
The Importance of an Integrative Approach in Teaching Analysis of Artistic Text in Primary Grades

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Abstract: this article covers the importance of an integrative approach in teaching elementary students to analyze an artistic text, the increase in aesthetic culture in students through reading, understanding and analyzing an artistic text, the development of communicative abilities, independent and creative thinking, the formation of a logical inference skill, the achievement of the formation of competence of the application of theoretical knowledge in practical. Also, the opinions of scientists who conducted research in our republic, CIS countries and abroad on work on the text, reading and understanding the artistic text, an integrative approach to the educational process were analyzed and subjectively reacted.

Keys words: elementary grade, artistic text, text analysis, work on the text, reading and understanding the text, text reading skills, integrative approach, integration, simplicity, intelligibility, educational process, independent and creative thinking, logical inference, communicative ability

Introduction. Improving the skills of students of secondary educational institutions of our country in analyzing literary texts is one of the current urgent tasks, and the implementation of innovative approaches in this regard, in particular, integrative approaches, serves to improve the competences of analyzing and understanding literary texts. The skills of elementary school students in analyzing literary texts are the basis for their independent and creative thinking and drawing logical conclusions.

The Law of the Republic of Uzbekistan "On Education"[1] and the Decree of the President of the Republic of Uzbekistan "On the Development Strategy of Uzbekistan for 2022-2026"[2] set the tasks for improving the quality and efficiency of education in our country, requiring education workers and teachers to work on themselves for professional development, effectively introduce students to international programs, as well as educate educated students who can compete with their peers in the world, and form independent, creative, logical, and critical thinking skills in students.

Literature analysis and methodology. Issues of working with text, reading and understanding a literary text, and composing tasks based on the text in our republic were studied by Sh. Saryuev, K. Mavlonova, M. Askarova, F. Kh. Aminova, T. Ziuadova, U. Kaumkhodjaeva, A. Nisanbaeva, Sh. Nurullaeva; the issue of integrative adaptation to education was studied by N. Ahmedova; psychological, pedagogical, and methodological problems of integration in the educational process were studied by Sh. Abduraimov, U. Sh. Begimkulov, R. A. Mavlonova.

Issues of developing text reading skills in the CIS countries were studied by E. V. Belina, M. Mokina, G. M. Perova, V. A. Borodina, A. R. Luria, M. R. Lviv, E. M. Researched by the Katonovs.

Abroad, the problems of working with text information, developing the skills of reading and understanding the text were studied by Britt M. A., Goldman S. R., Langer J. Christianson K, S. G. Luke, M. Medvel, N. Metul.

F. Kh. Aminova explained in her research work that “The conversation after the first reading of the work aims, firstly, to find out what effect it had on the students, and secondly, to create conditions for active work in the lesson by attracting children to analyze the text”[4].

M. Mokina explained that “Organizing work on reading and understanding the text begins with the use of various forms”[13].

N. Ahmedova stated that “Improving the construction of the professional competence of a future teacher based on an integrative approach is based on the study of scientific information about the phenomenon of the unity of integration in education”[4].

Therefore, teachers who have improved their professional skills based on an integrative approach, while applying modern methods, innovative and information technologies to the educational process, provide students with scientifically based theoretical information and achieve the formation of competence in students to apply this theoretical information in practical activities.

Discussion and results. The word “text” is used in the form of “text” (“text” based on the Latin “textum”) in published literature in Russian and English, and means “connection”, “connection”, “connection”, “connection”. “Working on the text serves the purpose of spiritual and moral education by mastering the content of the work with attention to its essence, studying its literary and artistic features, and on this basis, forming the skills of independent thinking of students”[6].

“A literary text is a complex whole that expresses the content of a work of art, is functionally complete, is formed on the basis of the figurative possibilities of the language, can freely combine various stylistic features according to the author’s will, and has the property of giving people aesthetic pleasure. In a literary text, the laws of strict logic, simplicity, clarity, and normativity are not strictly followed, as in texts of other styles. It uses artistic means of expression effectively. Impressiveness is brought to the fore. Melodious, attractive words are used a lot”[8]. In addition, the compelling content conveyed in the text encouraged students to engage in higher-level thinking.

According to the research of pedagogical and methodological scientists, “the concept of “integrative approach” is interpreted as follows in the encyclopedia of pedagogy: integrative approach is a concept that means the joint application of several approaches (situational, systemic, innovative, etc.) to a managed object in the organization and management of the educational process. This term represents generalized approaches”[4]. In their opinion, the integrated application of approaches such as innovative approach, contextual approach, communicative approach to the educational process involves the development of the skills of primary school students to analyze literary texts.

This concept is based on the quality of the unity of the content and procedural aspects of teaching, and M.N. Verulava understands the integration of educational content as “the process of interaction of the structural elements of educational content and its result, which is accompanied by an increase in the systematicity and density of students' knowledge” [5].

In order to understand the content, meaning, and form of a literary text in detail in a preschool classroom, it is necessary to conduct a comprehensive analysis of the work of art. In our opinion, the main thing in solving this problem is to form and develop in the younger students the desire to reflect on what they have read, to form and develop the desire to see the ambiguity of meaning for different students, the multifaceted and informative nature of the literary text. In this case, the student is asked a certain type of question:

1. What thoughts and feelings arose while reading?
2. What questions arose while reading (after reading)?
3. What do you think motivated the author to write?
4. What is the author thinking about in the text?
5. Which scene in the story do you think is the most important and why?

Elementary school students receive a lot of information in reading literacy lessons through literary, scientific and popular texts. At the same time, information increases students' knowledge and has a positive effect on creative thinking. In this regard, it is natural that the supporting context contains various information. This will help students develop their ability to work with information and improve their broad knowledge.

The provision of scientific, artistic, narrative, and discussion texts in reading literacy textbooks that demonstrate the potential of information, perception, and thinking accelerates the development of the ability to read and understand the text, as well as its analysis. At the same time, primary school students are required to observe oral and written speech, synthesize the structure of the text, and independently understand its content. As is known, familiarization with the sentences, thoughts, proverbs, and wise sayings contained in the text is complemented by the ability to extract the meaning of these words from the text. The words chosen for any text, no matter how educational or how clearly they present the word, only embody the meaning of the word in context and the relationship between the words.

It is important that primary school students, when analyzing and perceiving the text, independently understand the meaning of all the words in the text and can freely compose oral and written coherent speech without difficulty.

CONCLUSION. The four-year period of primary school is the most active period of development of education, and serves as a foundation for the subsequent development of worldview, thinking, communication and spiritual development of students. The role of integrative communication in teaching primary school students to analyze a literary text is ultimately important. Analyzing a literary text contributes to the growth of students' aesthetic culture, the development of their communicative abilities, the formation of independent and creative thinking, the ability to draw logical conclusions, the formation of competence in the application of theoretical knowledge in practical activities, and the expansion of their worldview. Developing the skills of elementary school students to analyze literary texts encourages students to systematically consolidate their acquired knowledge and skills on the basis of an integrative approach.

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