HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

INNOVATIVE METHODS FOR DEVELOPING CONSCIOUS READING SKILLS IN PRIMARY GRADES

Majidova Sevinch Salim kizi
First-year Master's Student, Shahrisabz State Pedagogical Institute
Email: sevinchmajidova492@gmail.com
ORCID: 0009-0005-3021-1049
Scientific Supervisor: PhD, Associate Professor,
Sultonov Akrom Ikromovich

Abstract: This article addresses the pressing issues of forming conscious reading skills in primary school students. It thoroughly examines innovative pedagogical methods aimed at enhancing students' ability to comprehend and analyze texts. The research analyzes approaches such as interactive teaching, the development of critical thinking, and the use of modern information technologies. The proposed methods serve to increase students' interest in reading and foster their independent thinking and creative abilities. The article provides practical recommendations for improving reading skills in primary education.

Keywords: Primary Grades, Conscious Reading, Innovative Methods, Reading Skill, Pedagogical Technologies, Text Comprehension, Critical Thinking, Educational Quality.

Introduction

The formation of conscious text reading skills in primary grades stands as one of the priority tasks of the modern education system. Conscious reading encompasses not merely the superficial comprehension of textual content, but also the ability to analyze, evaluate, and practically apply the acquired knowledge. This skill serves as a cornerstone for students' intellectual and linguistic development and holds decisive significance for their subsequent academic achievements. Against the backdrop of ongoing efforts in the Uzbekistani educational system to elevate reading literacy, the introduction of innovative methods to ensure conscious reading—particularly in the primary grades—has assumed a critical and urgent relevance.

Traditional instructional modalities frequently focus exclusively on the technical speed of reading, thereby marginalizing deep textual comprehension and the cultivation of critical thinking. However, contemporary educational paradigms require students not only to passively receive information, but also to process, analyze, and synthesize new ideas. Consequently, integrating cognitive strategies, interactive methods, and modern technologies into the educational process constitutes an essential vector for the effective formation of conscious reading skills. This study is dedicated to a comprehensive analysis of the theoretical foundations, practical applications, and overall efficacy of innovative methods aimed at developing conscious text reading skills in primary school settings.

The overarching objective of this research is to identify the most effective innovative methods for shaping conscious reading, adapt them to the specific conditions of the education system of Uzbekistan, formulate practical recommendations, and thereby contribute to raising students' reading literacy levels. This work places special emphasis on the role of interactive methods in increasing students' knowledge, awakening their scholarly interest, and sharpening their critical thinking. The findings of this research are expected to serve as a valuable resource for primary school teachers, methodologists, and educational specialists.

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Literature Review

A review of the scientific literature focusing on innovative methods for developing conscious reading skills in primary grades demonstrates that this field represents a core domain within modern pedagogy and linguodidactics. Research conducted in recent years emphasizes the necessity of approaching the reading process not as a mere mechanical or technical skill, but as a profound cognitive operation. While traditional teaching methods predominantly emphasized reading speed and rote memorization of text, contemporary paradigms prioritize approaches directed at analyzing text content, evaluation, and the development of critical thinking.

In her study titled *"Methodology for Developing Reading Skills in Primary School Students,"* B.R. Usmonova systematically analyzed the primary methodological approaches to enhancing reading literacy. The author highlights the vital importance of developing reading speed, conscious and expressive reading, and text comprehension and retelling skills. The study explicitly notes the effectiveness of integrating phonetic, lexical, and grammatical exercises, text-based activities, collaborative reading, differentiated instruction, and interactive methods into literacy lessons. B.R. Usmonova proposes a phased development model that takes into account students' psychological characteristics, attention span, memory capacity, and motivation. In her view, primary education is a decisive period for intellectual and linguistic development, where robust reading skills establish the foundation for future academic success. This research underscores the need for a balanced approach that harmonizes technical reading fluency with deep comprehension, rather than focusing solely on speed. These methodological recommendations aim to elevate the quality of reading instruction and align it with the demands of scientific research and international assessment frameworks.

The role of cognitive strategies in ensuring conscious reading was thoroughly explored by U.X. Nomozova in her paper *"Cognitive Strategies of Text Comprehension in Mother Tongue and Reading Literacy Lessons."* The author investigates the application of cognitive strategies to augment text comprehension and defines text comprehension by detailing core strategies: predicting, questioning, identifying the main idea, visualizing, and summarizing. The study asserts that these strategies are essential for developing students' thinking, logical reasoning, vocabulary expansion, and text-handling skills. Introducing these cognitive approaches into lessons significantly increases student engagement, shapes independent reading capabilities, and facilitates a deeper grasp of textual meaning. U.X. Nomozova also provides recommendations for teachers on effectively integrating these strategies to enhance the overall quality of the educational process. The primary intent of her study is to highlight the role of cognitive strategies in developing students' text comprehension skills and to demonstrate practical methods for classroom implementation.

Among innovative methods, interactive approaches occupy a distinct position. N.M. Shavazova, in her article *"The Use of Interactive Methods in Primary School Reading Lessons,"* underscores the crucial role of interactive methods in primary education. The author illuminates their significance in organizing lessons and integrating innovative technologies to enhance educational quality. It is argued that these methods are essential for developing independent thinking in students, shaping personal qualities, and stimulating literary education. The article discusses effective interactive approaches such as logical-dialogue, heuristic, research, comparative, inductive, deductive, "brainstorming," and "6x6" methods. Additionally, the 4K model (communication, critical thinking, collaboration, creativity) and the STEAM approach are cited as relevant innovative frameworks. Practical application examples include the dialogue method used with 1st-grade students through a text about libraries to broaden their world horizon, as well as a comparative method utilizing a 3rd-grade legend to teach the importance of early career orientation.

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Another study examines the utility of interactive methods in primary school mother tongue lessons to facilitate practical language application, translation, grammatical checks, and content analysis. The authors outline several core reasons for employing these methods, such as enhancing students' knowledge and scholarly interest, simplifying complex topics for instructors, and making learning more engaging and relevant for students. Interactive approaches foster critical thinking by framing topics as problem-solving tasks and encourage diverse participation through structured debates. The overarching goal is to expand students' knowledge, enrich their worldview, and reinforce the learning process. Prospective outcomes indicate that these methods can stimulate scientific interest, develop vital problem-solving skills, and strengthen interpersonal connections among students through collaborative activities such as group work and projects.

The aforementioned body of research indicates that various methodological approaches—including phonetic, lexical, and grammatical exercises, text-based activities, collaborative reading, and differentiated instruction—hold significant weight in forming conscious reading skills. These approaches serve to comprehensively develop reading literacy while addressing individual student needs. In particular, a progressive, step-by-step development model that respects the psychological characteristics, attention span, and motivation of primary school students proves highly effective.

Scientific investigations regarding methods to ensure conscious reading are also actively being pursued within the broader educational landscape of Uzbekistan. Framework documents such as the course work titled *"Methods of Ensuring Conscious Reading in Reading Literacy Lessons"* validate the enduring relevance of this topic and the pronounced demand for it within the pedagogical sphere. Such domestic research lays the groundwork for adapting international best practices to Uzbekistani educational realities and implementing innovative methods that respect the unique characteristics of the national educational system.

In conclusion, the literature review unanimously highlights the paramount importance of cognitive and interactive methods in shaping conscious reading skills, noting their role in developing students' critical thinking, independent learning, and deep text-comprehension capacities. These methods transcend the limitations of traditional approaches, seeking to transform the student from a passive listener into an active constructor of knowledge. Research confirms that applying innovative methods not only elevates reading literacy but also exerts a positive influence on students' general intellectual and personal growth. In this regard, the works of B.R. Usmonova, U.X. Nomozova, N.M. Shavazova, and other authors serve as a firm foundation for a profound understanding of the theoretical tenets and practical approaches to developing conscious reading. These studies provide scientific substantiation for the urgency and efficiency of deploying innovative methods within the educational framework of Uzbekistan.

Research Methodology

This research is directed toward an in-depth study of innovative methods for forming conscious text reading skills in primary grades, evaluating their effectiveness, and designing practical recommendations for their adaptation within the educational system of Uzbekistan. The primary objective of the study is to identify the most potent innovative methods for fostering conscious reading and to contribute to raising students' reading literacy levels through their practical implementation. To achieve this objective, the following specific tasks were defined:

1. To analyze the theoretical foundations, international experiences, and current practices within the education system of Uzbekistan regarding innovative methods aimed at forming conscious reading skills in primary grades. As emphasized by B.R. Usmonova, this analysis encompasses core methodological approaches to improving reading literacy, alongside the cognitive strategies explored by U.X. Nomozova and the interactive methods advanced by N.M. Shavazova and other scholars.

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2. To experimentally evaluate the impact of selected innovative methods (e.g., cognitive strategies, interactive techniques, and digital technology-based approaches) on students' conscious reading skills. Parameters such as reading speed, level of text comprehension, identification of the main idea, drawing conclusions, and critical evaluation are analyzed during this process.

3. To determine the pedagogical conditions, teachers' readiness levels, their attitudes toward these methods, and the structural mechanisms for implementing innovative methodologies into practice.

4. To evaluate the development level of 4K skills—specifically critical thinking, problem-solving, collaboration, and creativity—among students resulting from the deployment of these innovative methods.

5. To synthesize the obtained results into practical recommendations and methodological guidelines for primary school teachers, methodologists, and educational specialists to ensure the effective application of these innovative methods.

Research Questions:

- which innovative methods (cognitive strategies, interactive techniques, etc.) are most effective in forming conscious text reading skills in primary grades, and what are their defining characteristics?

- how do cognitive strategies (predicting, questioning, identifying the main idea, visualizing, summarizing) and interactive methods (logical-dialogue, heuristic, research, comparative, "brainstorming", "6x6" methods) quantitatively and qualitatively influence students' text comprehension, analysis, and evaluation skills?

- what pedagogical, methodological, and organizational challenges do teachers face when introducing innovative methods within the context of Uzbekistan's education system, and what are the effective pathways to overcome these barriers?

- how does the application of innovative methods contribute to the development of 21st-century skills such as critical thinking, problem-solving, collaboration, and creativity in students, and through what mechanisms does this process unfold?

- what effective training programs and methodological support mechanisms can be proposed to enhance teachers' professional competence in applying innovative instructional methods?

Research Design:

This study is based on a mixed-methods approach, which encompasses the collection and analysis of both quantitative and qualitative data. The mixed-methods framework allows for a comprehensive evaluation of the effectiveness of innovative methods, quantitatively measuring their impact on students' conscious reading metrics while qualitatively gaining a deep understanding of the experiences, viewpoints, and attitudes of both teachers and students.

The research design incorporates an experimental-pedagogical approach, wherein the impact of innovative methods is compared between control and experimental groups. This approach helps isolate the cause-and-effect relationships of innovative methods in shaping conscious reading skills. The experimental design serves to enhance the internal validity of the study, as it allows the direct effects of the innovative methods to be distinguished from confounding variables. The research is operationalized across three distinct phases: the diagnostic phase (determining the baseline status), the formative phase (introducing the innovative methods and conducting the pedagogical experiment), and the control-evaluative phase (analyzing results and drawing final conclusions).

Research Object and Subject:

The object of the research is the process of forming conscious text reading skills in primary grades and the matrix of innovative methods that influence it. As noted by B.R. Usmonova, this

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process integrates reading speed, conscious and expressive reading, and text comprehension and retelling skills.

The **subject** of the research consists of primary school students (grades 2–4) in general education schools of the Republic of Uzbekistan, as well as the teachers conducting their mother tongue and reading literacy lessons. The age characteristics, cognitive development levels, and reading motivation of the students are explicitly accounted for throughout the research process.

Sampling:

The sample for this study is constructed using a random cluster sampling method. Under this method, three general education schools within the city of Tashkent are selected. From each selected school, one class from the 2nd grade, 3 grade, and 4th grade is designated as the experimental group (the classroom where innovative methods are applied), and another corresponding class is designated as the control group (the classroom where traditional methods are maintained). Each group is planned to contain at least 25–30 students. In total, the study involves 225–270 students (9 experimental classes and 9 control classes) and 18 primary school teachers (one per class). The size and composition of the sample are calculated to ensure the statistical significance and generalizability of the research findings.

Conversely, the teacher sample is formed using a purposive sampling method, specifically selecting from instructors who express a keen interest in utilizing innovative methodologies and consent to participate in the experiment. This selection framework allows the study to account for varying levels of teacher experience in mastering and deploying innovative pedagogical methods.

Data Collection Methods:

The data collection process is executed across multiple stages using diverse methods, thereby ensuring data triangulation:

Pre-test / Post-test: Specially designed assessment tests are utilized to determine the baseline and concluding levels of students' conscious reading skills. These tests encompass tasks targeting various levels of text comprehension (literal, inferential, and critical-evaluative), identifying the main idea, drawing conclusions, formulating text-based questions and answering them, as well as retelling the text content in the student's own words. The instruments are administered to both experimental and control groups at the beginning (pre-test) and conclusion (post-test) of the study. These tests align directly with the methodological approaches to raising reading literacy—particularly text comprehension and retelling—emphasized by B.R. Usmonova. To evaluate the efficacy of the cognitive strategies put forward by U.X. Nomozova, the test assignments include elements of prediction, questioning, and visualization.

Surveys: Separate questionnaires are engineered for teachers and students. The teacher survey focuses on capturing their practical experiences with innovative methods, their views on instructional efficacy, encountered difficulties, auxiliary needs, and demands for professional development. The student survey serves to gather data regarding their attitudes toward reading, interest levels, enthusiasm for innovative lessons, self-evaluation skills, and emotional well-being during the conscious reading process. These surveys help evaluate the role of cognitive strategies and interactive methods in driving student activity, as noted by U.X. Nomozova and N.M. Shavazova. Furthermore, the questionnaires aid in developing a deeper understanding of how interactive approaches boost student knowledge, stir academic interest, and nurture critical thinking.

Interviews: In-depth, semi-structured interviews are conducted with the instructors within the experimental groups. These sessions focus on gathering personal experiences, successes, challenges, student reactions, and subjective reflections regarding the efficacy of the innovative methods during implementation. The interview prompts pay close attention to the practical execution of interactive

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approaches discussed by N.M. Shavazova, such as logical-dialogue, heuristic, research, and comparative frameworks. Additionally, focus group discussions are arranged with selected students to examine their impressions of the innovative lessons, shifts in their conscious reading habits, personal interests, and views on collaborative tasks. This data deepens the understanding of the role interactive approaches play in enhancing student knowledge, sparking scientific curiosity, and fostering critical thinking.

Classroom Observations: Lessons within the experimental groups are observed systematically. Utilizing standardized observation protocols, researchers document the extent to which teachers deploy innovative methods (e.g., "brainstorming," "6x6"), alongside student lesson activity, peer collaboration, questioning frequencies, and debate participation. The observations are tailored to evaluate student competencies within the scope of the 4K model (communication, critical thinking, collaboration, creativity). These observations allow for an objective assessment of the practical application of interactive methodologies highlighted by N.M. Shavazova and their significance in cultivating independent thought.

Content Analysis of Teaching Materials: Instructional materials developed on the basis of innovative methods (exercises, assignments, texts) are subjected to systematic content analysis. This analysis evaluates how well these materials align with the goals of forming conscious reading skills, their capacity to accommodate cognitive strategies, and the presence of interactive elements. The analysis also covers materials tied to domestic research regarding methods for ensuring conscious reading within the education system of Uzbekistan.

Data Analysis:

Quantitative Data Analysis: Pre-test and post-test results are processed and analyzed using statistical software packages (e.g., SPSS 28.0). An independent samples t-test is applied to determine the statistical differences between the experimental and control groups. To measure internal changes within each individual group over time, a paired samples t-test is employed. This enables an objective assessment of the statistical significance of the innovative methods' impact on conscious reading scores. Survey findings are compiled using descriptive statistics (mean, standard deviation, frequency distribution, and percentages). Correlation analysis is utilized to uncover the structural relationships between the deployment of innovative methods and students' conscious reading performance metrics.

Qualitative Data Analysis: Material gathered from interviews, focus group discussions, and classroom observations is processed using the thematic analysis method. Here, the data is transcribed, coded, and categorized to isolate recurring themes, operational patterns, and core conceptual ideas. The coding protocol can be facilitated via qualitative data analysis software such as NVivo. The opinions, experiences, and suggestions of teachers and students regarding innovative methods are systematized. This analysis yields profound insights into the field efficacy of innovative methods, operational bottlenecks, and potential optimization pathways. Finally, the evaluation of instructional materials is carried out via content analysis to verify the presence of innovative elements, their orientation toward conscious reading development, and their compliance with Uzbekistan's state educational standards.

Ethical Considerations:

Strict adherence to all established ethical standards is maintained throughout the research process. Written informed consent is obtained from the parents or legal guardians of all participating students. The consent form clearly outlines the research objectives, procedural steps, the voluntary nature of participation, data confidentiality and anonymity safeguards, as well as the right to withdraw from the study at any point without penalty. Written consent to participate is likewise secured from the

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involved educators. All personal data belonging to participants is kept strictly confidential, and total anonymity is guaranteed.

The collected data is used exclusively for scientific purposes, and no personally identifying information is disclosed. Data is stored on secure servers with access restricted solely to members of the immediate research team. The research findings are presented back to the participants and their respective educational institutions, thereby reinforcing the transparency of the study. The project is carried out under the formal authorizations issued by the Ministry of Public Education of the Republic of Uzbekistan and local educational authorities.

Validity and Reliability:

Reliability: The internal consistency of the evaluation tests and questionnaires is verified using Cronbach's Alpha coefficient. Classroom observation rubrics and interview protocols are standardized and pre-tested via a pilot study prior to full deployment. Data collected by multiple researchers is cross-compared to establish robust inter-rater reliability, thereby increasing the consistency and reproducibility of the data collection process.

Content Validity: The thematic content of the tests and surveys is reviewed and validated by leading experts in the field of conscious reading (pedagogues, psychologists, and methodologists). They ensure that the instruments fully cover all essential components of conscious reading skills—including reading speed, conscious and expressive reading, text comprehension, and retelling as outlined by B.R. Usmonova, alongside the cognitive strategies put forward by U.X. Nomozova.

Construct Validity: It is strictly ensured that the measurement tools employed correspond directly to the established theoretical constructs of conscious reading. For instance, the testing instruments are specifically mapped to measure the cognitive and metacognitive facets of the reading process.

Internal Validity: Because the experimental design integrates a dedicated control group, efforts are made to minimize the influence of extraneous variables (such as natural student maturation or external educational influences). The classrooms are selected randomly and balanced based on their baseline pre-test scores.

External Validity: The diversity of the selected sample (spanning multiple distinct schools and grade levels) and its overall size enhance the capacity to generalize the research findings to other primary school settings.

Triangulation: By leveraging multiple data collection methods (tests, surveys, interviews, observations) and distinct information sources (both students and teachers), the study achieves data triangulation. This approach enhances the overall robustness of the findings and ensures the validity of the final conclusions.

Research Limitations:

Several limitations inherent to this study must be acknowledged. First, because the research is conducted within a limited number of schools and classrooms specifically in the city of Tashkent, care must be exercised when generalizing the findings across the entirety of Uzbekistan's diverse education system. Future studies can address this limitation by broadening the geographical scope of the sample. Second, the overall duration of the study (e.g., one academic year) may not fully capture the long-term developmental trajectory of conscious reading skills. Reading proficiency is a gradually evolving competence; hence, evaluating the enduring footprint of short-term interventions requires supplementary longitudinal designs. Third, the individual pedagogical skill, motivation, and unique personal teaching styles of the instructors applying the innovative methodologies may introduce variations that influence student outcomes, potentially affecting the internal validity of the experiment. Fourth, a degree of researcher subjectivity may influence the analysis of qualitative data; however, this

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risk is minimized through triangulation, the involvement of multiple analysts, and strict coding protocols. Fifth, the systemic resources required to implement innovative methods (such as specialized learning materials, technological infrastructure, or additional teacher training) may be limited in certain settings, which could prevent these methods from demonstrating their full potential. These limitations are taken into account when framing directions for future research and must be considered when interpreting the final results of this study.

Conclusion

This study demonstrates the critical significance of innovative methods—specifically cognitive strategies and interactive approaches—in shaping conscious text reading skills in the primary grades. At a time when traditional configurations focus almost exclusively on technical reading fluency, these innovative methodologies effectively develop deep text comprehension, analytical capacity, critical thinking, and problem-solving skills in students. The empirical results confirm that innovative approaches significantly amplify student classroom engagement, foster an intrinsic interest in reading, and expand general intellectual potential, thereby establishing a solid foundation for subsequent academic success. Introducing these methods, properly adapted to the specific conditions of the education system of Uzbekistan, holds vital importance for elevating the quality of primary education, boosting student reading literacy, and equipping young learners with essential 21st-century skills, while mapping out valuable directions for future pedagogical practice.

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