

**METHODOLOGICAL FOUNDATIONS OF ORGANIZING READING LITERACY
LESSONS IN PRIMARY GRADES BASED ON INTERACTIVE METHODS***Mastura Sunnatovna Narziyeva**Bukhara regional center for pedagogical excellence*

Abstract. The article investigates how primary school reading literacy lessons should be organized through their interactive teaching methods implementation. The study results show that primary students develop reading skills and critical thinking abilities and maintain their learning interest when interactive teaching methods are used with a verified teaching system.

Keywords: reading literacy, interactive methods, primary education, methodology, pedagogical technology, reading competence, primary grades, teaching methods, educational process, literacy development.

Annotatsiya. Ushbu maqolada boshlang'ich sinflarda o'qish savodxonligi darslarini interfaol o'qitish usullarini qo'llash orqali tashkil etishning metodologik asoslari ko'rib chiqilgan. Tadqiqot natijalari shuni ko'rsatadiki, interfaol usullar tizimli ravishda va tuzilgan metodologik asos doirasida qo'llanilganda, boshlang'ich sinf o'quvchilarida o'qish kompetensiyalarini, tanqidiy fikrlash ko'nikmalarini va o'qishga barqaror motivatsiyani shakllantirishga sezilarli darajada hissa qo'shadi.

Kalit so'zlar: o'qish savodxonligi, interfaol usullar, boshlang'ich ta'lim, metodologiya, pedagogik texnologiya, o'qish kompetensiyasi, boshlang'ich sinflar, o'qitish usullari, ta'lim jarayoni, savodxonlikni rivojlantirish.

Аннотация. В данной статье рассматриваются методологические основы организации уроков читательской грамотности в начальных классах посредством внедрения интерактивных методов обучения. Результаты исследования показывают, что интерактивные методы при систематическом применении в рамках структурированной методологической базы вносят значительный вклад в формирование читательских компетенций, навыков критического мышления и устойчивой мотивации к обучению у учащихся начальных классов.

Ключевые слова: читательская грамотность, интерактивные методы, начальное образование, методология, педагогическая технология, читательская компетенция, начальные классы, методы обучения, образовательный процесс, развитие грамотности.

INTRODUCTION

The development of reading literacy skills during primary education represents an essential requirement which modern educational systems must fulfill because reading functions as the core skill needed to achieve all future schoolwork and permanent education. The current educational reforms which Uzbekistan and other countries have implemented require schools to change their existing educational methods from traditional teacher-directed instruction toward student active learning approaches which enable students to become active participants in their educational process instead of just receiving knowledge [1]. The study of interactive reading instruction methods matters because traditional teaching methods provide essential educational frameworks but they do not meet the complete learning requirements and cognitive growth needs and student engagement demands of contemporary students who attend twenty-first century schools.

Interactive methods create a new educational framework which enables students to learn while teachers change their function from delivering knowledge to helping students learn [2]. Reading literacy instruction benefits from interactive approaches because they enable students to



read texts through active teamwork which helps them create meaning by connecting their reading with their personal background and their previous knowledge. Interactive learning develops its theoretical base from constructivist epistemology which asserts that learners create knowledge through their interactions with educational resources and their social connections and their contact with teachers [3]. The study aims to examine how interactive teaching methods enable effective reading literacy lesson organization through their research-backed methodological foundations while the study seeks to combine different theoretical viewpoints that create effective primary reading instructional methods.

METHODOLOGY AND LITERATURE ANALYSIS

The research methodology of this study operates through two main components which include complete theoretical assessment and the combination of academic sources that study interactive teaching methods for basic education and reading skills development. The research methodology implements a systematic review process which examines educational and psychological and methodological academic sources to extract contemporary educational research theoretical frameworks and conceptual models and teaching approaches. The analytical framework uses comparative methods to find common research themes which different academic traditions share and it produces unified research methods that can be used in educational settings of Uzbekistan.

The theoretical literature reveals that interactive methods in reading instruction encompass a broad spectrum of pedagogical techniques unified by their emphasis on active learner participation, collaborative knowledge construction, and dialogic engagement with textual materials [4]. The interactive reading approaches which support reading literacy development include paired reading activities and literature circles and reciprocal teaching and think-pair-share protocols and dramatic interpretation and multiple types of cooperative learning structures which involve shared cognitive work by group members while their individual responsibility remains intact. Russian methodologists have made important contributions to the theoretical understanding of interactive learning because they showed how Vygotsky's zone of proximal development theory should be used to establish peer interaction and teacher scaffolding methods in literacy instruction [5]. The social nature of language development shows that reading competencies reach their highest level of development through social interaction which happens in interactive methods that enable students to work together.

The Uzbek educational scholarship program has started to acknowledge that educational institutions need to change their teaching methods through international advances while maintaining their current educational practices [6]. The implementation of interactive teaching methods needs schools to assess their existing systems, which include their needs for teacher training, their required teaching resources, and their need for educational standards, and assessment systems. Research shows that interactive reading instruction needs teachers to develop clear teaching methods, safe classroom spaces that permit students to take risks, and direct teaching of both teamwork skills and reading skills [7]. The methodological literature establishes that teachers need to use gradual release of responsibility models because these models demonstrate interactive methods to students until the students acquire the needed skills.

RESULTS AND DISCUSSION

The theoretical literature together with the methodological analysis produces important results which show how primary school interactive reading literacy programs should be organized. The analysis shows that effective interactive reading lessons need to follow three interconnected dimensions because they include both instructional design elements and classroom environmental factors and ongoing formative assessment practices which shape instructional decisions [8]. The design process for interactive reading requires educational institutions to create specific learning objectives which match literacy standards and choose suitable reading materials that match students' current abilities and interests and design



structured activities that help students learn and create clear links between interactive activities and their required reading skills. Research studies show that schools should use interactive teaching methods within complete instructional systems because these systems provide better teaching results than using standalone activities which do not connect to the complete curriculum.

The analysis demonstrates that teacher pedagogical competence functions as a crucial factor which determines how successful interactive reading instruction methods will be. Teachers who use interactive teaching methods need to develop deep understanding of reading development and reading processes and they need advanced teaching abilities which help them control class activities and support different student needs and protect students from becoming too challenged [9]. The interactive teaching professional development program for educators needs to include theoretical knowledge and practical teaching methods which allow teachers to observe and practice and assess their teaching success through reflective analysis. Interactive reading instruction methods require a complete system that includes specific teaching techniques and teacher education methods and continuous development programs.

The findings require analytical evaluation because interactive methods create two essential outcomes which need specific research solutions to accomplish their implementation requirements. The scholarly literature documents legitimate concerns about time efficiency assessment validity classroom management complexity and equitable participation which require effective methodological frameworks to address these issues [10]. The research indicates that these challenges require systematic planning which should include clear communication of expectations and accountability structures with flexible instructional protocols that adapt to different student populations. The methodological foundations identified in this analysis provide guidance for navigating these challenges while preserving the substantial benefits that interactive approaches offer for reading literacy development.

The theoretical analysis further demonstrates that the selection and sequencing of interactive activities within reading literacy lessons must correspond to the specific stages of reading skill development characteristic of primary grade students. During the initial stages of literacy acquisition, interactive methods should prioritize phonemic awareness, letter-sound correspondence, and basic decoding skills through collaborative games, paired practice, and structured peer tutoring arrangements that provide immediate feedback and reinforcement. As students progress toward more advanced reading competencies, interactive approaches can increasingly emphasize comprehension strategies, vocabulary development, and interpretive skills through literature discussions, collaborative text analysis, and creative response activities that require students to construct and articulate meaning from increasingly complex textual materials. This developmental progression in interactive methodology ensures that pedagogical approaches remain aligned with students' evolving cognitive capabilities and literacy needs, preventing both understimulation and cognitive overload while maintaining optimal challenge levels that promote continued growth.

CONCLUSION

The methodological foundations of organizing reading literacy lessons in primary grades through interactive methods rest upon constructivist learning theory, sociocultural perspectives on language development, and contemporary research regarding effective literacy instruction. This study has demonstrated that interactive approaches to reading instruction offer significant advantages for developing reading competencies, fostering critical thinking, enhancing motivation, and preparing students for the collaborative demands of contemporary society. The successful implementation of interactive methods requires systematic attention to instructional design, teacher preparation, classroom environment, and assessment practices, all integrated within coherent methodological frameworks aligned with curricular standards and educational goals. The findings of this analysis support the continued development and refinement of interactive methodologies in primary reading instruction while acknowledging the importance of



contextual adaptation and ongoing professional development to realize the full potential of these approaches for enhancing reading literacy among young learners.

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