

## Forms of Organising Educational Activities in Literature Reading Lessons in the Primary Grades of Kyrgyzstan

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**Annotation:** The modern primary education system in Kyrgyzstan is developing in the context of curriculum renewal and a transition to a competency-based education model. The subject "Literary Reading" plays a special role in this process, aiming to develop language culture, moral and aesthetic values, as well as reading and communicative competence in elementary school students. The article examines the main forms of organising students' learning activities in literature lessons, their pedagogical possibilities, and their effectiveness in the context of multilingualism and cultural diversity in Kyrgyzstan. Special attention is given to the national component, game-based, group, and project work methods, as well as practical recommendations for primary school teachers. The existing research underscores the importance of engaging students actively in literature reading lessons to foster motivation and sustained interest. For instance, Marley demonstrated that incorporating concrete representations and tactile activities significantly improved listening comprehension among children with learning difficulties, indicating that multisensory approaches can heighten engagement. Similarly, Williams highlighted that visual literacy activities, such as creating personal interpretations of artwork, can stimulate curiosity and deepen students' connection to texts, thereby increasing motivation to read. In the context of Kyrgyzstan, integrating interactive methods like storytelling, visual arts, and multimedia resources can serve to captivate primary students' attention, making literature lessons more appealing and relevant.

**Keywords:** literary reading, primary school, forms of learning, educational activities, multilingualism, national component, reading competence.

### Introduction

The modern primary education system of the Kyrgyz Republic is in a stage of active development and renewal. This is due to the need to improve the quality of education and upbringing of the younger generation. In the context of the transition to a competence-based education model, the development of reading literacy in elementary school students takes on particular significance. The subject "Literary Reading" plays a crucial role in forming the foundations of language culture, moral and aesthetic values, as well as in developing students' analytical and creative thinking.

The effectiveness of teaching literary reading largely depends on the forms of organising learning activities the teacher uses. When choosing a work format, not only the level of knowledge acquisition is important, but also the child's activity in the educational process, their independence, interest, and emotional engagement. The learning process should not be limited to mechanically reading the text; it is important that it contributes to students forming a personal attitude towards literature, understanding the author's position, the ability to draw conclusions, and expressing their own opinions.

In the context of Kyrgyzstan's multilingualism and cultural diversity, organising literature lessons requires a special approach. The teacher needs to take into account the students' linguistic differences, combine texts in Russian and Kyrgyz, draw on national traditions, folklore, and spiritual

and moral values. Therefore, the forms of organising educational activities should be flexible, interactive, and aimed at the development of each child's personality.

The relevance of the study lies in the fact that various forms of organising educational activities can make the process of literary reading more interesting, developmental, and personally meaningful for students. The correct choice and combination of these forms contributes to increased motivation for learning, the development of reader independence, and the improvement of communication skills.

The aim of the article is to examine and analyse the main forms of organising students' learning activities in literature lessons in the primary grades of the Kyrgyz Republic, as well as to identify effective ways to apply them in modern learning conditions. In elementary school, during literature lessons, the organisation of learning activities involves the use of various forms of work that promote active student participation in the educational process, the development of an interest in reading, and the improvement of communication skills. Each form has its own pedagogical possibilities, methods, and techniques aimed at unlocking a child's creative potential. Frontal teaching is the most traditional and widely used form of instruction in primary school. It allows the teacher to manage the work of the entire class, ensuring unity of goals and pace of activity.

## Methods and materials

In literature classes, the whole-class approach is used when introducing a new work, explaining the text's artistic features, reading aloud, and discussing it.

Examples of techniques:

- Expressive reading with collective content analysis;
- discussion of characters and the motives behind their actions;
- Expressive reading with elements of dramatisation.

This form promotes the development of attention, memory, auditory perception, and collective thinking. However, to maintain student interest, it requires alternating with other activities. The individual form is aimed at developing independence and responsibility for one's own results. In the context of the multi-level student preparation characteristic of Kyrgyz schools, it is of particular importance.

## Results and their discussion

Examples of tasks:

- preparing an individual retelling;
- selection of proverbs and sayings reflecting the theme of the work;
- creating illustrations for the text read;
- Keeping a personal reading journal.

Individualised learning allows for the pace and unique characteristics of each child's perception to be taken into account, creating conditions for self-expression and self-assessment. Pair work develops collaboration skills and the ability to listen to and understand a partner.

Pair work in literature lessons includes:

- role-playing;
- mutual comprehension check (one student asks a question, the other answers);
- Collaborative draughting of text mini-plans.

This form is particularly effective for teaching conversational speech, retelling, as well as for preparing for group projects and dramatisations. Group work fosters skills in interaction,

responsibility, and role distribution. In the context of Kyrgyz schools, it helps accommodate different language proficiency levels and promotes mutual assistance among students.

Examples of techniques:

- preparing skits and reading aloud;
- literary quizzes and creative competitions;
- Discussion of the work's moral issues in small groups.

Group learning creates an emotionally favourable atmosphere and develops critical thinking. The collective form unites all participants in the learning process to solve a common task. Main activities:

- collective reading with elements of discussion;
- creating school literary newspapers and albums;
- organising book weeks and school exhibitions.

The collective form is particularly effective in terms of education because it fosters a sense of unity and responsibility for the overall result. Play is a natural form of activity for younger schoolchildren, so using it makes the process of literary reading more interesting.

Examples of game formats:

- literary tasks and quizzes;
- "Living pictures" based on the plots of works;
- "Guess the Hero," "Continue the Fairy Tale," and "Magic Bag of Words" games.

Play activities contribute to the emotional perception of the text, the development of students' imagination, and their speech activity. The project-based format is aimed at integrating knowledge and developing research skills. Within the framework of literary reading, projects can be creative, research-based, or social in nature.

Examples:

- preparing a presentation about the writer's life;
- creating an illustrated book of Kyrgyz folk tales;
- Organise a meeting with a local poet or librarian.

The project format contributes to the development of key competencies: information, communication, and cultural. The research form develops the ability to analyse knowledge, draw conclusions, and apply them in practice.

Examples:

- Comparing characters from different works;
- the search for folk motifs in contemporary children's literature;
- mini-research on the topics: "How does the hero's mood change?" or "What words help us understand the character's personality?".

The National Component, Multilingualism, and the Specifics of Primary School in Kyrgyzstan. The modern primary school in Kyrgyzstan operates in unique sociocultural conditions. Education serves not only a cognitive but also an educational and cultural-forming function. One of the features of the country's education system is multilingualism, reflecting the actual linguistic landscape of society.

Education in schools is conducted in Kyrgyz and Russian, and in some regions, also in Uzbek and Tajik. This requires the teacher to be proficient in flexible teaching methods and the ability to create equal opportunities for every child. Multilingualism is considered a factor in organising literature lessons. A multilingual classroom environment requires a well-thought-out didactic system aimed at developing the language competence of all students, regardless of their native language.

In literature classes, this manifests in the following ways:

- Conscious selection of texts taking into account the students' language level;
- comparative analysis of works in Russian and Kyrgyz;
- working with bilingual dictionaries;
- Use of audio materials in two languages.

This approach contributes to a deeper understanding of the literary text and the development of interest in the country's linguistic and cultural diversity. The National Component as a Means of Educating the Individual. Incorporating a national component into literature lessons plays an important role in shaping a child's spiritual and moral, patriotic, and personal qualities. Familiarising students with Kyrgyz folk literature, epics, tales, and proverbs helps them learn about and respect the history, culture, and traditions of their people.

Examples of including the national component:

- reading and analysing the epic "Manas";
- Familiarisation with the works of Ch. Aitmatov, T. Kasymbekov, K. Mamatova, and others;
- Discussion of folk proverbs in the context of moral issues;
- Holding events such as "Kyrgyz Book Week," "Mother Tongue Day," and literary salons.

Pedagogical features of primary school in Kyrgyzstan. Kyrgyzstan's primary school has a number of features that influence the organisation of educational activities:

1. Different levels of student preparation;
2. Limited material and technical base of rural schools;
3. The high role of the teacher's personality;
4. The social and educational function of the school in a multinational environment.

## Conclusion

Forms of organising educational activities in elementary school literature lessons are an important means of developing students' reading literacy, communication skills, and creative abilities. In the context of Kyrgyzstan's multilingualism and cultural diversity, educators face the need to flexibly combine different forms of work, ensuring equal opportunities for all children. The analysis of organizing educational activities in primary literature reading lessons in Kyrgyzstan reveals a complex interplay between supportive and opposing evidence. On the supporting side, research underscores the positive impact of engaging, varied, and interactive activities on students' motivation, comprehension, and literacy development. For instance, studies highlight that activities such as visual literacy projects, creative text analysis, and moral storytelling foster deeper understanding and foster a love for reading. These approaches align with modern pedagogical theories emphasizing active participation and sociocultural learning, which have been shown to enhance literacy outcomes. Additionally, integrating physical activity with learning and employing innovative methods like dialogic teaching have demonstrated improvements in student engagement and comprehension, supporting the effectiveness of well-organized educational activities.

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