| Research Article

Methods of Using Ict in Teaching Primary Students to Work on Artistic Works in Mother Language and Reading Literacy Lessons

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Abstract: In the modern education system, information and communication technologies (ICT) play an important role in the development and effectiveness of the educational process. For primary school students, lessons in the mother tongue and reading literacy are one of the most important stages in the formation of the foundations of knowledge. During this period, teaching students to work on a work of art helps to expand their imagination about literary images and characteristics, and develop skills in analyzing and understanding the text. The use of modern ICT methods makes this process more interesting and effective.

Keywords: literary image, electronic resource, role-playing game, gamification, work of art.

INTRODUCTION

In the modern educational landscape, the integration of Information and Communication Technologies (ICT) has become a pivotal strategy for enhancing teaching and learning processes. This is particularly true in primary education, where foundational skills such as mother tongue proficiency and reading literacy are developed. Artistic works, including poetry, stories, and fairy tales, play a crucial role in nurturing students' linguistic abilities, creativity, and emotional intelligence. However, traditional methods of teaching these works often fail to fully engage young learners or address their diverse learning needs.

The use of ICT in teaching artistic works offers innovative and interactive approaches that can transform the learning experience for primary school students. Digital tools such as multimedia presentations, e-books, audiobooks, gamification platforms, and virtual collaboration spaces not only make lessons more engaging but also cater to different learning styles. For instance, auditory learners benefit from listening to narrated stories, while visual learners grasp concepts better through animations and infographics. Moreover, ICT enables personalized learning, allowing students to progress at their own pace and explore artistic works in ways that resonate with them.

This article explores effective methods of incorporating ICT into lessons focused on artistic works in mother language and reading literacy for primary students. It examines how digital technologies can be used to foster comprehension, analytical thinking, and expressive skills, while also addressing challenges such as accessibility and teacher preparedness. By highlighting practical strategies and real-world examples, this study aims to provide educators with actionable insights into leveraging ICT to create dynamic, inclusive, and impactful learning environments.

Ultimately, the goal is to empower young learners to connect deeply with artistic works, develop a love for their native language, and enhance their reading literacy skills in alignment with 21st-century educational demands.

Body. Working on a work of art is a process aimed at developing students' skills in literature lessons to understand, analyze, and gain a deeper understanding of the text. Methodological approaches are important in teaching elementary school students to work on a work of art. Below are the stages of working on a work of art and the methods used to implement them.

There are the following stages of working on a work of fiction: the introductory stage, familiarization with the text, analysis, generalization and final stages.

The purpose of the introductory stage is to attract the attention of readers and provide general information about the work.

Work methods: Provide brief information about the author, genre and theme of the work.

Ask leading questions about the work (For example: "Why did you want to read this story?").

Show the connection of the work with previously read works.

The goal of the stage of familiarization with the text is to read the work completely and clearly and understand its content.

Methods of work: Reading aloud: The teacher reads or invites students to read in turn.

Independent reading: Students are given the opportunity to read the text independently.

Role-playing reading: Assigning the roles of people with characteristics to students.

The main goal of the analysis stage is to gain a deeper understanding of the content, ideas, images, and characteristics of the work.

The work methods begin with text analysis: The main idea, sequence of events, images, and characteristics of the text are determined.

Word and expression analysis: Search for the dictionary meanings of unfamiliar words and explain stylistic features in sentences.

Question and answer: Check the level of understanding of students by asking questions about the text of the work.
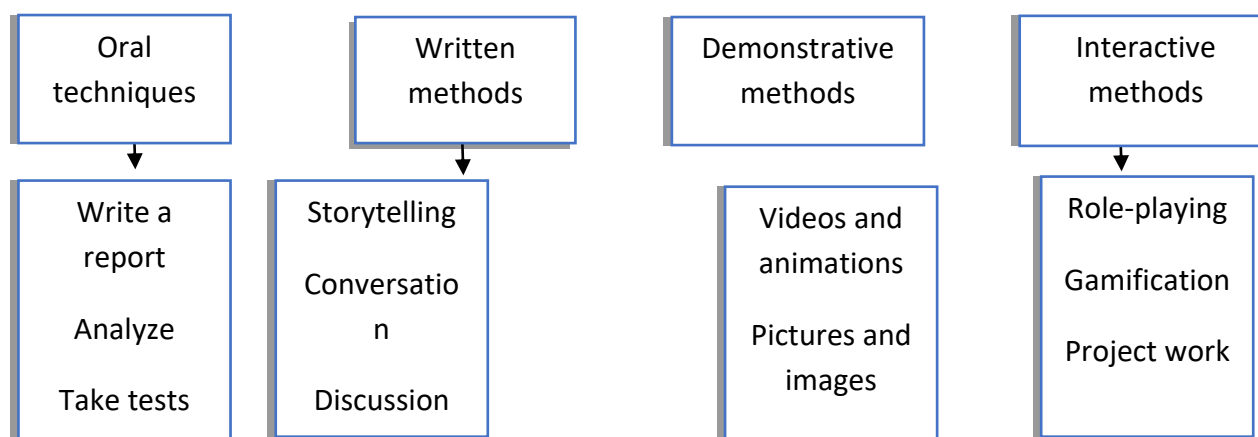
For example: "What events occurred in the work?", "What feelings do the characters have?"

The purpose of the summary and final stage is to summarize the content of the work and listen to the opinions of the students.

The work methods are as follows: In the process of summarizing, a conclusion is drawn on the main idea and essence of the work.

Discussion: Exchange of opinions with students about the work.

Final tasks: Complete exercises on the text of the work or write a brief summary. We will cover the methods used when working on a work of art.

Oral techniques	Written methods	Demonstrative methods	Interactive methods
Write a report Analyze Take tests	Storytelling Conversation Discussion	Videos and animations Pictures and images	Role-playing Gamification Project work

It is important to develop students' emotions when working on a work of art. For example, the musical rhythm and expressive reading of a poem affect the psyche of students.

The methodology of working on a work of art is an important tool for increasing students' interest in literature, learning their native language, and developing speech culture. Teaching primary school students to work on a work of art can be done using various methods and tools to provide them with deeper understanding. The use of ICT also makes this process more modern and effective.

The use of modern information and communication technologies (ICT) can be very effective in teaching primary school students to work on a work of art in their native language and reading literacy lessons. This approach increases students' interest, increases their activity and helps them to acquire knowledge more deeply. Below are some ways to use ICT:

1. Allows the use of multimedia tools. This includes video and audio materials: Professionally recorded audiobooks or animated videos can be shown to listen to the text of a work of art. This develops students' comprehension and listening skills.

- For example: Play the audio or video available on YouTube to listen to the poem "Kecha va kunduz" ("Day and night").

- It helps to prepare interactive slides. Using platforms like PowerPoint, Canva, or Google Slides, you can present key ideas and explain them to your students.

2. Using an interactive whiteboard during the lesson, students can be taught to analyze the text of a work of art. For example, highlighting important words in the text, analyzing sentences, identifying images and characteristics.

- Example: The text is given on the board and its content is analyzed together with the students.

- educational apps to use: Using test creation apps such as Kahoot and Quizizz, you can create quick questions about a work of art and test students' knowledge.

3. It is possible to find online resources: Readers can be recommended e-books from platforms such as Kitab.uz, Bookmate, or Google Books to read works of art. This allows them to read works in a convenient and interesting way.

- For example: Finding an electronic version of the book "Qo'rqma" ("Don't Be Afraid") to get acquainted with it.

- When using online dictionaries, platforms such as Rekord.uz, Glosbe, or Google Translate can be used to search for the meanings of unfamiliar words found in the text.

4. Using visual and graphic aids enhances the learning process.

- Mind Maps: Using applications such as MindMeister or XMind, you can organize the content, main ideas, and images of a work of art. This will help students understand the work.

- For example: Create a mind map for the story "The Man Who Passed the Yellow Giant."

- Infographics: Using apps like Canva or Piktochart, you can create and display visual information about a piece of art.

5. Gamification methods are also available:

- Learning through games: It can be interesting to use gamification elements when teaching students how to work on a work of art. For example:

- Role-playing: Each student takes on the role of a character in the work and acts out their conversations.

- Quizzes: Use Kahoot or Quizlet to create a quiz about a work of art.

- Puzzles or crosswords: Create a criss-cross or puzzle using key words from the text of the work.

6. Social media and virtual collaborations are encouraged.

- Telegram channels: Send students additional materials to work on their artwork, such as poems, stories, or their analysis.

- Virtual projects: Students can work on their artwork in pairs or groups and present the results on platforms such as Google Jamboard, Padlet, or Flipgrid.

7. The integration of visual arts and digital images is demonstrated.

- Digital drawing programs: Based on the text of the work of art, students can be invited to create drawings in programs such as Paint, Procreate or Canva.

- For example: create an image for the poem "Kechalarning siri" ("The Secret of the Nights").

- Create animation: Use applications such as Stop Motion Studio or Vyond to express the content of the work of art in the form of animation.

8. Project work and presentations will be displayed.

- Preparing a presentation: While working on a work of art, students can be taught to present their ideas using applications such as Microsoft PowerPoint, Google Slides, or Prezi.

- For example: Preparing a presentation on the story "Sariq dev" ("The Yellow Giant").

- Create video or audio roles: Students can memorize a text, dramatize it, record it in video or audio form, and present it to the class.

9. Allows for exercises and practical work.

- Online exercises: Create interactive exercises on the text of a work of art using platforms such as LearningApps.org, Educaplay or iSpring.

- For example: Sentence completion, word placement or image identification exercises.

- Web quests: Organize a web quest (search on the Internet) on a work of art. Through this, students independently find the necessary information and analyze it.

10. Serves as a means of assessing and motivating students.

- Online assessment systems: Using platforms such as Google Forms or Microsoft Forms, students' knowledge can be assessed and motivated.

- Certificates can be provided: Using applications such as ClassPoint or Canva, students can be given incentive certificates.

Conclusion. The use of ICT in teaching primary school students to work on a work of art in their native language and reading literacy lessons makes the learning process more interesting and effective. Through multimedia, interactive tools, gamification and project work, students' attention is attracted, their activity increases, and their interest in learning increases. Using ICT, methods such as multimedia tools, interactive applications, gamification, online resources, and project work can be effectively used to teach how to work on a work of art.

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