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METHODOLOGY FOR DEVELOPING READING AND THINKING IN PRIMARY GRADE STUDENTS THROUGH THE "MY BOOK" EXHIBITION

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Abstract

This article describes the content of an innovative methodological system that manages educational activities in organizing the process of developing independent thinking based on reading in primary school students. The study analyzed the mechanisms for the development of reflexive, interactive and independent cognitive activity of students on the basis of the exhibition "My Book", the creation of a continuous Mutola environment through the integration of the classroom and Family Library, the methods "plot-adventure", "Mutola notebook", thought "and the project" Mutola time". The results show that innovative approaches are effective in developing analytical, critical, and creative thinking in students.

Keywords: reading, independent thinking, innovative methodological system, reading, reflection, interactive method, cognitive activity.



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МЕТОДИКА РАЗВИТИЯ ЧИТАТЕЛЬСКОГО ИНТЕРЕСА И МЫШЛЕНИЯ У УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ ПОСРЕДСТВОМ ВЫСТАВКИ «МОЯ КНИГА»

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Аннотация

В статье раскрывается содержание инновационной методической системы, управляющей учебной деятельностью при организации процесса развития самостоятельного мышления у младших школьников на основе чтения. В исследовании проанализированы механизмы развития рефлексивной, интерактивной и самостоятельной познавательной деятельности учащихся на основе выставки “Моя книга”, создания атмосферы непрерывного чтения посредством интеграции классной и семейной библиотек, методов “сюжет-приключение”, “тетрадь для чтения”, “мысль”, а также проекта “Время для чтения”. Результаты показывают, что инновационные подходы эффективны в формировании у учащихся аналитического, критического и творческого мышления.

Ключевые слова: чтение, независимое мышление, инновационная методическая система, чтение, рефлексия, интерактивный метод, познавательная деятельность.

In today's globalized world, one of the important tasks facing the primary education system is to develop independent thinking skills in students. Independent thinking is characterized by a person's ability to analyze problem



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situations, draw conclusions based on evidence, and justify their point of view. Reading plays a special pedagogical role in the formation of these qualities.

Book reading expands the circle of imagination, enriches speech and develops logical thinking, activating the thinking process of the reader. Therefore, the development of effective methodological mechanisms for the organization of reading in the elementary grades is an urgent issue.

An innovative methodological system for managing educational activities has been developed to develop independent thinking based on reading in primary school students. This system aims to systematically organize students' reading activities, direct them to active thinking, and create a stable motivation for reading.

The innovative methodological system includes the following components:

1. “My Book” exhibition. This exhibition serves to share the books that students have read with their peers. Each student presents a book they love, briefly explains its content, and shares their personal opinion about the book. This activity:

- increases speech activity;
- teaches to freely express one's opinion;
- develops the ability to analyze the opinions of peers.

2. Integration of the classroom and family library. Reading should not be limited to the school. Therefore, pedagogical cooperation is established between the classroom library and the family library. Parents actively participate in the process of reading their child, creating an atmosphere of reading books at home. This integration results in:

- continuity of Mutola is ensured;
- the student's interest in reading increases;
- family and school cooperation increases.



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3. "Plot-adventure" method. The plot-adventure method is one of the innovative interactive techniques that serve to develop independent thinking, analytical observation, understanding of the sequence of events and personal attitude towards problem situations in the process of book reading of elementary school students. The main idea of this method is to pause at certain points in the plot of a literary or popular science text and involve readers in anticipating the further development of events, analyzing the actions of the characters, and developing alternative solutions.

The pedagogical significance of the method is that it transforms the student from a passive listener into an active thinking subject. In the traditional reading process, the student mainly participates as a recipient of the text content, while in the "Plot-Adventure" method, he or she actively responds intellectually to the development of events, makes predictions, and justifies his or her views. This enhances reflective and cognitive activities, which are considered important in primary education.

This method is based on the constructivist learning approach. According to constructivism, knowledge is not given in a ready-made form, but is formed in the process of active thinking of the student. In the "plot-adventure" method, the student not only simply assimilates the content of the text, but also independently constructs new knowledge based on his previous experience, life observations, and logical conclusions. As a result, the reading process goes from reproductive to productive activities.

The implementation of the method is organized in several stages:

Stage 1. Motivational preparation.

At the beginning of the lesson, the teacher gives a brief overview of the subject of the work, its characters or the environment in which events take place in order



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to arouse interest in students. At this stage, previous knowledge of students is activated through problematic questions. This creates cognitive training in them in relation to the plot.

Stage 2. Acquaintance with the text

The teacher will read the text expressively or the students will read it independently. Reading is interrupted in the most important, dramatic or decision-making part of the plot. It is this point that is the central part of the method.

Stage 3. Guessing and analysis

The teacher asks the students problem questions:

- What happens next?
- What decision does the hero make?
- Why does he act this way?
- What would you do if you were him?
- What other solution could there be?

Through questions, students predict the course of events, identify cause-and-effect connections, and base their views. In this process, logical thinking, analysis, comparison and evaluation operations are actively working.

Stage 4. Reasoning Each student interprets his or her assumption with evidence. For example, the hero draws conclusions by relying on previous actions, character, or gestures in the text. This stage develops a culture of argumentation and critical thinking in students.

Stage 5. Continuation of the plot and reflection A continuation of the text is read, and a real event is compared with the assumptions of readers. Reflexive questions are then asked:



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Whose prediction was closest?

Why were some predictions not confirmed?

Was the hero's decision correct?

This reflection allows students to analyze their own thought process. The methodological advantages of the "plot-adventure" method include:

- increases the activity of students in the mutolaa process;
- develops independent and critical thinking;
- forms the ability to assess problem situations;
- enriches the culture of oral speech and argumentation;
- expands creative thinking and imagination.

This method is especially effective for elementary school students, as at this age children have a strong ability to perceive events figuratively, empathize with characters emotionally, and think based on the plot. The method allows you to effectively use these natural psychological characteristics for pedagogical purposes.

Overall, the "Plot-Adventure" method is an effective innovative method based on reading that transforms the reading process of students from a simple text reception activity into an interactive, reflective, and independent cognitive activity. As a result, students not only understand the text, but also develop the ability to independently draw conclusions from what they read, find solutions to problems, and make life decisions.

The improved methodological system transforms the learning process from a simple information reception activity into a reflexive, interactive, and independent cognitive activity. The student no longer just reads the text, but also analyzes, evaluates, questions, and draws conclusions from it.

The pedagogical effectiveness of this system is manifested in three areas (Figure 1):



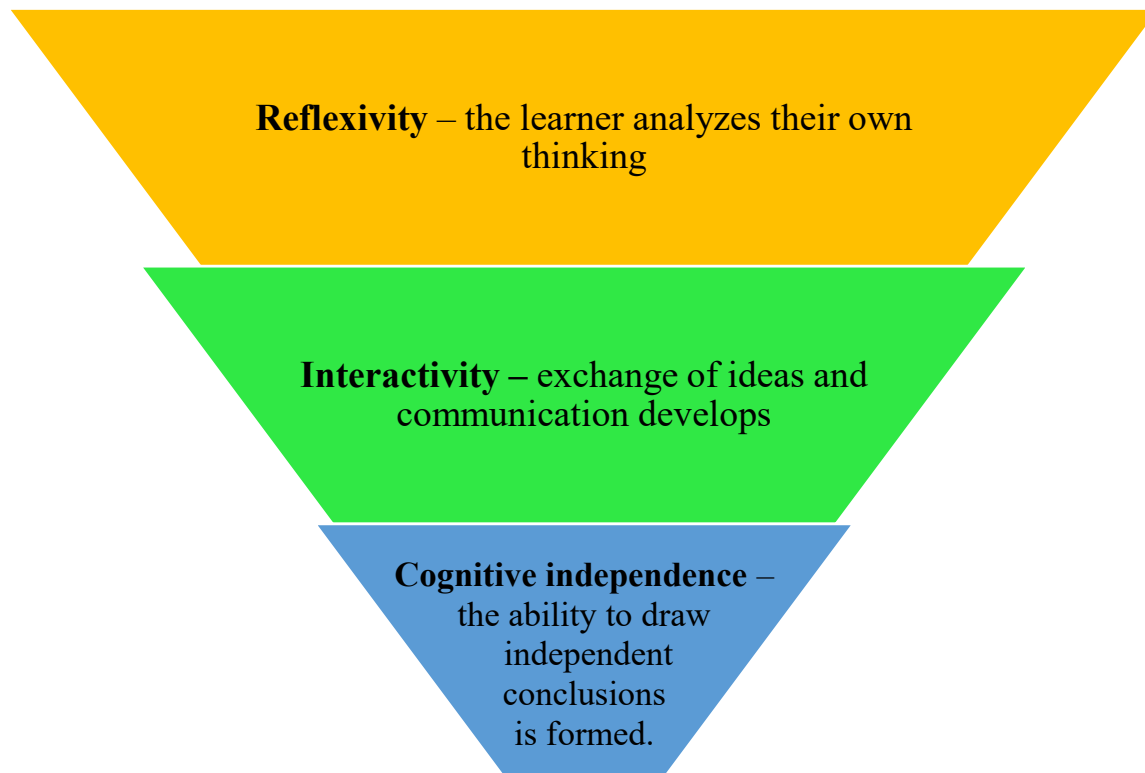
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In conclusion, the innovative methodological system developed to develop independent thinking based on reading in primary school students is important in improving the effectiveness of education. The exhibition "my book", The integration of the classroom and Family Library, the methods" plot-adventure", "Mutola notebook", "thought "and the project" Mutola time" form the Mutola culture of students and develop their skills in independent thinking, analytical observation and creative approach. This methodological system can be introduced into primary education practice as an effective innovative model.



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