

**WORKING ON TASKS THAT DEVELOP VISUAL COMPREHENSION SKILLS IN  
PRIMARY EDUCATION**

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In his speech at the solemn ceremony dedicated to the Day of Teachers and Educators, the President of the Republic of Uzbekistan Shavkat Mirziyoyev, stopping at the issue of education and morality of the younger generation, said: “We are setting the issue of the Third Renaissance as a strategic task and raising it to the level of a national idea. We are developing pre-school and school education, higher and secondary specialized education, as well as scientific and cultural institutions. “We know that these are the four integral links of the future Renaissance,”: he emphasized.

We all know that the most important link in the education of our children is the school. The role and importance of the school in the life of our society, in the upbringing and life of children, cannot be measured by anything. It is precisely the attention paid to primary education that creates a solid foundation for the future development of the country. Our Honorable President has repeatedly emphasized that school is the fourth link of the new Renaissance, the most solid pillar in our spiritual and educational life.

During this period, the opportunities for shaping the creative activity of primary school students in the educational process are considered to be wider. Because in primary education, students' intellectual abilities, attention, and thinking skills are actively developed. Scientists emphasize that during this period, children's mental activity, attention, memory, level of perception, thinking, and emotions develop through work on tasks that develop visual comprehension skills under the influence of educational activities. Since the cognitive activities of children at this age differ from each other, their abilities also manifest themselves differently. Therefore, it is important to know the inclinations and aspirations of primary school students, as well as to shape their creative activities and abilities. Therefore, in view of the requirements of social development, it is important and necessary to educate each student in the spirit of creativity, therefore, it is of great importance to know the specific characteristics of a young schoolchild.

Visual comprehension is the process of receiving pictorial, graphic or other visual information, analyzing it, understanding its content and drawing appropriate conclusions. This skill includes:

- perception of visual material;
- attention and attention to detail;
- understanding the connections between objects seen;
- aesthetic appreciation and interpretation;

- critical thinking.

The formation of visual understanding is carried out on the basis of psychological and pedagogical theories, through integrated learning activities (for example, combining drawing, reading and natural science subjects). The following methodological approaches are used to develop visual comprehension skills for primary school students:

- creating a story through pictures;
- spot the difference (finding differences between two pictures);
- “What did you see?” - observation questions and answers.
- pictograms, diagrams, maps;
- cartoons, video lessons;
- using picture books and illustrations.
- creating text based on pictures (also develops speech);

#### Sample learning tasks

Assignment type	The purpose	An example
Observation task	Identify details	“How many birds are there in the picture? What are they doing?”
Comparison	Analyze	“Find the differences between two pictures”
Creating a story	Critical and creative thinking	“Make up a short story based on this picture”
Analytical questions	Critical thinking	“Why is this boy happy? What do you think happened?”

The formation of visual comprehension skills in primary education develops children's visual thinking, increases their interest in lessons, forms the ability to think independently, and enriches the content of both integrated and independent lessons.

Younger schoolchildren are children from 7 to 12 years old, who are considered primary school students. During these periods, important changes occur in the life and activities of the child. Significant changes occur in their psyche and physical development. A young student has a number of physical characteristics compared to preschool children and older children.

With the beginning of education, sharp changes occur in the psyche of the child. He is faced with a psychological restructuring. Psychological restructuring creates difficulties for primary school students, especially for first-graders.

- first graders cannot perform many movements with the level of agility and quality required by the rules of discipline. However, learning activities require constant adherence to the rules of discipline, patience and self-control during 35-45 minute lessons.

- the entire content of education requires the child to develop voluntary processes: voluntary attention, voluntary perception, memory. However, such processes are not yet sufficiently developed in the child.

- the student must think independently, independently perform tasks. This feature is not developed equally in all children.

- the child should understand his duty, study well and have good discipline, and feel that it is his duty to follow the rules of discipline and fulfill the tasks assigned to him at home.

- Paying attention to what the teacher says requires the ability to understand, remember, and recall them when necessary. It is certainly difficult for a student to respond to such demands. Such difficulties can be overcome by learning to read independently - by explaining the material from easy to difficult, from simple to complex, by engaging children in reading activities, by presenting lessons in an interesting, emotional and figurative way, and by teaching them to think creatively.

In primary education, the systematic organization of the educational process, work on tasks that develop visual comprehension skills, indicates that the child is leaving the period of carelessness and is gradually changing his attitude towards learning. During this period, the child's interests gradually shift from play to learning. Interests specific to reading often influence children's play activities, and interests specific to reading often influence the nature and content of games. The success of any work largely depends on motives, and it is with the help of these motives that a person engages in work. Motives for learning are diverse. Primary school students, preparing themselves for future labor activity, are less likely to use motives. A child is still far from thinking about motives. A child of primary school age does not think much about expanding his knowledge, acquiring useful knowledge, and fulfilling his duty to society. All these motives become secondary for him. However, as mentioned above, his direct interest in what he is doing and what he is learning at school, as well as his desire to fulfill the requirements of teachers and parents, hearing praise, finding his work acceptable, receiving good grades, and so on, become the most important means of arousing interest in studying.

#### List of used literature:

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