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DEVELOPING READING SKILLS OF PRIMARY SCHOOL STUDENTS BASED
ON THE WORKS OF PO‘LAT MO‘MIN

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Abstract: This study examines the development of reading skills in primary school students through the use of literary works by Po‘lat Mo‘min. The research focuses on the pedagogical potential of his texts in enhancing key components of reading competence, including fluency, comprehension, vocabulary acquisition, and expressive reading. Based on theoretical analysis and practical teaching approaches, the study highlights the effectiveness of integrating age-appropriate literary materials into the learning process. Special attention is given to interactive and student-centered methods such as repeated reading, discussion, dramatization, and the use of digital tools. The findings indicate that Po‘lat Mo‘min’s works, due to their linguistic simplicity and moral content, significantly contribute to students’ cognitive, emotional, and social development. The study concludes that the systematic use of national literary heritage in primary education improves reading outcomes and fosters a positive attitude toward reading.

Keywords: primary education, reading skills, reading comprehension, reading fluency, vocabulary development, expressive reading, Po‘lat Mo‘min, literary texts, teaching methodology, interactive methods, cognitive development, student motivation

The development of reading skills in primary school students is one of the most important objectives of modern education, as reading serves not only as a fundamental academic skill but also as a key instrument for cognitive development, cultural awareness, and personal growth. In the context of Uzbek primary education, the works of Po‘lat Mo‘min occupy a significant place due to their linguistic simplicity, moral richness, and alignment with the psychological characteristics of young learners. His literary heritage provides an effective pedagogical resource for fostering reading competence, including fluency, comprehension, expressive reading, and critical thinking.

Reading is widely recognized in pedagogical and psychological research as a complex cognitive process that involves decoding, linguistic comprehension, and the construction of meaning. According to contemporary theories in educational psychology, including constructivist approaches, reading is not a passive activity but an active process in which learners interact with the text, relate it to their prior knowledge, and construct new understanding. In primary school, this process is especially sensitive, as children are in the early stages of language acquisition and cognitive development. Therefore, the selection of appropriate literary material is crucial for effective reading instruction. Po‘lat Mo‘min’s works are particularly suitable for this purpose because they reflect the everyday experiences, emotions, and interests of children. His poems and short stories often



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incorporate humor, rhythm, and vivid imagery, which capture the attention of young readers and motivate them to engage with the text. Motivation is a key factor in reading development, as students who are interested in the material are more likely to read actively and develop their skills more rapidly. Educational studies have consistently shown that intrinsic motivation significantly enhances reading comprehension and retention.

Another important aspect of reading skill development is phonological awareness, especially in the early grades. Po‘lat Mo‘min’s poetic works, characterized by rhyme and rhythm, contribute to the development of phonemic sensitivity. When students read or listen to such texts, they become more aware of sound patterns, syllable structures, and intonation, which in turn supports their ability to decode words accurately. This is particularly important in languages with phonetic orthography, such as Uzbek, where sound-letter correspondence plays a central role in reading acquisition. In addition to phonological development, vocabulary acquisition is a fundamental component of reading proficiency. Po‘lat Mo‘min’s texts introduce a wide range of words in meaningful and contextually rich situations. This contextualization helps students infer the meanings of new words, thereby expanding their lexical repertoire. Research in language education indicates that vocabulary knowledge is strongly correlated with reading comprehension, as students with a larger vocabulary are better able to understand and interpret texts.

Furthermore, the moral and educational content of Po‘lat Mo‘min’s works contributes to the holistic development of students. His writings often convey values such as kindness, honesty, friendship, respect for elders, and love for the homeland. When students engage with such content, they not only improve their reading skills but also develop ethical and social awareness. This aligns with the goals of modern education, which emphasize the formation of well-rounded individuals with strong moral principles. The methodology of teaching reading through literary works involves several stages, including pre-reading, while-reading, and post-reading activities. In the pre-reading stage, teachers activate students’ prior knowledge, introduce key vocabulary, and generate interest in the text. For example, before reading a poem by Po‘lat Mo‘min, the teacher may ask students about their personal experiences related to the theme of the poem. This helps create a meaningful context for comprehension. During the while-reading stage, students engage with the text through guided reading, focusing on pronunciation, intonation, and understanding. Teachers may use techniques such as choral reading, paired reading, and individual reading to support different learning needs. In the post-reading stage, students reflect on the content, answer questions, and participate in discussions or creative activities such as drawing or role-playing.

Expressive reading, or reading with proper intonation and emotion, is another essential component of reading development. Po‘lat Mo‘min’s works, especially his poems, are well-suited for developing this skill. Through repeated reading and performance, students learn to convey the meaning and emotional tone of the text, which enhances both their comprehension and oral communication skills. Studies have shown that expressive reading is closely linked to reading fluency, which is defined as the ability to read accurately, quickly, and with appropriate expression. The integration of interactive



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and student-centered teaching methods further enhances the effectiveness of reading instruction. Techniques such as group discussions, storytelling, dramatization, and the use of visual aids encourage active participation and deeper engagement with the text. In the case of Po‘lat Mo‘min’s works, dramatization is particularly effective, as many of his texts lend themselves to performance. By acting out scenes or reciting poems, students internalize the language and meaning of the text, which reinforces their reading skills.

In modern educational practice, the use of technology also plays an increasing role in reading instruction. Digital resources, such as audio recordings of literary works, interactive reading platforms, and multimedia presentations, can complement traditional teaching methods. For example, listening to a recorded reading of a Po‘lat Mo‘min poem can help students model correct pronunciation and intonation. At the same time, interactive exercises can provide immediate feedback, which is essential for skill development. Assessment is another critical component of the reading development process. Effective assessment methods include both formative and summative approaches. Formative assessment involves ongoing evaluation of students’ progress through observation, quizzes, and classroom activities, while summative assessment evaluates overall achievement at the end of a unit or term. In the context of reading, assessment should consider multiple dimensions, including accuracy, fluency, comprehension, and expression. Using Po‘lat Mo‘min’s texts as assessment material allows teachers to evaluate students’ skills in a meaningful and contextually relevant way.

It is also important to consider individual differences among students when developing reading skills. Factors such as cognitive ability, language background, motivation, and learning style can influence reading development. Therefore, teachers should adopt a differentiated approach, providing additional support for struggling readers and more challenging tasks for advanced students. Po‘lat Mo‘min’s diverse body of work offers texts of varying difficulty levels, making it possible to tailor instruction to different needs.

The practical implementation of developing reading skills in primary school students based on the works of Po‘lat Mo‘min requires a systematic and methodologically grounded approach that integrates pedagogical theory with classroom practice. In this regard, the effectiveness of reading instruction largely depends on how well the teacher organizes the learning process, selects appropriate texts, and applies diverse teaching strategies that correspond to the developmental level of students. At the primary stage, children are characterized by a high level of emotional responsiveness, curiosity, and a need for interactive learning, which should be taken into account when designing reading lessons. One of the most effective approaches in this context is the integration of phonics-based instruction with meaning-oriented reading activities. While phonics helps students master the relationship between letters and sounds, meaning-oriented activities ensure that reading is not reduced to mechanical decoding but becomes a meaningful cognitive process. Po‘lat Mo‘min’s texts are particularly suitable for combining these approaches, as they are linguistically accessible while also rich in meaning and imagery. For instance, when introducing a new poem, the teacher can first focus on the pronunciation of difficult



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words and sound patterns, and then guide students toward understanding the content and message of the text.

Another important methodological aspect is the gradual development of reading fluency. Fluency is achieved through regular practice and repeated exposure to texts. In this regard, techniques such as repeated reading, echo reading, and choral reading are highly effective. Repeated reading involves students reading the same text multiple times until they achieve a certain level of speed and accuracy. Echo reading requires the teacher to read a sentence or a line first, after which students repeat it, imitating the teacher's intonation and expression. Choral reading, where the whole class reads together, helps build confidence and reduces anxiety among struggling readers. These techniques can be effectively applied using Po'lat Mo'min's poems, which are often rhythmic and easy to memorize.

Comprehension development is another central component of reading instruction. It involves teaching students to understand, interpret, and analyze texts. In the case of Po'lat Mo'min's works, comprehension can be enhanced through a variety of strategies, such as questioning, summarizing, predicting, and visualizing. For example, teachers can ask students questions before, during, and after reading to check their understanding and encourage deeper thinking. Questions may range from simple factual inquiries to more complex analytical and evaluative prompts. Predicting activities, where students guess what will happen next in a story, stimulate their imagination and engagement. Visualization exercises, in which students create mental or drawn images of the text, help them better grasp the content and details.

The role of discussion in reading development should not be underestimated. Classroom discussions provide an opportunity for students to express their thoughts, share interpretations, and learn from their peers. When discussing a text by Po'lat Mo'min, teachers can encourage students to relate the content to their own experiences, thereby making reading more meaningful and relevant. This approach is consistent with social constructivist theories of learning, which emphasize the importance of interaction and collaboration in knowledge construction. In addition to traditional methods, the use of creative activities significantly enhances students' engagement and comprehension. Activities such as role-playing, dramatization, and creative writing allow students to interact with the text in a dynamic way. For instance, after reading a story, students can act out the characters' roles, which helps them understand the plot, emotions, and motivations of the characters. Similarly, students can be asked to write a continuation of the story or to create their own endings, which fosters creativity and critical thinking. Po'lat Mo'min's works, with their vivid characters and relatable themes, are particularly conducive to such activities.

An important aspect of modern pedagogy is the incorporation of differentiated instruction. In any classroom, students have varying levels of reading ability, and a one-size-fits-all approach is unlikely to be effective. Therefore, teachers should provide tasks of varying difficulty levels and offer individualized support where needed. For example, struggling readers may benefit from shorter and simpler texts, as well as additional



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guidance and practice, while advanced students can be challenged with more complex tasks, such as analyzing themes or comparing different texts. Po‘lat Mo‘min’s diverse body of work allows for such differentiation, as it includes texts of varying length and complexity.

The use of formative assessment plays a crucial role in monitoring students’ progress and informing instructional decisions. Through continuous assessment, teachers can identify students’ strengths and weaknesses and adjust their teaching strategies accordingly. Methods of formative assessment may include observation, reading logs, oral questioning, and short written tasks. For instance, teachers can keep records of students’ reading fluency by measuring their reading speed and accuracy over time. Comprehension can be assessed through questions, summaries, and retelling activities. Such assessments should be conducted in a supportive and non-threatening manner to encourage students’ confidence and motivation. In recent years, increasing attention has been paid to the role of technology in education. Digital tools can significantly enhance the teaching of reading by providing interactive and multimedia resources. For example, audio recordings of Po‘lat Mo‘min’s works can help students improve their pronunciation and listening skills. Interactive reading applications can offer exercises that adapt to students’ individual levels and provide immediate feedback. Additionally, visual presentations, such as slides and videos, can make lessons more engaging and help students better understand the content.

Empirical studies in the field of education have demonstrated that the integration of literary texts into reading instruction leads to improved outcomes in terms of both fluency and comprehension. For example, research conducted in primary schools has shown that students who regularly engage with age-appropriate literary works demonstrate higher levels of reading motivation and achievement compared to those who rely solely on textbook materials. In the Uzbek educational context, the inclusion of nationally significant authors such as Po‘lat Mo‘min further enhances students’ cultural identity and sense of belonging.

Moreover, the emotional and motivational aspects of reading should be given special attention. Positive emotional experiences associated with reading can foster a lifelong interest in literature. Teachers should create a supportive and encouraging classroom environment where students feel comfortable expressing themselves and taking risks. Praise, constructive feedback, and the celebration of achievements can significantly boost students’ confidence and motivation. Po‘lat Mo‘min’s humorous and engaging style contributes to a positive emotional atmosphere, making reading an enjoyable experience for students. Another important factor in the development of reading skills is parental involvement. Parents play a crucial role in supporting their children’s reading at home. Teachers can encourage parents to read with their children, discuss stories, and provide access to books. Providing recommendations for suitable texts, including works by Po‘lat Mo‘min, can help parents support their children’s reading development effectively. Studies have shown that students who receive support at home tend to achieve better results in reading and other academic areas.

Conclusion



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In conclusion, the development of reading skills in primary school students based on the works of Po‘lat Mo‘min represents an effective and pedagogically grounded approach within modern education. The analysis of theoretical foundations and practical teaching methods demonstrates that literary texts play a crucial role in enhancing students’ reading competence, including fluency, comprehension, vocabulary acquisition, and expressive reading.

Po‘lat Mo‘min’s works, characterized by their linguistic simplicity, emotional richness, and moral depth, are particularly well-suited for young learners. They not only facilitate the technical aspects of reading, such as phonological awareness and decoding skills, but also contribute to students’ cognitive and emotional development. Through engagement with meaningful and culturally relevant texts, students develop a deeper understanding of language and literature, as well as important social and ethical values.

The study also highlights the importance of applying diverse and interactive teaching methods, such as repeated reading, discussion, dramatization, and the integration of digital tools. These approaches increase students’ motivation and active participation in the learning process. Furthermore, differentiated instruction and formative assessment ensure that the individual needs and abilities of students are taken into account, thereby improving overall learning outcomes. Empirical observations and pedagogical experience confirm that the systematic use of Po‘lat Mo‘min’s works in primary education leads to significant improvements in students’ reading skills and fosters a positive attitude toward reading. In addition, the involvement of parents and the creation of a supportive learning environment further enhance the effectiveness of reading instruction.

Therefore, it can be concluded that the integration of national literary heritage into the educational process is not only methodologically justified but also essential for the comprehensive development of primary school students. The works of Po‘lat Mo‘min serve as a valuable resource for achieving both educational and воспитательный (educational-moral) goals, making them an integral part of effective reading instruction in primary schools.

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