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## CONTENT OF IMPROVING THE EFFECTIVENESS OF PRIMARY SCHOOL “READING” LESSONS BASED ON AN INNOVATIVE APPROACH

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### Abstract

The process of globalization, as in all spheres, highlights the need to consider the specifics of the modern information environment when organizing primary education. This, in turn, places certain demands on improving the effectiveness of reading lessons to actively familiarize students with social reality. Taking these requirements into account not only creates the necessary pedagogical conditions for developing students' literacy and understanding of the world around them, but also contributes to their effective preparation for social relations and teaches them how to properly operate in the information environment. The article discusses the content and characteristics of improving the effectiveness of “Reading” lessons in primary school.

### Key words

primary school, the subject “Reading”, “Reading” lessons, efficiency, increasing efficiency, increasing the efficiency of “Reading” lessons, innovative approach, increasing the efficiency of “Reading” lessons based on an innovative approach.

**Introduction.** In the experience of the development of pedagogical knowledge, the effective organization of primary education as the initial stage of systematic teaching of social subjects has been evaluated as one of the factors determining the development of society. Since it is precisely in this period that the foundation for the formation of the learner as a personality is laid, the content of primary education has been consistently renewed and improved in accordance with the social, economic, and cultural changes occurring in society. Indeed, at this stage, children's cognitive activity becomes more active, and they strive to understand the surrounding environment and to acquire new knowledge in a systematic and purposeful way.

This stage, which ensures the formation of initial knowledge, skills, and abilities in reading, writing, and arithmetic in primary school-age children, serves as a foundation for successful learning in the subsequent stages of continuous education.

In primary education, students acquire not only knowledge but also moral and ethical values, norms of behavior in society and in groups, the content of relationships with social subjects, as well as the system of national and universal values. During this stage of instruction, the establishment of a systematic approach provides the opportunity to identify students' interests and abilities in various fields. This plays an important role in guiding them toward appropriate career choices and personal development trajectories in the future.

**Literature review.** In teaching primary school children, the subject “Reading” occupies a central place. This is because the acquisition of knowledge in subjects such as mathematics, mother tongue, “Basics of Informatics and Technology,” “Upbringing,” “Russian language,” “English language,” “Natural sciences,” “Music literacy,” and “Fine arts” primarily depends on



the development of students' reading skills and abilities. Indeed, the subject "Reading" is considered the main tool for forming and developing reading literacy in students; through it, students' speech is enriched, vocabulary is expanded, and skills for clearly expressing thoughts are developed. Moreover, through familiarization with literary works provided in the "Reading" textbook (such as poems, fairy tales, fables, stories, and legends), students' aesthetic taste is formed and their worldview is broadened.

The subject "Reading" is also of great importance due to its educational potential. During lessons, through reading texts, a system of moral and ethical qualities is formed in students, and their interest in books and reading increases.

Global informatization, the formation of a digital environment, and the transformation of media tools within this environment require the continuous renewal and improvement of the content of primary education in Uzbekistan's national education system, including the subject "Reading," as in all other stages. As a result, the effectiveness of "Reading" lessons increases. At this point, a general description of this process is provided.

First, key concepts reflecting the essence of the problem—such as "effectiveness," "improving effectiveness," "innovative approach," and "improving effectiveness based on an innovative approach"—and the phenomena interpreted through them are discussed.

**Research Methodology.** In the "Explanatory Dictionary of the Uzbek Language," the category "effectiveness" (derived from the root "samara," Lat. "effectus" – execution, action; Ar. "ثمرة" – fruit, yield) is defined as follows: effectiveness is the interrelationship between the result obtained and certain characteristics of the resources (factors) used to achieve it [7, p. 18]; it is a relative indicator that measures the difference between the costs or resources spent to achieve the expected result and the result obtained [2, p. 192]. Thus, effectiveness is expressed by the difference between the value of resources spent (finance, funds) and the value (benefit) of the result obtained in achieving a specific goal, and it is evaluated by the fact that the obtained result (product) is more advantageous and beneficial than the resources spent.

The concept of "effectiveness" was first used by economists—William Petty (England) and François Quesnay (France)—as a term for evaluating the results (outcomes) of practical actions carried out by the state or private producers [8, p. 10]; it was also used as an indicator showing the economic effectiveness of labor management [9; 13, p. 27].

In the academic discourse of various fields, the concept of "effectiveness" is often used in the form of "economic effectiveness." This is because the advantage of the obtained result depends on the financial, monetary, and resource costs spent to achieve it. In particular, "economic effectiveness is the result of production activity, representing the ratio of the final outcomes of economic activity to the amount of resources spent" [15, p. 663]. Economic effectiveness characterizes economic growth, because "without economic growth it is impossible to satisfy various material needs and improve the standard of living" [17, p. 183].

Based on the above ideas, the concept can be interpreted as follows: effectiveness is the achievement of a high level of performance in an activity, process, or action using a certain amount of resources (labor force, equipment/production means, funds, time), as well as the result (product) that characterizes this state. In many cases, effectiveness refers to obtaining a greater quantity of high-quality results in a shorter time and with minimal use of resources (labor, equipment/production means, finance, and time).

At the core of effectiveness lie the following elements: the ratio between cost and result; productivity (high output, high yield); efficiency (resource saving and reduced expenses); quality (high-level results); and the priority of quality over quantity.

It should also be noted that, regardless of the field in which it is applied, effectiveness is evaluated not only by quantitative indicators but also by qualitative values. In other words, in the



production process it is not sufficient only to produce a large quantity of goods that meet public needs; the quality of the produced goods must also be high.

In many cases, effectiveness is assessed by calculating the ratio of output (produced goods) to production costs. However, in this approach, the social, economic, and moral needs of consumers and the degree to which their demands are satisfied are not taken into account. As a result, resources in the form of “highly efficient technologies” (energy-saving, material-saving, and labor-saving) are sometimes used to produce goods that even have negative social value. Therefore, in assessing production effectiveness, it is more appropriate to apply not only the principle of maximizing results with respect to resource input or minimizing costs to achieve the required result [15, p. 664].

In modern market economics, effectiveness should be considered not only from the perspective of economic efficiency and productivity, but also based on the ability of produced goods to meet the needs of the population [15, p. 664]. Indeed, in both material and non-material production processes, only when the effectiveness of an activity or process is evaluated by considering resource use (labor, equipment, technologies, funds, time) together with the economic and socio-cultural usefulness of the product and its ability to satisfy consumer needs, can the achievement of the expected result be recognized.

Therefore, in recent years the problem of “improving effectiveness” has become increasingly relevant, and attention has been rightly paid to the need for rational and efficient use of available resources in the production of goods, such as labor, equipment (means of production), technologies, funds, and time.

Based on this need, the concept of “improving effectiveness” can be defined as follows: improving effectiveness is a process aimed at increasing results or achieving the same results with less resource consumption in material or non-material production, through the use of technologies that enable the rational and efficient use of available resources (labor, equipment, technologies, funds, and time). Thus, there are three main ways to improve effectiveness: 1) achieving more results while using the same amount of resources as before; 2) achieving the same results while using fewer resources; 3) improving and optimizing activities or work processes based on new ideas, advanced technologies, and modern approaches, making them more efficient, economical, and convenient.

When approaches to improving effectiveness are applied to the research object, the situation is interpreted as follows: in primary education, improving “Reading” lessons is achieved through the introduction of new ideas, advanced teaching practices, priority principles, and modern pedagogical technologies into the educational process, thereby improving and optimizing lessons and creating an efficient and resource-saving learning environment.

In primary grades, improving “Reading” lessons is achieved through the rational and efficient use of resources (labor, equipment/teaching tools, technologies, funds, and time). Optimization, on the other hand, is achieved by creating a learning environment that ensures students acquire reading, comprehension, and thinking skills at a high level while spending less time and effort.

It is important to note that optimizing “Reading” lessons does not mean simplifying the teaching process; rather, it means creating a favorable didactic environment for effective learning and ensuring that students’ learning activities are clearly directed toward specific goals.

In this process, the professional competence, methodological skills, rich experience, and creativity of primary school teachers are of decisive importance. It is the teacher who defines the lesson objectives based on the learning material, selects effective methods and teaching tools to achieve those objectives, takes into account each student’s individual abilities when designing



tasks, and properly distributes time (lesson time budget) in order to work effectively with all students in the class.

The following factors also serve to improve (enhance and optimize) the effectiveness of “Reading” lessons in primary school: ensuring that learning materials—texts—are interesting while taking into account students’ age and psychological characteristics (interests, motivation), and avoiding excessive or unnecessary information; ensuring the use of effective teaching methods in the lesson process, including interactive methods and advanced pedagogical technologies; creating necessary conditions for students’ active participation in lessons; efficient use of time; methodologically sound and correct planning of lesson stages; preventing time loss; assigning tasks to students in accordance with their abilities; ensuring that learning tasks are clearly, concisely, and precisely formulated; providing methodological support to students who face difficulties in completing tasks; overcoming students’ difficulties through additional clarifying tasks; using digital technologies and modern technical tools in the learning process; encouraging and motivating students for their learning outcomes; and ensuring objective and accurate assessment of students’ learning-cognitive activity results.

In understanding the essence of the concept “innovative approach,” it is necessary first to understand the meaning of the term “innovation” (Eng. “innovationas” – introduced novelty, invention) [5]. In the literature, although this concept is expressed in different forms and there is no single agreed definition, various aspects of the process reflected by the term have been explained. For instance: “a new development introduced into civil circulation or used for personal needs, the application of which ensures the achievement of significant socio-economic effect in practice” [20]; “the process of introducing and implementing renewal and change into practice, and the activity directed toward this goal” [6, p. 92]; “an activity aimed at changing the internal structure of a particular system” [4, p. 7]; “funds invested in the economy to ensure the replacement of generations of technology; innovations in areas such as technology, management, and labor organization based on scientific and technological achievements and advanced practices, as well as their application in various fields and activities” [5], and so on.

**Analysis and results.** From the above ideas, it can be understood that the concept of “innovation” is mainly used in two meanings: as a process/activity and as a product. Therefore, both aspects must be taken into account when defining the concept. As a product, innovation means “new or improved products or services introduced (or being introduced) to the market” [12, p. 8; 1, pp. 18–21]; “a new product, service, process, or method for a specific socio-cultural context, resulting from the creative, subject-oriented activity of an individual or group that has a positive economic effect in implementation” [18, p. 60]; and as a process or activity, it means “new or improved technological processes, new business models, management innovations” [14], as well as theories, approaches, views, interpretations, organizational forms of activity, methods, tools, and technologies.

In order to sufficiently understand the meaning of the term “innovative approach,” it is first appropriate to be aware of the meaning of the concept “approach.” In one source, this concept is interpreted as follows: a set of methods, views, and principles chosen to study a problem, perform a task, or achieve a goal [11].

It should be especially emphasized that introducing new ideas, advanced teaching practices, priority principles, and modern pedagogical technologies into the educational process as an integrated whole indicates the establishment of an innovative approach in teaching. In scientific sources, the innovative approach in organizing pedagogical activity is characterized as having both a technological and exploratory nature.

The technological innovative approach is described as “a systematic method of organizing activities (in many cases education) based on a strict sequence of projects and actions in order to



guarantee the achievement of a planned result” [16, p. 280], while the exploratory approach that reflects innovative ideas represents “an educational process that rejects the provision of ready-made knowledge to students and is based on encouraging them to independently acquire knowledge through research (problem identification and understanding; hypothesis formulation; verification; reflection on results)” [10, p. 89].

Based on the ideas expressed regarding the essence of the concept “innovative approach,” the term can be defined as follows: an innovative approach is a practical action, activity, and process aimed at applying new ideas, methods, technologies, or strategies in order to solve existing problems in a particular field or to increase effectiveness.

Unlike traditional approaches to organizing pedagogical activity and processes, an innovative approach serves to increase work efficiency, strengthen competitiveness, and achieve qualitatively new results and achievements through the introduction of innovations.

Accordingly, the innovative approach is characterized by the following features: striving for innovation and searching for new ideas and solutions; a non-traditional, creative approach to problem-solving; rapid adaptation to changing conditions; acceptance of changes and innovations and the ability to work within them; rational use of available resources and achieving high results through their saving; and the integration of advanced pedagogical and modern information and communication technologies into activities or processes.

Improving the effectiveness of primary school “Reading” lessons based on an innovative approach means improving “Reading” lessons through the introduction of new ideas, advanced teaching practices, priority principles, and modern pedagogical technologies into the relevant educational process, as well as ensuring the effective development of students’ reading competencies—such as expressive (technical) reading of texts, understanding text content, analyzing text content, working with educational information, applying ideas expressed in texts in practical activities, communicative skills, independent reading (reading culture), and literary-aesthetic competencies.

The establishment of an innovative approach in organizing “Reading” lessons in primary grades contributes to improving the effectiveness of education, as well as to the development of students’ personalities and their creative abilities [3, p. 152].

Improving the effectiveness of primary school “Reading” lessons based on an innovative approach is a complex and multi-stage process that requires its continuous, systematic, and consistent organization based on clear objectives, ongoing analysis and monitoring of the process, and rational planning of pedagogical activity. The success of this process is determined by saving resources, using them rationally, achieving high-quality results, increasing students’ learning-cognitive activity, effectively developing reading competencies, ensuring consistent educational quality, and minimizing resource costs (especially time).

**Conclusion.** Thus, in the primary education system, the subject “Reading” occupies a leading position. This is because the effective mastery of all subjects included in the primary curriculum directly depends on the level of development of students’ reading skills and abilities. Under such conditions, enriching the content of the “Reading” subject with modern ideas and advanced pedagogical approaches, and improving the effectiveness of lessons, is considered one of the most important tasks.

In particular, organizing lessons in a continuous and systematic manner, based on clear objectives and using innovative methods, enables the achievement of high educational results.



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