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## WORKING WITH TEXTS IN THE 2ND-GRADE READING LITERACY COURSE

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### Abstract

This article discusses various methods of working with texts, the importance of directly engaging with the text when analyzing literary works in primary grades, the distinctions between characters and their traits, as well as the role of integrated education.

**Keywords:** Primary education, reading literacy, role-play, integration.

### Introduction

It is well known that every subject plays an important role in shaping the younger generation into mature, well-rounded individuals. This is especially true in primary school, which can rightly be described as the foundation of future learning. The strength of this foundation directly depends on the subjects taught. Today, the main tasks of the primary education system include nurturing students to become harmonious personalities, enabling them to acquire deep knowledge, develop self-awareness, think logically and critically, and internalize national and universal values. Indeed, primary school knowledge and short literary works play an important role in developing young readers' interest and love for books.

“Our children should be introduced to small books from kindergarten and primary school. Through this, we can raise them as book lovers. Only then will a culture of reading take shape in our society, and others will also return to reading,” stated President Shavkat Mirziyoyev. [1]

Among the subjects taught in primary school, reading literacy holds a special place. Its essence is literacy combined with moral-ethical education.



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Reading literacy is the ability to perceive forms of written language valued by society and individuals, and to use them effectively in practice.

Working with a text primarily serves to help students master the content of a work, study its artistic and ideological characteristics, and develop their independent thinking skills, thereby contributing to their moral and ethical upbringing. Primary school students are not yet capable of fully analyzing novels, stories, or epics. However, by reading and analyzing shorter texts, their critical and independent thinking skills begin to develop. [2]

It is important to pay attention to increasing students' interest in lessons. For this purpose, the use of several innovative-integrative methods and games is recommended.

In reading classes, students are expected to acquire two main competencies: literary-speech competence and the competence of analyzing a literary work.

Reading literacy classes should be conducted in accordance with the requirements of the National Curriculum, relying on real-life experiences and observations. This ensures the effectiveness and conscious comprehension of reading. The curriculum clearly outlines the educational and developmental goals of reading and speaking, class-level reading content, methods for developing oral and written speech, and the connection between reading activities and writing.

In addition, literary-speech competencies such as listening comprehension, expressing ideas orally and in writing, and reading are developed. Students learn to read fairy tales, legends, fables, and stories clearly and fluently, understand the meanings of words and sentences, express their thoughts in monologic and dialogic speech, identify the title, author, and characters of the work, and express their opinions about them.

When working with texts in the 2nd grade, organizing lessons based on integrated education—such as identifying character roles, analyzing their portraits and qualities—is considered effective. Conducting integrated lessons helps students gain a solid understanding of nature and society.

The didactic analysis of a literary work is divided into three main stages. The first stage is synthesis, during which students perceive the text as a whole and become familiar with its content and imagery.



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Below is a text taken from the 2nd-grade Reading Literacy textbook:

### **The Magic Pencil**

#### **Turgunboy G‘oyipov**

Alijon went with his father to visit his uncle. His uncle was drawing a picture. The apples he drew looked as if they were swaying on the branches and about to fall, and the birds seemed as if they were about to start singing.

Seeing this, Alijon became very excited. “Wow, what an amazing pencil! Where could I find such a pencil?” he wondered.

Finally, Alijon said:

“Uncle, please lend me your pencil! I’ll bring it back in a moment.”

His uncle thought, “Hmm, what does my nephew want to do with the pencil?”

Then he said:

“All right, go ahead, take it.”

Alijon took the pencil and some paper and ran outside. Showing the pencil to the children, he proudly said:

“Look, everyone, this is a magic pencil! It can draw anything you want perfectly. Go on, tell me—what should I draw for you?”

The children excitedly shouted, “Draw a train!”, “Draw a horse!”, “Draw a duck!”, “Draw a watermelon!”

Alijon said, “Don’t rush! I’ll draw a horse for you first,” and he began to draw.

But the picture he drew didn’t look like a horse at all. Alijon felt very embarrassed.

“What’s wrong with this pencil? It can’t draw anymore!” he thought in confusion. Just then, his artist uncle came over to the children. Smiling at Alijon, he said:

“There’s nothing wrong with the pencil. It’s still just a pencil. Everyone has pencils like this. But to draw well, you need to practice a lot, read, and learn. The problem is simply that your hand isn’t trained yet.”

All the children agreed:

“That’s right! There is no magic pencil in the world, but there are many skillful hands. The important thing is to train your hands!”

From that day on, Alijon took paper and a pencil every day and practiced drawing. And now, they say, Alijon draws just as well as his uncle.



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The story begins with a boy named Alijon being impressed by his uncle's drawings, believing his pencil to be magical. He takes the pencil, shows it to other children as a "magic pencil," but becomes embarrassed when he cannot draw well. The story concludes with the idea that what makes drawings lifelike is not magic, but hard work and practice.

The second stage, analysis, ensures the logical sequence of events and identifies the behavior and nature of characters.

To help students fully grasp the text clearly and engagingly, role-playing is used. Through this educational game, students learn the text in simple language and form a complete understanding of it.

Students are divided into groups and assigned roles such as Alijon, his uncle, and the children. Group leaders receive a sheet of paper with their character's name written at the top. They collect and record information about their character:

Alijon:

Went to visit with his father

Was impressed by his uncle's drawings

Asked for the pencil

Showed off the pencil to other children

Drew a horse

Felt embarrassed

Began drawing every day

Became a skilled artist

Uncle:

Was an artist

Lent his pencil to his nephew

Observed what his nephew would do

Explained that nothing was wrong with the pencil

Emphasized that Alijon's hand simply needed practice

Children:

Asked him to draw a train

Asked him to draw a horse

Asked him to draw a duck

Asked him to draw a watermelon



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Agreed with the uncle's statement that "There is no magic pencil, but there are many skillful hands"

The third stage is the second synthesis, in which students compare characters and generalize their findings.

After gathering information in the analysis stage, students gain a clear understanding of their characters. On this basis, they perform the roles in an expressive and complete way. Because students directly participate in the activity, it becomes easier for them to remember the material and understand the content of the text.

If the work is analyzed properly, students comprehend the topic clearly, simply, interestingly, and consistently, developing unity and cooperation. During the period of rapid personal development—school years—it is important to influence students' minds through various activities (reading, work, social activities, games, sports, and artistic creativity). Their understanding of abilities grows, and they internalize the idea that all achievements require effort.

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