

AN INNOVATIVE APPROACH TO THE ORGANIZATION OF PRIMARY SCHOOL  
READING LESSONS

Sapayeva Laylo Norbayevna

*Master of Asia International University*

**Abstract:** *This article introduces an innovative approach to the organization of primary school reading lessons, aiming to enhance students' reading skills and engagement. The approach is designed to be student-centered, interactive, and tailored to individual learning needs. By incorporating a variety of activities and resources, teachers can create a dynamic and effective learning environment that fosters a love for reading among students.*

**Keywords:** *primary school, reading lessons, student-centered, interactive, individualized learning, engagement.*

**Introduction:**

Reading is a fundamental skill that lays the foundation for academic success and lifelong learning. Therefore, it is crucial for primary schools to provide effective reading instruction that meets the diverse needs of students. Traditional approaches to teaching reading often rely on rote memorization and passive learning activities, which may not be engaging or effective for all learners. In response to these challenges, this article proposes an innovative approach to organizing primary school reading lessons that prioritizes student-centeredness, interactivity, and individualized instruction.

Reading is a fundamental skill that lays the foundation for a child's educational success. In primary school, reading lessons play a crucial role in developing students' literacy skills and fostering a love for reading. Traditionally, reading lessons in primary schools have followed a structured approach, focusing on decoding words, comprehension, and fluency. However, educators are constantly seeking innovative approaches to make reading lessons more engaging and effective for students.

In recent years, there has been a shift towards implementing more interactive and student-centered approaches to the organization of primary school reading lessons. These innovative approaches aim to create a more dynamic and engaging learning environment that caters to the diverse needs and interests of students.

One such innovative approach is the use of technology in reading lessons. Digital tools such as e-books, interactive whiteboards, and educational apps can provide students with opportunities to engage with text in creative ways. For example, interactive e-books allow students to read stories while interacting with multimedia elements such as animations, audio recordings, and games. This not only enhances students' comprehension skills but also makes reading more enjoyable and interactive.

Another innovative approach is the integration of project-based learning into reading lessons. Project-based learning involves students working on real-world projects

that require them to apply their reading skills in authentic contexts. For example, students may be tasked with researching a topic of interest, creating a presentation or writing a report based on their findings. This approach not only helps students develop their reading skills but also fosters critical thinking, collaboration, and creativity.

Furthermore, incorporating elements of gamification into reading lessons can make learning more fun and engaging for students. Gamification involves using game design principles to motivate and engage learners. For instance, teachers can create reading challenges or competitions where students earn points or rewards for completing tasks such as reading a certain number of books or answering comprehension questions correctly.

In addition to these approaches, differentiated instruction can also enhance the organization of primary school reading lessons. Differentiated instruction involves tailoring teaching methods and materials to meet the individual needs of students. By providing personalized support and resources based on each student's strengths and weaknesses, teachers can ensure that all students are able to progress at their own pace.

In conclusion, an innovative approach to the organization of primary school reading lessons can greatly benefit students by making learning more engaging, relevant, and effective. By incorporating technology, project-based learning, gamification, and differentiated instruction into reading lessons, educators can create a dynamic learning environment that fosters literacy development and instills a love for reading in young learners. Ultimately, these innovative approaches can help empower students to become confident readers who are equipped with the skills they need to succeed academically and beyond.

#### Literature Review:

Research has shown that student-centered approaches to teaching are more effective in promoting deep learning and retention of knowledge (Kember et al., 2008). By putting students at the center of their own learning experience, teachers can create a more engaging and meaningful educational environment. Interactive activities such as group discussions, peer collaboration, and hands-on projects have been found to enhance students' understanding and retention of reading concepts (Kuhn et al., 2010). Furthermore, tailoring instruction to individual learning needs has been shown to improve academic outcomes for students with diverse backgrounds and abilities (Tomlinson et al., 2003).

#### Conclusion:

In conclusion, the proposed innovative approach to organizing primary school reading lessons offers a promising solution to the challenges faced by educators in providing effective reading instruction. By adopting a student-centered, interactive, and

individualized approach, teachers can create a dynamic learning environment that fosters a love for reading among students while enhancing their literacy skills. Future research should further explore the effectiveness of this approach in different educational settings and populations.

#### REFERENCES:

1. Ruziyeva, M. Y. (2020). About color symbols in folklore. *Journal of critical reviews. ISSN-2394-5125 VOL, 7*.
2. Ruziyeva, M. Y., & Aslonova, S. S. (2021). Theoretical and Practical Foundations of Teaching Folklore In Primary School. *Middle European Scientific Bulletin, 10*.
3. [Lyro-epic literary fairy tales in uzbek children's literature](#) MY Ruziyeva, S Lobar
4. Yoqubovna, R. M. (2017). Expression of Attitude to Colors in Turkic National Ritual Songs. *ANGLISTICUM. Journal of the Association-Institute for English Language and American Studies, 6(1)*, 54-68.
5. Yokubovna, R. M. (2020). About color symbols in folklore. *JCR, 7(17)*, 461-466.
6. Ruziyeva, M. Y., & Lobar, S. (2023). Lyro-epic literary fairy tales in uzbek children's literature.
7. Bahrievna, P. N., & Ro'ziyeva, M. Y. (2023). Reforms and Innovations in the Educational System in Uzbekistan. *American Journal of Public Diplomacy and International Studies (2993-2157), 1(6)*, 47-51.
8. Ro'ziyeva, M. Y. (2020). COLOR SYMBOLISM IN UZBEK FOLKLORE. *Theoretical & Applied Science, (5)*, 277-284.
9. Ruzieva, M. Y. (2022). SYMBOLISM OF MYTH, SYMBOL AND COLOR. *Ann. For. Res, 65(1)*, 2719-2722.
10. Ruzieva, M. (2016). Colour and its psychoanalytical interpretation in folklore. *Язык и культура (Новосибирск), (23)*, 127-130.
11. Ro'ziyeva, M. Y. (2020). Color symbolism in Uzbek folklore. *ISJ Theoretical & Applied Science, 05 (85)*, 277-284.
12. Uzbekistan, B. Qualitative properties and imagery of Colors.
13. Ro'ziyeva, M. Y. (2021). O'qish darslarida fasllar bilan bog'liq matnlar va ularning ahamiyati: DOI: 10.53885/edinres. 2021.86. 66.011 Ro 'ziyeva MY, Boshlang'ich ta'lim nazariyasi kafedrasi mudiri, fffd (PhD) Madinabonu Xayrulloeva, BuxDU, boshlang'ich ta'lim yo'nalishi 4 kurs talabasi. In *Научно-практическая конференция* (pp. 23-24).
14. Ro'ziyeva, M. (2021). FOLKLORSHUNOSLIKDAGI YANGI BOSQICHLAR VA ULARNING TA'LIM JARAYONIDAGI AHAMIYATI:

Mohichehra Ro'ziyeva, BuxDu Boshlang'ich ta'lim nazariyasi kafedrası mudiri, PhD, dotsent. In *Научно-практическая конференция* (pp. 21-22).