



IMPROVING THE METHODOLOGY OF FORMING STUDENTS' INDEPENDENT READING AND TEXT WORKING SKILLS IN HOME EDUCATION

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Abstract

This article examines the improvement of the methodology for forming students' independent reading and text working skills in home education. The study emphasizes that home-based learning requires a flexible, individualized, and pedagogically coordinated approach, because students who study at home often have fewer opportunities for regular classroom interaction, collective discussion, and continuous teacher supervision. In this context, independent reading is considered not only as the ability to read texts outside the classroom, but also as a complex competence that includes understanding, selecting information, identifying the main idea, analyzing textual structure, interpreting meaning, expressing personal opinions, and applying acquired knowledge in practical situations. The article substantiates the importance of adapted texts, differentiated tasks, parental support, digital learning resources, and systematic monitoring in developing students' reading independence. Particular attention is given to the cooperation between teacher, student, and family as a key condition for organizing effective text-based learning activities at home. The proposed methodological approach may be useful for future teachers, primary and secondary school educators, and specialists involved in inclusive and individualized education.

Keywords: Home education, independent reading, text working skills, reading literacy, individual approach, differentiated tasks, parental support, learning monitoring.



UY TA'LIMIDA O'QUVCHILARNING MUSTAQIL MUTOLAA VA MATN BILAN ISHLASH KO'NIKMALARINI SHAKLLANTIRISH METODIKASINI TAKOMILLASHTIRISH

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Annotatsiya

Mazkur maqolada uy ta'limi sharoitida o'quvchilarning mustaqil o'qish va matn bilan ishlash ko'nikmalarini shakllantirish metodikasini takomillashtirish masalasi yoritiladi. Tadqiqotda uyda ta'lim olish jarayoni moslashuvchan, individual va pedagogik jihatdan muvofiqlashtirilgan yondashuvni talab qilishi asoslanadi, chunki bunday sharoitda o'quvchilar muntazam sinf muloqoti, jamoaviy muhokama va doimiy o'qituvchi nazoratidan nisbatan cheklangan bo'lishi mumkin. Shu nuqtayi nazardan mustaqil o'qish faqat matnni darsdan tashqari o'qish emas, balki matnni tushunish, axborotni tanlash, asosiy g'oyani aniqlash, tuzilmani tahlil qilish, mazmunni talqin etish, shaxsiy fikr bildirish va olingan bilimni amaliy vaziyatlarda qo'llashni o'z ichiga olgan murakkab kompetensiya sifatida qaraladi. Maqolada moslashtirilgan matnlar, differensial topshiriqlar, ota-ona ko'magi, raqamli ta'lim resurslari va tizimli monitoringning metodik ahamiyati asoslab beriladi. Ayniqsa, o'qituvchi, o'quvchi va oila hamkorligi uy sharoitida matn asosida samarali o'quv faoliyatini tashkil etishning muhim sharti sifatida ko'rsatiladi. Taklif etilgan metodik yondashuv bo'lajak o'qituvchilar, umumta'lim maktabi pedagoglari hamda individual ta'lim bilan shug'ullanuvchi mutaxassislar uchun amaliy ahamiyatga ega.

Kalit so'zlar: uy ta'limi, mustaqil o'qish, matn bilan ishlash ko'nikmalari, o'qish savodxonligi, individual yondashuv, differensial topshiriqlar, ota-ona ko'magi, ta'lim monitoringi.

INTRODUCTION

In contemporary education, independent reading and text working skills are considered among the core competencies that determine students' academic progress, intellectual development, and readiness for lifelong learning. These



skills are especially important in home education, where the learning process is organized outside the traditional classroom environment and depends more strongly on the learner's personal activity, self-discipline, family support, and teacher guidance. Home education requires not a simplified version of school instruction, but a carefully designed methodological system that takes into account the student's individual abilities, learning pace, health condition, psychological readiness, interests, and social environment. Therefore, improving the methodology of forming independent reading and text working skills in home education is a relevant pedagogical issue.

Independent reading is not limited to reading a text without direct teacher supervision. It includes understanding the content, identifying key ideas, distinguishing essential and secondary information, analyzing the structure of the text, interpreting the author's intention, asking questions, making conclusions, and expressing a reasoned personal attitude. In this sense, independent reading is closely connected with reading literacy, critical thinking, language development, and cognitive independence. A student who can work with a text independently is able to obtain knowledge from different sources, compare information, use textual evidence, and transform reading into a meaningful learning activity.

In home education, the formation of these skills becomes more complex because students may have limited opportunities for collective discussion, peer interaction, classroom-based motivation, and immediate correction from the teacher. At the same time, home education also creates certain methodological advantages. It allows the teacher to individualize tasks, select texts according to the student's level and interests, organize flexible learning time, and provide more targeted feedback. The effectiveness of this process depends on the correct combination of adapted reading materials, differentiated assignments, gradual complication of tasks, systematic monitoring, and cooperation with parents.

The role of parents in home education is particularly significant. They are not expected to replace the teacher, but they should help create a stable reading environment, support the daily learning routine, encourage the student's efforts, and communicate with the teacher about difficulties and progress. If parental assistance is excessive, the student's independence may decrease. If it is insufficient, the student may lose motivation and consistency. For this reason, the



teacher must provide parents with clear and practical methodological recommendations.

The relevance of this topic is also connected with the growing importance of inclusive, individualized, and competency-based education. Home education should ensure that every student, regardless of learning conditions, develops the ability to read consciously, work with information, and participate actively in educational communication. Thus, the improvement of the methodology for forming independent reading and text working skills in home education serves not only academic achievement, but also the broader development of students' autonomy, responsibility, and intellectual culture.

METHODS

The study used a theoretical and practice-oriented methodological approach aimed at identifying effective ways to form students' independent reading and text working skills in home education. The methodological basis of the research was built on the principles of individualization, differentiation, learner-centered instruction, gradual development of cognitive independence, and cooperation between teacher, student, and family. Since home education differs from traditional classroom learning, the research focused on how reading activities can be organized in a flexible but systematic manner, taking into account the learner's personal needs, educational level, psychological condition, and pace of mastering material.

At the first stage, scientific and pedagogical literature on reading literacy, independent learning, home education, text comprehension, and differentiated instruction was analyzed. This made it possible to clarify the content of independent reading and text working skills. In the study, these skills were considered as a set of interrelated abilities: reading a text consciously, understanding its general meaning, identifying the main idea, selecting important information, explaining unfamiliar words through context, dividing the text into logical parts, formulating questions, retelling content, finding textual evidence, comparing ideas, and expressing an independent opinion. These indicators were used as the main criteria for observing students' progress.



At the practical stage, diagnostic tasks were used to determine the initial level of students' reading and text working skills. Students were asked to read short adapted texts and complete several types of assignments. These included answering factual and analytical questions, identifying keywords, finding the main idea, creating a short plan, explaining the meaning of selected sentences, and expressing a personal attitude toward the content. The results of these tasks helped to reveal the main difficulties students experienced in home education, such as mechanical reading without deep comprehension, weak vocabulary, difficulty in distinguishing primary and secondary information, and dependence on adult assistance.

The formative part of the methodology included the systematic use of adapted reading materials and differentiated text-based tasks. Texts were selected according to students' age, reading level, interests, and educational needs. The tasks were organized from simple to complex. At the initial stage, students worked with short texts and answered guiding questions. At the next stage, they identified the structure of the text, selected keywords, prepared a short oral or written retelling, and explained the connection between events. At a higher stage, students compared ideas, evaluated characters' actions, drew conclusions, and related the text to real-life situations.

Observation, conversation, analysis of students' written and oral responses, and comparison of initial and final results were used as research methods. Special attention was given to parental participation. Parents received short methodological recommendations on organizing a reading routine at home, creating a calm learning environment, encouraging independent effort, and avoiding excessive help. The teacher monitored progress through regular feedback, individual consultations, and analysis of completed tasks. Digital resources, audio texts, electronic books, and interactive exercises were used as supplementary tools when they supported comprehension and independent work with the text.

RESULTS

The results of the study show that the formation of students' independent reading and text working skills in home education becomes more effective when the



learning process is organized as a consistent methodological system rather than as separate reading assignments. At the initial stage, many students demonstrated the ability to read texts aloud or silently, but they experienced difficulties in deeper comprehension. The most frequent problems were connected with identifying the main idea, distinguishing important information from secondary details, explaining the meaning of unfamiliar words, formulating questions, and expressing a reasoned personal opinion about the text. Some students completed tasks mechanically and waited for direct help from adults, which showed that independent reading habits had not yet been sufficiently formed.

After the introduction of adapted texts and differentiated assignments, positive changes were observed in students' reading behavior. Short and clearly structured texts helped learners concentrate on the content without being overloaded by excessive volume or difficult vocabulary. Guiding questions before reading prepared students for purposeful perception of the text, while questions after reading encouraged them to return to the content, find evidence, and clarify their understanding. As a result, students began to read more consciously and paid greater attention to the title, keywords, sequence of events, and logical connections between parts of the text.

The use of step-by-step text working tasks also improved students' cognitive activity. At the beginning, students needed support in finding the main idea and preparing a short plan. However, after repeated practice, they became more confident in dividing the text into meaningful parts, selecting key words, and retelling the content in their own words. Tasks aimed at identifying cause-and-effect relationships helped students move from simple reproduction of information to analytical understanding. Assignments requiring personal opinion encouraged them to connect the text with their own experience and express independent judgments.

The study also revealed that parental support has a significant influence on the development of independent reading skills in home education. When parents created a stable reading routine, provided a quiet learning environment, and encouraged the student's effort without completing tasks instead of the child, the effectiveness of learning increased. In families where reading time was irregular or adult assistance was either excessive or insufficient, students showed slower



progress. Therefore, cooperation between teacher and parents proved to be an important condition for maintaining consistency and motivation.

Digital resources produced positive results when they were used purposefully. Audio texts helped students improve pronunciation, intonation, and listening-based comprehension. Electronic books and interactive exercises increased interest in reading and provided additional opportunities for self-checking. However, the results also showed that digital tools cannot replace systematic work with the text. Their effectiveness depends on whether they are connected with clear pedagogical objectives and followed by discussion, analysis, or written response.

Overall, the results confirmed that independent reading and text working skills in home education develop successfully when adapted materials, differentiated tasks, teacher feedback, parental cooperation, and regular monitoring are integrated into one methodological process. This approach gradually increases students' independence, strengthens reading comprehension, develops critical thinking, and forms a more responsible attitude toward learning.

DISCUSSION

The findings indicate that home education creates both methodological challenges and pedagogical opportunities for developing students' independent reading and text working skills. Unlike traditional classroom instruction, home education does not always provide regular peer interaction, immediate classroom feedback, or collective discussion of texts. This may reduce students' motivation and limit their ability to compare their understanding with the opinions of others. However, home education allows the teacher to design a more individualized learning path, choose texts according to the student's level and interests, regulate the pace of learning, and provide targeted support. Therefore, the effectiveness of reading development in home education depends not on the place where instruction occurs, but on the quality of methodological organization.

One of the most important issues is the gradual formation of independence. Students cannot be expected to work with texts independently if they have not been taught how to do so step by step. Independent reading should be formed through a sequence of actions: preparing for reading, predicting content from the



title, identifying unfamiliar words, finding keywords, determining the main idea, dividing the text into meaningful parts, asking questions, finding evidence, retelling, interpreting, and expressing personal opinions. If these actions are repeated systematically, students begin to internalize them and apply them without constant adult assistance. This is especially important in home education, where excessive parental help can unintentionally weaken the student's responsibility and self-regulation.

The role of the teacher in this process remains central. In home education, the teacher is not only a source of knowledge, but also a methodological organizer, diagnostician, consultant, and coordinator of cooperation with the family. The teacher must know the student's real reading level, identify difficulties, adapt materials, and select tasks that are neither too easy nor too difficult. Tasks that are too simple do not stimulate intellectual growth, while overly complex texts may cause fatigue, anxiety, and loss of interest. Therefore, differentiated assignments are necessary for maintaining a balance between support and challenge.

The discussion of results also shows that text selection is a decisive methodological factor. Texts used in home education should be meaningful, age-appropriate, linguistically accessible, and connected with the student's life experience. At the same time, they should gradually expand the learner's vocabulary, worldview, and analytical thinking. Fiction texts develop imagination, empathy, and expressive speech, while informational texts strengthen the ability to identify facts, compare data, and understand cause-and-effect relationships. A balanced combination of different text types makes reading more purposeful and develops flexible text working skills.

Parental participation should be methodically guided. Parents need clear recommendations about how to support reading without replacing the student's effort. They can organize a regular reading time, reduce distractions, ask simple questions after reading, listen to retelling, and praise progress. However, they should not give ready answers or complete assignments instead of the learner. In this regard, cooperation between teacher and family must be based on mutual responsibility, regular communication, and shared understanding of the student's developmental goals.



Digital resources can enrich the reading process, but their use should remain pedagogically justified. Audio materials, electronic books, interactive questions, and online exercises are effective when they help students understand, analyze, and reflect on the text. If digital tools are used only for entertainment or mechanical testing, their educational value decreases. Thus, the methodology of forming independent reading and text working skills in home education should combine traditional reading practices with modern resources, individual support, family cooperation, and systematic monitoring. This integrated approach strengthens students' cognitive independence and prepares them for successful learning in different educational contexts.

CONCLUSION

The formation of students' independent reading and text working skills in home education is an essential pedagogical task that requires a purposeful, individualized, and systematically organized methodology. In home education, the student's learning activity takes place outside the regular classroom environment, which means that the development of reading independence cannot rely only on ordinary school routines, collective discussion, or direct daily supervision. For this reason, the teacher must create a special methodological system that combines adapted texts, differentiated assignments, gradual complication of tasks, parental cooperation, digital support, and regular monitoring of progress.

The study shows that independent reading should be understood as a complex competence rather than a simple ability to read without help. A student with developed independent reading skills can understand the content of a text, identify its main idea, select relevant information, explain unfamiliar words through context, divide the text into logical parts, ask meaningful questions, find textual evidence, retell the content, compare ideas, make conclusions, and express a personal attitude. These abilities are directly connected with reading literacy, critical thinking, speech development, and the broader formation of cognitive independence.

In home education, the methodology of developing these skills should begin with diagnosis. The teacher needs to determine the student's actual reading level,



vocabulary, motivation, attention span, and ability to work independently. On this basis, texts and tasks should be selected according to the learner's age, educational needs, interests, and psychological condition. If the text is too difficult, the student may lose confidence and interest. If it is too easy, reading activity may become mechanical and unproductive. Therefore, methodological balance is one of the most important conditions for effective reading development.

The results also confirm the importance of step-by-step work with the text. Guiding questions, keyword identification, short planning, retelling, cause-and-effect analysis, comparison, interpretation, and personal response tasks gradually teach students how to read consciously and independently. Such tasks help transform reading from a passive activity into an active process of thinking, understanding, and communication. In this process, the teacher's feedback plays a decisive role, because it helps the student recognize mistakes, strengthen successful strategies, and move to a higher level of independence.

Parental participation is another important factor in home education. Parents should not replace the teacher or complete tasks instead of the student. Their main role is to create a stable reading environment, organize a regular routine, reduce distractions, encourage effort, and maintain communication with the teacher. When family support is properly guided, it strengthens the student's motivation and responsibility.

Digital resources may also support the development of independent reading and text working skills, especially through audio texts, electronic books, interactive exercises, and self-checking tasks. However, they should be used as supplementary pedagogical tools, not as a substitute for meaningful work with the text. Thus, the improvement of this methodology depends on the integration of individualization, consistency, cooperation, and reflective assessment. Such an approach enables students in home education to develop reading independence, analytical thinking, and readiness for lifelong learning.



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***Modern American Journal of Linguistics,
Education, and Pedagogy***

ISSN (E): 3067-7874

Volume 2, Issue 5, May, 2026

Website: usajournals.org

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