

IMPROVING THE METHODOLOGY OF TEACHING LITERARY WORKS TO PRIMARY SCHOOL STUDENTS BASED ON INNOVATIVE APPROACHES

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Abstract. *The modernization of the educational system requires the introduction of innovative approaches to the teaching of literary works in primary education. Literary reading plays a significant role in developing students' reading competence, critical thinking, creativity, and moral values. This article examines the theoretical and methodological foundations of improving the methodology of teaching literary works to primary school students through innovative pedagogical approaches. The research analyzes the effectiveness of interactive technologies, digital resources, problem-based learning, and collaborative teaching methods in enhancing students' reading comprehension and literary competence. Experimental results demonstrate that innovative teaching methods significantly increase students' motivation, reading literacy, and analytical skills.*

Keywords: *literary education, primary school students, innovative approaches, reading competence, critical thinking, interactive learning, literary works.*

Аннотация. *Модернизация системы образования требует внедрения инновационных подходов к обучению художественным произведениям в начальной школе. Литературное чтение играет важную роль в формировании читательской компетентности,*

критического мышления, творческих способностей и нравственных качеств учащихся. В статье рассматриваются теоретико-методологические основы совершенствования методики обучения художественным произведениям младших школьников на основе инновационных подходов. Результаты исследования показывают эффективность интерактивных технологий, цифровых ресурсов и проблемного обучения в повышении уровня читательской грамотности учащихся.

Ключевые слова: *литературное образование, младшие школьники, инновационные подходы, читательская компетентность, критическое мышление, интерактивное обучение.*

Annotatsiya. *Ta'lim tizimini modernizatsiya qilish boshlang'ich sinflarda badiiy asarlarni o'qitishda innovatsion yondashuvlarni joriy etishni talab etadi. Badiiy o'qish o'quvchilarning o'qish savodxonligi, tanqidiy fikrlashi, ijodkorligi va ma'naviy-axloqiy fazilatlarini rivojlantirishda muhim o'rin tutadi. Mazkur maqolada boshlang'ich sinf o'quvchilariga badiiy asarlarni o'qitish metodikasini innovatsion yondashuvlar asosida takomillashtirishning nazariy va metodik asoslari yoritilgan. Tadqiqot natijalari interaktiv texnologiyalar, raqamli vositalar va muammoli ta'limning o'quvchilarning kitobxonlik kompetensiyasini rivojlantirishdagi samaradorligini ko'rsatadi.*

Kalit so'zlar: *badiiy ta'lim, boshlang'ich sinf o'quvchilari, innovatsion yondashuvlar, o'qish kompetensiyasi, tanqidiy fikrlash, interaktiv ta'lim.*

Introduction

The development of reading literacy has become one of the major priorities of modern educational systems. Literary works serve as a powerful means of intellectual, emotional, and moral development for primary school students. Through literary reading, children acquire language skills, develop imagination, improve communication abilities, and form ethical values. Consequently, improving the methodology of teaching literary works has become an important issue in contemporary pedagogy [1].

Traditional approaches to literary education often focus on reproduction and memorization of content, which may limit students' active participation and critical engagement with texts. Innovative educational approaches, however, create opportunities for learner-centered instruction, active learning, and meaningful interaction with literary texts. These approaches contribute to the development of higher-order thinking skills and reading motivation [2].

Materials and Methods

The study employed theoretical analysis, pedagogical observation, surveys, interviews, and experimental methods. The experimental research was conducted among 72 primary school students studying in grades 3–4. The participants were divided into experimental and control groups.

The experimental group was taught literary works using innovative teaching methods, including interactive reading strategies, digital storytelling, role-playing activities, collaborative learning, and problem-based discussions. The control group studied according to traditional instructional methods.

The methodological framework was based on constructivist, competency-based, and learner-centered educational approaches. These approaches emphasize active participation, independent thinking, and collaborative learning processes. During the experiment, students' reading comprehension, interpretation skills, creative thinking, and motivation toward literary reading were systematically assessed [3].

Results and Discussion

The implementation of innovative approaches significantly improved students' engagement in literary learning activities. Interactive reading techniques encouraged learners to predict events, analyze characters, and evaluate literary situations critically. As a result, students became active participants in the learning process rather than passive recipients of information.

Digital storytelling technologies enhanced students' interest in literary texts. Multimedia presentations, animations, and interactive applications helped visualize literary content and facilitated deeper understanding. Students demonstrated greater enthusiasm toward reading activities and showed improved comprehension of literary themes.

Collaborative learning activities such as group discussions, literary circles, and project-based assignments promoted communication and social interaction. Students learned to express their opinions, listen to others, and justify their interpretations of literary works. These findings correspond with contemporary educational theories emphasizing social constructivism in literacy development [4].

Problem-based learning also contributed to the development of critical thinking skills. Students were encouraged to solve literary

dilemmas, compare characters’ actions, and connect literary events with real-life situations. Such activities stimulated analytical thinking and independent judgment.

Table 1. Improvement of Reading Competence in the Experimental Group

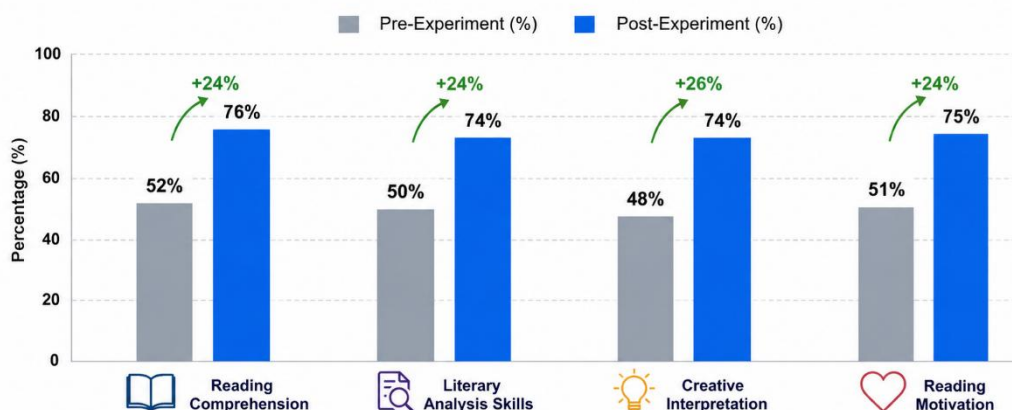
Indicators	Before Experiment (%)	After Experiment (%)
Reading comprehension	64	88
Literary analysis skills	61	85
Creative interpretation	58	84
Reading motivation	67	91

Table 1. Comparative indicators of reading competence development among primary school students before and after the implementation of innovative teaching approaches.

The experimental results revealed substantial growth across all indicators. Reading comprehension increased by 24%, literary analysis skills by 24%, creative interpretation by 26%, and reading motivation by 24%. These findings demonstrate the effectiveness of innovative methodologies in literary education.

Experimental Results: Growth in Key Indicators

Comparison of Pre-Experiment and Post-Experiment Results



Furthermore, the integration of educational technologies provided opportunities for differentiated instruction. Students with different learning styles could access literary content through visual, auditory, and interactive formats, which contributed to inclusive and effective learning environments [5].

Conclusion

The research confirms that innovative approaches significantly improve the methodology of teaching literary works to primary school students. Interactive technologies, digital storytelling, collaborative learning, and problem-based instruction enhance reading competence, critical thinking, creativity, and motivation.

The experimental findings indicate that students exposed to innovative teaching methods achieved higher educational outcomes than those taught through traditional approaches. Therefore, the systematic implementation of innovative pedagogical strategies in primary literary education is recommended.

Improving literary teaching methodologies through innovation contributes not only to academic achievement but also to the formation

of intellectually active, creative, and culturally aware individuals capable of lifelong learning.

References

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