comprehension, analysis, and assimilation of new knowledge;

Linguistic abilities – enabling precise, coherent, and contextually appropriate expression of ideas, both orally and in writing;

Creative abilities – fostering imagination, innovation, and the ability to approach problems creatively. In this context, literary works function as an effective pedagogical instrument, guiding students toward independent thinking, analytical reasoning, and reflective learning. Lessons structured around literary texts encourage learners to interpret events, draw conclusions, and engage with narratives in a meaningful way.

Research methodology

The study employed pedagogical observation, analysis, comparison, and experimental approaches to examine the influence of literary works on the development of primary school students' abilities. Lessons utilizing literary texts were analyzed to evaluate their effectiveness in cultivating cognitive, linguistic, creative, and aesthetic competencies.

Methods used in the study include:



Expressive reading: This method allows students to deeply comprehend text content, empathize with characters' emotions, and appreciate the aesthetic value of literary works.

Questioning and discussion: Stimulates critical thinking, enhances comprehension, and encourages students to analyze narrative elements and derive conclusions.

Dramatization and role-playing: Students assume the roles of literary characters, reenact scenarios, and visualize events, thereby enhancing creativity, emotional intelligence, and verbal skills.

Interactive methods: Techniques such as clusters, Venn diagrams, brainstorming and conceptual maps promote analytical and logical reasoning.

Creative assignments: Activities such as continuing a story, generating alternative endings, composing letters to characters, or creating illustrations foster imagination, originality, and narrative interpretation skills.

Results

The results of the study indicate that lessons based on literary works have significant pedagogical value in developing primary school students' abilities. Key findings include:

Enhancement of Reading Literacy: Working with literary texts improves students' comprehension, sequencing of events, and identification of main ideas. It develops skills such as critical reading, extracting relevant information, and logical narration, which collectively strengthen reading competence and prepare students for more complex texts in subsequent grades.

Linguistic development: Regular engagement with literary texts expands students' vocabulary, improves the correct usage of words and expressions, and enhances both oral and written communication. Discussions, question-answer sessions, and debates based on texts further stimulate active participation and promote communication skills.

Creative and aesthetic development: Dramatization, role-playing, and creative tasks encourage students to visualize literary characters, interpret events from multiple perspectives, and express their ideas independently. Engagement with literature fosters appreciation of artistic language, literary devices, and narrative aesthetics, cultivating students' creative thinking and aesthetic sensibilities.

Moral and social development: Literary works expose students to universal human values, such as honesty, friendship, diligence, and patriotism, which enrich their ethical understanding and social awareness.

Independent thinking and analytical skills: interactive methods and problem-based tasks encourage students to formulate personal judgments, identify solutions to challenges, and analyze information critically, enhancing their overall intellectual autonomy.

Discussion

The findings demonstrate that integrating literary works into primary education is an effective pedagogical strategy that simultaneously addresses cognitive, linguistic, creative, aesthetic, and moral development. Such lessons not only impart knowledge but also develop students' abilities to reason, analyze, and generalize.

The use of expressive reading, dramatization, creative assignments, and interactive techniques promotes active participation and nurtures independent learning. Students are engaged in reflective thinking, debate, and collaborative problem-solving, which strengthens their critical reasoning and analytical capacities. Furthermore, exposure to the ethical dimensions of literary narratives supports the formation of values and character traits essential for personal and social development.

Conclusion



Literary works serve as a vital pedagogical tool for the holistic development of primary school students. Education grounded in literary texts promotes cognitive, linguistic, creative, and aesthetic growth, cultivates critical and independent thinking, and fosters moral and ethical understanding. Expressive reading, dramatization, creative activities, and interactive methods significantly enhance student engagement, motivation, and participation in the learning process.

In summary, lessons based on literary works equip students not only with academic knowledge but also with the skills to think critically, express themselves articulately, participate in discussions, and appreciate aesthetic and moral values. Effective use of literary texts in primary education contributes to the formation of well-rounded, reflective, and socially responsible individuals. Therefore, teachers are encouraged to implement modern methods and strategies for working with literary texts to maximize educational effectiveness and support the comprehensive development of students.

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