European International Journal of Pedagogics (ISSN: 2751-OOOX)

Received: 12 February 2026 | Accepted: 08 March 2026 | Published: 31 March 2026

DOI: 10.55640/eijp-06-03-66

RESEARCH ARTICLE

Teaching Literary Works Through Interdisciplinary Integration and Enhancing Literary and Aesthetic Competencies in Primary Grades

Abdullayeva Feruza Nurillayevna

Professor, Department of Primary Education, PhD, Bukhara State Pedagogical Institute, Uzbekistan

VOLUME: Vol.06 Issue03 2026

PAGE: 354-356

Copyright © 2026 European International Journal of Pedagogics, this is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

Abstract

This article examines a methodology for teaching literary works in primary education through interdisciplinary integration, focusing on the interrelationship among Reading Literacy, Character Education (Tarbiya), and Visual Arts. It analyzes the mechanisms through which integrated instruction can develop pupils' literary and aesthetic competencies, including their ability to perceive literary images, understand moral and aesthetic values, and engage in creative thinking. The article also offers methodological recommendations for designing integrated lesson models and implementing them in classroom practice.

KEYWORDS

Primary education, interdisciplinary integration, literary and aesthetic competencies, reading literacy, character education, visual arts, literary image, aesthetic perception, moral and spiritual education.

INTRODUCTION

One of the most important tasks facing contemporary primary education is to develop in young learners a coherent and interconnected understanding of the world around them and of moral and spiritual values. When reading a literary work, a primary school pupil should do more than decode words and comprehend the content of the text. The pupil should also be able to appreciate its artistic and aesthetic qualities, examine the moral principles reflected in the characters' actions, and express personal impressions through feelings and experiences.

In conventional teaching practice, Reading Literacy, Character Education, and Visual Arts are often taught as separate subjects, making it difficult for pupils to connect the knowledge acquired in each. Teaching literary works through the integration of three interconnected dimensions—literary expression, moral learning, and visual representation—engages pupils' logical and emotional capacities alike. Consequently, organizing literary education in primary grades on an interdisciplinary basis, thereby developing pupils' literary and aesthetic competencies, has become an increasingly important requirement of contemporary pedagogy.

REVIEW OF RELATED LITERATURE

Interdisciplinary connections in primary education and the development of pupils' literary and aesthetic perception have been studied from various perspectives in national and international pedagogical literature. In Uzbekistan, issues concerning literary education, reading habits, and the development of language skills among primary school pupils have been examined by scholars such as Q. Husanboyeva, O. Tolipov, S. Matchonov, M. Jumayev, and R. Ibraimov. Their

research addresses methods of working with texts and fostering independent thinking among pupils.

The theoretical and practical foundations of integrative approaches to education and aesthetic education have also been considered in numerous pedagogical studies. Nevertheless, specific methodological models, sets of tasks, and mechanisms for their classroom implementation that systematically connect Reading Literacy, Character Education, and Visual Arts during the analysis of literary texts in primary grades have not yet been fully developed as a coherent area of inquiry.

METHODOLOGY

The study employed a comparative pedagogical analysis of the requirements of the National Curriculum for primary education and the thematic and content-related connections among textbooks for Reading Literacy, Character Education, and Visual Arts. Classroom observation, the design of integrated lesson models, and practical methods for assessing indicators of pupils' literary and aesthetic competencies were also used.

ANALYSIS AND RESULTS

1. The Role and Significance of Three-Way Integration in Developing Literary and Aesthetic Competencies

The development of literary and aesthetic competencies among primary school pupils rests on three essential foundations: appreciating the meaning and aesthetic impact of literary language; internalizing the moral ideas conveyed in a work as personal beliefs; and visualizing literary images and expressing them through artistic and creative forms. These three elements function as an interconnected system when Reading Literacy, Character Education, and Visual Arts are integrated.

In Reading Literacy lessons, pupils explore the development of events, the author's central idea, and the characters' experiences through literary texts. At this stage, the literary and conceptual foundations for understanding the work are established.

Integrating Character Education enables a deeper examination of the characters' actions, moral choices, and ethical qualities. Instead of merely reading about the events, pupils relate concepts such as kindness, justice, duty, and responsibility to their personal experiences and the norms of society.

Integration with Visual Arts, in turn, helps pupils transform their understanding of the text, including its logical and moral dimensions, into visual and aesthetic representations. Through drawing, color, and composition, they depict the emotions encountered in the literary work and explored from an ethical perspective in Character Education lessons. This process contributes to a deeper development of their aesthetic perception.

2. Stages of Working with Literary Texts in an Integrated Lesson

Teaching a literary work through the integration of Reading Literacy, Character Education, and Visual Arts is organized through a three-stage pedagogical process:

The first stage, literary perception and text analysis, introduces pupils to the literary work. Attention is given to the emotional connotations of words, the author's artistic skill, and the use of literary devices. At this stage, pupils form their initial aesthetic impressions and mental images of the work.

The second stage, moral and ethical analysis, involves discussing the characters' actions and their consequences. Pupils assess these actions against moral criteria and compare them with similar situations in their own lives. In this way, the literary image becomes connected to the child's personal moral understanding and developing convictions.

The third stage, artistic and aesthetic representation, encourages pupils to express their impressions of the work through visual arts. They draw the most memorable episode or create a portrait of a character. Their choice of colors provides an aesthetic means of conveying their attitudes toward positive and negative characters.

3. Practical Application of the Integrated Lesson Model

The proposed integrative approach can be applied in classroom practice as follows. Consider, for example, teaching a folk tale or short story devoted to family values and respect for parents:

In the Reading Literacy component, pupils read the text expressively, examine the figurative meanings of words and expressions, and identify emotional features in the characters' speech.

In the Character Education component, pupils discuss respect for parents, family affection, duty, and standards of appropriate conduct. They consider which actions of the characters are consistent with accepted moral principles.

In the Visual Arts component, pupils draw the warmest and most emotionally meaningful episode from the tale or create pictures illustrating family harmony. They use warm colors to represent feelings of affection and respect visually.

At the end of the lesson, pupils give short presentations connecting their drawings with the content and moral lessons of the text. This activity provides an opportunity to demonstrate the simultaneous development of their language-related, moral, and aesthetic competencies.

CONCLUSIONS AND RECOMMENDATIONS

Teaching literary works in primary grades through the integration of Reading Literacy, Character Education, and Visual Arts can improve the quality of learning. This approach promotes the comprehensive development of literary and aesthetic perception and helps pupils engage attentively with literary language, understand moral and spiritual values, and express these values freely through visual forms.

The methodological recommendations are to develop coordinated thematic plans that align topics and literary works across primary-grade Reading Literacy, Character Education, and Visual Arts textbooks; to implement interactive integrated lesson formats such as the 'Literary and Art Salon,' 'Fairy-Tale Gallery,' and 'Literary and Ethical Debates'; and to consistently encourage pupils' creative approaches to literary analysis and visual interpretation, including their ability to convey emotions through words and colors.

REFERENCES

1. O'zbekiston Respublikasining 2020-yil 23-sentabrdagi O'RQ-637-son «Ta'lim to'g'risida»gi Qonuni // Qonun hujjatlari ma'lumotlari milliy bazasi, 24.09.2020-y. Elektron manba: dcd.tma.uz (O'RQ-637).
2. O'zbekiston Respublikasi Prezidentining 2020-yil 6-noyabrdagi PQ-4884-son «O'zbekistonning yangi taraqqiyot davrida ta'lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to'g'risida»gi qarori // Qonunchilik ma'lumotlari milliy bazasi. Elektron manba: lex.uz/docs/-5085887.
3. O'zbekiston Respublikasi Prezidentining 2022-yil 11-maydagi PF-134-son «2022–2026-yillarda maktab ta'limini rivojlantirish bo'yicha milliy dasturni tasdiqlash to'g'risida»gi Farmoni // Qonunchilik ma'lumotlari milliy bazasi. Elektron manba: lex.uz/uz/docs/-6008663.
4. Mirzaxmedova M. A., Asqarova M. A. Boshlang'ich sinflarda raqamli texnologiyalar orqali savodxonlikni rivojlantirish: QK topshiriqlar asosida yondashuv (M. Walsh, 2010; R. Puentedura SAMR modeli, 2006; S. Deterding et al., 2011; K. Ciampa, 2012 tahlili asosida) // NamDPI ilmiy jurnali. — B. 1151–1158. Elektron manba: journal.namspi.uz/articleview/234.
5. Tolipov O'., Usmonboyeva M. Pedagogik texnologiyalarning tatbiqiy asoslari. — Toshkent: Fan, 2014.
6. 6. Abdullayeva G. Badiiy asarlar tahlilining boshlang'ich sinf o'quvchilarini ifodali va izohli o'qishga o'rgatishdagi ahamiyati (U. Aydarova, N. Azizova, M. Toirova «O'qish savodxonligi. 3-sinf darsligi», T.: Novda edutainment, 2023, 80 b. asosida) // Tamaddun nuri jurnali. — 2026. — Jild 4, № 1 (79). — B. 39–42. Elektron manba: jurnal.tamaddunnuri.uz (DOI: 10.69691/8mzv6k42).3.

   Nurillayevna A. F. Teaching Scientific Popular Articles in Mother Nili and Reading Literacy Courses //European journal of innovation in nonformal education. – 2022. – T. 2. – №. 3. – C. 47-50.
7. Saidaxmadova N. S. Boshlang'ich sinf o'quvchilarida ona tili va o'qish savodxonligi darslarida o'quvchilar ijodkorligini oshirish yo'llari // Mug'allim ha'm u'zliksiz bilimlendiriw. — B. 514–520. Elektron manba: academicsbook.com/MXYB/article/4417.
8. Qosimova K., Matchonov S., G'ulomova X., Yo'ldosheva Sh., Sariyev Sh. Ona tili o'qitish metodikasi. — Toshkent: «Nosir», 2009. — 351 b. Elektron manba: uniwork.buxdu.uz.