THE ROLE OF INFORMATIONAL TEXTS IN THE INTELLECTUAL DEVELOPMENT OF PRIMARY SCHOOL STUDENTS

Hojamberdiyeva Fotima Nematovna

Andijan State Pedagogical Institute Lecturer at the Department of Primary Education

E-mail: fotimarahmonova064@gmail.com

Abstract: This article analyzes the importance of working with informational texts in the process of primary education, as well as their role in developing students' thinking, speech culture, and independent reasoning skills. The study examines effective methods of working with informational texts, criteria for their selection, and ways of adapting them to students' age characteristics. It also highlights the development of independent reading and information processing skills through the use of modern pedagogical technologies. The article can serve as a methodological guide for primary school teachers.

Keywords: informative text, thinking, methodology, innovation, reading literacy, pedagogical technology, interactive method, cognitive development, analytical thinking, learning motivation, scientific style, didactic material, visual aids, digital education, creativity, critical thinking.

Annotatsiya: Ushbu maqolada boshlang‘ich ta’lim jarayonida axborot matnlari bilan ishlashning ahamiyati, shuningdek, ularning o‘quvchilarning tafakkurini, nutq madaniyatini va mustaqil fikrlash ko‘nikmalarini rivojlantirishdagi o‘rni tahlil qilinadi. Tadqiqotda axborot matnlari bilan ishlashning samarali usullari, ularni tanlash mezonlari hamda o‘quvchilarning yosh xususiyatlariga moslashtirish yo‘llari o‘rganiladi. Shuningdek, zamonaviy pedagogik texnologiyalar orqali mustaqil o‘qish va axborotni qayta ishlash ko‘nikmalarini rivojlantirish masalalariga ham e’tibor qaratiladi. Mazkur maqola boshlang‘ich sinf o‘qituvchilari uchun metodik qo‘llanma sifatida xizmat qilishi mumkin.

Kalit so‘zlar: axborot matni, tafakkur, metodika, innovatsiya, o‘qish savodxonligi, pedagogik texnologiya, interfaol metod, kognitiv rivojlanish, tahliliy fikrlash, o‘quv motivatsiyasi, ilmiy uslub, didaktik material, ko‘rgazmali vositalar, raqamli ta’lim, ijodkorlik, tanqidiy fikrlash.

Аннотация: В данной статье анализируется значение работы с информационными текстами в процессе начального образования, а также их роль в развитии мышления учащихся, культуры речи и навыков самостоятельного рассуждения. В исследовании рассматриваются эффективные методы работы с информационными текстами, критерии их отбора и способы адаптации к возрастным особенностям учеников. Особое внимание уделяется развитию навыков самостоятельного чтения и обработки информации с использованием современных педагогических технологий.

Статья может служить методическим пособием для учителей начальных классов.

Ключевые слова: информационный текст, мышление, методика, инновация, читательская грамотность, педагогическая технология, интерактивный метод, когнитивное развитие, аналитическое мышление, учебная мотивация, научный стиль, дидактический материал, наглядные средства, цифровое образование, творчество, критическое мышление.

Introduction

Primary education represents one of the most crucial stages in an individual's life, as it is during this period that pupils begin to form their worldview, develop reading and writing skills, and lay the foundation for independent thinking [1]. Consequently, the learning materials applied in primary classrooms—particularly textual resources—must not only broaden pupils' knowledge but also capture their interest and enrich their intellectual outlook. Within this context, informative texts emerge as essential pedagogical tools [2]. They not only contribute to the reinforcement of reading literacy but also facilitate the acquisition of new knowledge, the development of analytical thinking, and the ability to apply learned information effectively in everyday life.

Informative texts are defined as texts written in a scientific or popular style that provide accurate information about events, phenomena, individuals, or objects [3]. Such texts are of particular importance in primary education, as they enrich children's thinking, broaden their worldview, and enhance their life experiences. Through reading informative texts in the learning process, students develop essential cognitive skills such as observation, analysis, and generalization. For instance, texts about natural phenomena, renowned scientists, inventions, or various professions stimulate children's curiosity and serve as an additional source of knowledge [2].

An effective approach to working with informative texts is encouraging students to retell the content they have comprehended after reading. This practice not only develops their speech abilities but also teaches them to present ideas in a logical sequence and strengthens their memory retention skills [1].

In addition, the question-and-answer method is also considered effective. The teacher asks questions related to the content of the text, and the students try to find the answers. In this process, they learn not only to grasp the main idea of the text but also to identify secondary information [4].

The importance of working with informational texts: based on foreign literature.

Informational texts are a body of knowledge written in a scientific and popular style about events, phenomena, people, or objects. They serve as an

ISSN 3030-3907

important pedagogical tool in primary school to identify and expand students' intellectual and language skills. Foreign studies show that such texts are effective in improving students' level of comprehension, reasoning, ability to distinguish the main idea, and applying information from the text in practice. For example, in a 2006 study by Ruth Helen Yopp and Hallie Kay Yopp, it was observed that primary school and kindergarten children were less exposed to informational texts through read-alouds compared to narrative texts; this result suggests that differences in opportunities and exposure to text types affect language and comprehension development [1].

Another study, "Incorporating Informational Texts in the Primary Grades: A Research-Based Rationale, Practical Strategies, and Two Teachers' Experiences," highlighted how two primary school teachers integrated informational texts into lessons, leading to an expansion of students' worldview, deeper knowledge about events, science, and society, and opportunities to consolidate the information gained through discussion with others [3].

Similarly, the project *"Children's comprehension of informational text: Reading, engaging, and learning"* reported that in schools located in low-income areas, providing students with greater access to informational books significantly improved their text comprehension, interest in lessons, and overall reading achievement [4].

The study *"Enhancing Critical Thinking Skills through Expository Text Media"* demonstrated that the use of expository (informational) texts is an important tool in developing students' critical thinking skills; test results of the experimental group were much higher compared to the control group [11].

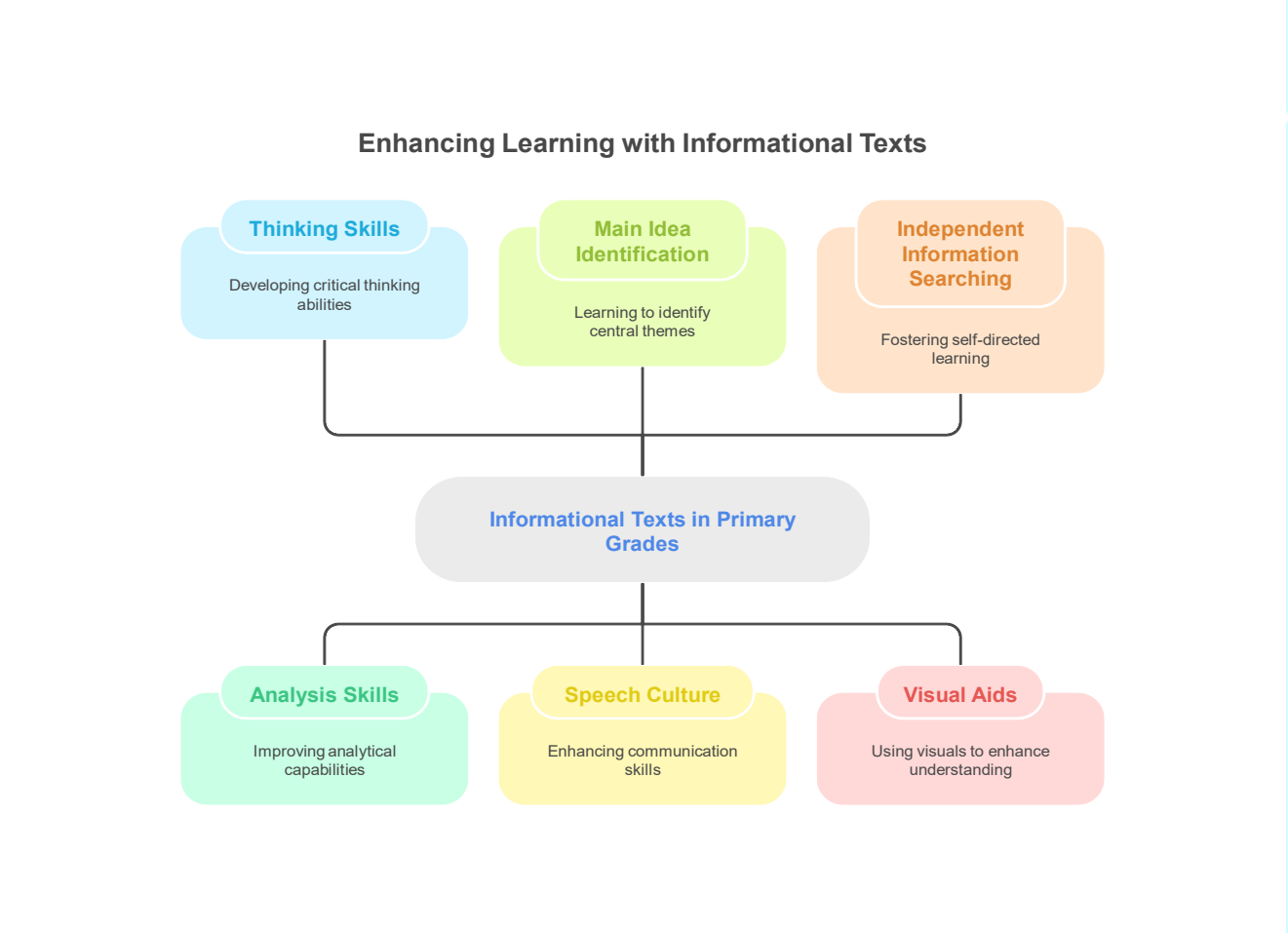
At the primary level of education, criteria such as text integrity, group language level, and the relevance of content to the child's context are crucial in selecting informational texts. The article *"Teaching Informational Texts in the Early Grades"* also noted that text structure, topics, and alignment with students' interests contribute significantly to pedagogical effectiveness [6].

Thus, working with informational texts in primary grades plays a crucial role in developing children's abilities to think, analyze, identify main ideas, improve speech culture, and develop independent information-seeking skills. Moreover, enriching informational texts with various visual aids further enhances their effectiveness [3]. For example, when reading texts about animals, showing pictures, videos, or demonstrations can leave a stronger impression on students. This method increases children's interest and helps them retain the information they read.

In today's digital era, it is also possible to present informational texts in electronic form [4]. Interactive presentations, online libraries, and multimedia

ISSN 3030-3907

textbooks serve as additional sources of knowledge for students. Through this, they also learn to search for and use information independently. This increases the effectiveness of the educational process and helps students develop 21st-century skills.



When selecting informational texts, the teacher must consider the age characteristics of the students [1]. Texts that are too complex and contain many scientific terms may be incomprehensible to children. Therefore, the text should be simple, clear, and engaging. In addition, the text should have educational value. For instance, texts related to ideas such as ecology, patriotism, and diligence can help shape children's personal qualities [2].

RESEARCH METHODOLOGY: The research on the role of informational texts in the intellectual development of primary school students is based on a systematic and integrated methodological approach that combines theoretical, empirical, and experimental methods. The study aims to determine how working with informational texts contributes to the formation of students' analytical, critical, and independent thinking skills. In the process of research, both qualitative and quantitative methods were applied. Theoretical analysis involved studying scientific and pedagogical literature on reading literacy, cognitive development, and methods of developing students' intellectual abilities. Empirical methods such as observation, interviews, and questionnaires were used to assess

ISSN 3030-3907

students' existing skills in understanding and interpreting informational texts. Experimental work was carried out in real classroom conditions, where specially designed lessons incorporating informational texts were tested to observe their effect on students' intellectual growth. Statistical data analysis was used to evaluate the effectiveness of the applied methods and ensure the objectivity and reliability of the findings. The research involved primary school students aged seven to ten and teachers specializing in primary education. All procedures were carried out in accordance with ethical research standards, maintaining confidentiality and ensuring voluntary participation of the subjects. The methodological basis of the study reflects the unity of theory and practice, emphasizing the importance of informational texts as an effective pedagogical tool in fostering cognitive activity and developing intellectual independence among young learners.

DISCUSSION AND RESULTS: He conducted research revealed that systematic work with informational texts significantly enhances the intellectual development of primary school students. During the experimental phase, it was observed that students exposed to informational texts demonstrated higher levels of analytical thinking, logical reasoning, and cognitive curiosity compared to those following traditional reading methods. The use of informational texts helped students acquire skills such as extracting key ideas, classifying information, and making evidence-based conclusions. Teachers also reported that lessons incorporating informational materials encouraged active participation, improved reading comprehension, and developed independent learning habits among students. The integration of modern pedagogical and digital technologies in teaching informational texts created an interactive learning environment that fostered motivation and creativity. The results confirmed that informational texts serve not only as sources of knowledge but also as tools that develop language, thinking, and communication skills. Statistical analysis of pre- and post-experiment tests showed measurable improvement in students' ability to process and interpret information. These findings support the view that incorporating informational texts into the educational process is an effective means of promoting intellectual growth and critical thinking in primary education. The study emphasizes the necessity of using innovative teaching methods and diverse text formats to ensure that students not only read but also think, analyze, and understand the world around them more deeply.

Conclusion: Working with informational texts in primary grades is an important process that ensures not only the intellectual potential of students but also their psychological, social, and moral development [3]. Through such texts, children not only acquire new knowledge but also broaden their worldview, enrich their life experiences, and gain a deeper understanding of the phenomena of the

ISSN 3030-3907

surrounding environment. While working with texts, students develop independent thinking, observation skills, as well as analytical and critical approaches, which thoroughly prepare them for the next stages of education.

In this process, the teacher, as the main guide, must carefully select texts, adapt them to the age characteristics of students, effectively use didactic and visual aids, and apply interactive methods to increase students' interest in the lesson. In particular, integrating informational texts with digital learning opportunities fosters independent reading and research skills, preparing students for 21st-century competencies.

Thus, informational texts in primary education serve not only as a source of knowledge but also as a comprehensive educational tool that helps shape students into knowledgeable, intellectually developed, creative, and independent thinkers.

REFERENCES

1. Karimov, A. *Methods of Primary Education*. Tashkent: O'qituvchi, 2020.
2. Yo'ldoshev, J. *Working with Texts in Reading Lessons*. Tashkent: Fan, 2018.
3. Jalolov, J. *Pedagogical Technologies and Innovations in Education*. Tashkent, 2019.
4. Hasanov, B. *Reading Literacy in Primary Education*. Samarkand: Zarafshon, 2022.
5. Calkins, L. (2001). *The Art of Teaching Reading*. New York: Addison-Wesley.
6. Duke, N. K. (2000). 3.6 Minutes Per Day: The Scarcity of Informational Texts in First Grade. *Reading Research Quarterly*, 35(2), 202–224.
7. Pappas, C. C. (2006). The Information Book Genre: Its Role in Integrated Literacy Learning, Research, and Practice. *Reading Research Quarterly*, 41(2), 226–250.
8. Moss, B., & Newton, E. (2002). An Examination of the Informational Text Genre in Basal Readers. *Reading Psychology*, 23(1), 1–13.
9. Pearson, P. D., & Duke, N. K. (2002). Comprehension Instruction in the Primary Grades. In C. Collins Block & M. Pressley (Eds.), *Comprehension Instruction: Research-Based Best Practices* (pp. 247–258). New York: Guilford Press.
10. Snow, C. E. (2002). *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. Santa Monica: RAND Corporation.
11. Guthrie, J. T., & Wigfield, A. (2000). Engagement and Motivation in Reading. In M. Kamil et al. (Eds.), *Handbook of Reading Research, Volume III* (pp. 403–422). Mahwah, NJ: Lawrence Erlbaum Associates.
12. National Reading Panel. (2000). *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its*

ISSN 3030-3907

Implications for Reading Instruction. Washington, DC: National Institute of Child Health and Human Development.

ISSN 3030-3907