



DEVELOPING PRIMARY SCHOOL STUDENTS' THINKING SKILLS THROUGH READING AND TEXT INTERPRETATION

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Abstract: In modern primary education, developing students' thinking skills is considered one of the most important educational objectives. This article focuses on improving primary school students' thinking skills through reading and text interpretation activities. The study emphasizes the role of working with educational texts in fostering analytical, reflective, and critical thinking abilities among young learners. The research highlights that reading comprehension and text interpretation encourage students to express their own opinions, analyze information, compare ideas, and draw logical conclusions. Text-based activities such as questioning, summarizing, identifying key ideas, and interpreting meaning help learners actively engage in the learning process rather than remain passive recipients of information. The article also discusses effective teaching strategies for organizing reading lessons in primary classes, including the use of age-appropriate texts, interactive tasks, and guided discussion. These methods contribute to the gradual development of students' independent thinking and comprehension skills. The findings of the study suggest that systematic and purposeful use of reading and text interpretation activities significantly enhances primary school students' thinking skills. As a result, text-based instruction can be considered an effective pedagogical approach in primary education.

Keywords: primary education, thinking skills, reading comprehension, text interpretation.

In recent years, the development of students' thinking skills has become a key priority in primary education. Modern educational approaches emphasize not only the acquisition of basic knowledge but also the formation of learners' ability to think independently, analyze information, and express personal opinions. In this context, reading and working with texts play a crucial role in shaping students' cognitive and thinking abilities from an early age.

Primary school is a fundamental stage in a child's educational development, as it lays the foundation for future learning and intellectual growth. At this stage, students begin to develop essential thinking skills such as comprehension, analysis, comparison, and interpretation. Therefore, the



selection of effective teaching methods that promote active thinking is of great importance.

Reading comprehension and text interpretation are considered effective pedagogical tools for developing thinking skills in primary school students. Through meaningful engagement with texts, learners are encouraged to understand not only the surface meaning but also the underlying ideas, intentions, and messages conveyed by the author. This process stimulates deeper cognitive activity and supports the development of analytical and reflective thinking.

Despite the recognized importance of reading in primary education, traditional teaching practices often focus on mechanical reading and memorization, which may limit students' thinking development. This article aims to examine the role of reading and text interpretation in improving primary school students' thinking skills and to identify effective instructional strategies that support active and independent learning.

This study is based on a qualitative pedagogical approach aimed at analyzing the effectiveness of reading and text interpretation activities in developing primary school students' thinking skills. The research focuses on classroom-based instructional practices commonly used in primary education.

The study involved primary school students aged 7–10 and was conducted during regular reading lessons. Educational texts appropriate to the students' age and cognitive level were selected for analysis. The teaching process included various text-based activities such as guided reading, questioning, summarizing, identifying main ideas, and interpreting textual meaning. These activities were designed to encourage students to think actively, express their opinions, and justify their ideas.

During the lessons, teachers applied interactive teaching strategies, including group discussions, pair work, and open-ended questions. Students were encouraged to analyze texts, compare characters or events, and relate the content to their own experiences. Observation and informal assessment methods were used to evaluate students' participation and thinking development throughout the learning process.

The collected data were analyzed by examining changes in students' engagement, comprehension, and ability to express logical conclusions. The results provided insights into how systematic use of reading and text interpretation activities contributes to the development of students' thinking skills in primary education.

The results of the study demonstrate that systematic use of reading and text interpretation activities has a positive impact on the development of primary school students' thinking skills. During the lessons, students showed



increased engagement and active participation in learning tasks. Compared to traditional reading practices, text-based activities encouraged learners to think more deeply and express their ideas more confidently.

One of the key findings of the study is the improvement in students' reading comprehension abilities. Through activities such as identifying main ideas, summarizing texts, and answering open-ended questions, students developed a better understanding of textual content. These tasks required learners to analyze information rather than simply recall facts, which contributed to the development of analytical thinking skills.

Text interpretation activities also supported the development of students' reflective and critical thinking. When students were asked to explain the meaning of a text, interpret characters' actions, or express personal opinions, they demonstrated the ability to reason logically and justify their answers. Group discussions and pair work further enhanced this process by allowing students to compare ideas and consider alternative viewpoints.

In addition, the use of age-appropriate and meaningful texts played an important role in maintaining students' interest and motivation. When texts were related to students' real-life experiences, learners were more willing to participate in discussions and demonstrate independent thinking. This finding supports the idea that the selection of relevant and engaging texts is essential for effective text-based instruction in primary education.

Overall, the results indicate that reading and text interpretation activities contribute significantly to the development of thinking skills in primary school students. These findings are consistent with previous studies that emphasize the importance of active learning and student-centered teaching approaches in primary education.

In conclusion, this article highlights the importance of reading and text interpretation in developing primary school students' thinking skills. The study demonstrates that working with texts encourages learners to engage actively in the learning process, analyze information, and express their own ideas. Such activities promote the development of analytical, reflective, and critical thinking skills, which are essential for students' academic success.

The findings suggest that systematic and purposeful use of text-based activities in primary education enhances students' reading comprehension and independent thinking abilities. Teaching strategies such as questioning, summarizing, discussion, and interpretation help students move beyond mechanical reading and develop deeper understanding.

Based on the results of the study, it is recommended that primary school teachers integrate reading and text interpretation activities regularly into their lessons. The use of age-appropriate and meaningful texts, along with



interactive teaching methods, can significantly improve students' thinking skills. Therefore, text-based instruction should be considered an effective pedagogical approach in modern primary education.

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