



IMPROVING THE METHODOLOGY OF TEACHING READING LITERACY TO FUTURE PRIMARY SCHOOL TEACHERS

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Annotation: According to our analysis, it can be stated that one of the trends in curriculum development aimed at enhancing the teaching competence of novice teachers in improving students' reading literacy is the lack of adequate institutional mechanisms to foster competitiveness in the educational environment. This indicates that the strategies for creating a competitive atmosphere in classrooms or groups have not been thoroughly explored. Improving the methodology of teaching reading literacy among novice teachers by developing a systematic approach relies on organizational trends and norms that can impact learners' socialization. Therefore, revising the curriculum to align with contemporary trends also necessitates a reevaluation of the educational content. According to a meta-analysis of curriculum development trends focused on improving the teaching methods for enhancing reading literacy among novice teachers, it is clear that the educational content should be grounded in activities and approaches that shape and develop learners' competence.

Key words: competence, reading literacy, international assessment programs, TIMSS, PISA, PIRLS, contemporary trends, methodological preparedness, novice teachers, scientific research.

Annotatsiya: Bizning tahlilimizga ko'ra, shuni ta'kidlash mumkinki, o'quvchilarning o'qish savodxonligini oshirishda yangi o'qituvchilarning o'qitish kompetentsiyasini oshirishga qaratilgan o'quv dasturlarini ishlab chiqish tendentsiyalaridan biri ta'lim muhitida raqobatbardoshlikni oshirishning tegishli institutsional mexanizmlarining yo'qligi hisoblanadi. Bu sinflarda yoki guruhlarda raqobat muhitini yaratish strategiyalari to'liq o'rganilmaganligini ko'rsatadi. Tizimli yondashuvni ishlab chiqish orqali yangi o'qituvchilar o'rtasida o'qish savodxonligini o'rgatish metodikasini takomillashtirish o'quvchilarning ijtimoiylashuviga ta'sir ko'rsatishi mumkin bo'lgan tashkiliy tendentsiyalar va me'yorlarga tayanadi. Shu sababli, o'quv dasturini zamonaviy tendentsiyalarga mos ravishda qayta ko'rib chiqish ham ta'lim mazmunini qayta ko'rib chiqishni talab qiladi. Ajam o'qituvchilar o'rtasida o'qish savodxonligini oshirish bo'yicha o'qitish usullarini takomillashtirishga qaratilgan o'quv dasturlarini ishlab chiqish tendentsiyalarining meta-tahliliga ko'ra, ta'lim mazmuni o'quvchilarning kompetentsiyasini shakllantiradigan va rivojlantiruvchi faoliyat va yondashuvlarga asoslangan bo'lishi kerakligi aniq.

Kalit so'zlar: kompetentsiya, o'qish savodxonligi, xalqaro baholash dasturlari, TIMSS, PISA, PIRLS, zamonaviy tendentsiyalar, uslubiy tayyorgarlik, yangi o'qituvchilar, ilmiy tadqiqotlar.

Аннотация: Согласно нашему анализу, можно утверждать, что одной из тенденций в разработке учебных программ, направленных на повышение педагогической компетентности начинающих учителей в повышении грамотности чтения учащихся, является отсутствие адекватных институциональных механизмов для содействия конкурентоспособности в образовательной среде. Это свидетельствует о том, что стратегии создания конкурентной атмосферы в классах или группах не были тщательно изучены. Совершенствование методики обучения грамоте чтения начинающих учителей путем разработки системного подхода опирается на организационные тенденции и нормы, которые могут влиять на социализацию учащихся. Поэтому пересмотр учебной программы в соответствии с современными тенденциями также требует переоценки



образовательного содержания. Согласно метаанализу тенденций развития учебных программ, направленных на улучшение методов обучения для повышения грамотности чтения среди начинающих учителей, очевидно, что образовательный контент должен быть основан на мероприятиях и подходах, которые формируют и развивают компетентность учащихся.

Ключевые слова: компетентность, грамотность чтения, международные программы оценки, TIMSS, PISA, PIRLS, современные тенденции, методологическая готовность, начинающие учителя, научные исследования.

Introduction.

Creative technologies for improving teaching competence are being implemented in universities and research centers of developed countries, especially in the Russian Federation, Korea, Germany, the USA, China, and Spain. Within the framework of the international education concept set until 2030, the priority task is defined as "Creating opportunities for quality education throughout life." (Incheon Declaration/Education, 2015) Extensive opportunities are being created for teachers in education, including the implementation of innovative pedagogical technologies in the educational process through the use of ICT and e-learning resources, as well as the systematic organization of practical work on the introduction of subject and cultural materials.

The theoretical foundations of innovative teaching methods in organizing primary school lessons, especially in leading scientific centers and higher education institutions of the United States, Canada, British Columbia, the People's Republic of China, and the Russian Federation, are given special attention. The UN's Educational, Scientific and Cultural Organization emphasizes the importance of creating equal conditions for educating students on a global scale in its Guidelines on "Acquiring educational, scientific, and cultural materials", highlighting the imperative task of introducing innovative pedagogical technologies into the educational process (Saidova.L., 2004).

In the realm of education, the cultivation of reading literacy stands as a cornerstone in shaping the intellectual growth and academic success of young learners. Primary teachers play a pivotal role in this process, serving as architects of foundational skills essential for lifelong learning. Recognizing the criticality of their role, efforts to bolster the professional competence of primary teachers in developing reading literacy have gained increasing attention. This article delves into the theoretical underpinnings and methodological approaches essential for augmenting the proficiency of primary teachers in this domain.

Materials and Methods

As for the research object, the identification and foundation process of curriculum development trends aimed at enhancing the teaching competence of



novice teachers in improving reading literacy among students has been studied. In this regard, the educational environment, curriculum content, and outcomes related to enhancing the teaching competence of novice teachers in improving reading literacy among students have been investigated. Classification, description, contextual analysis, and comparative analysis methods have been utilized in elucidating the research topic.

Results

The analysis of the research indicates an interest in understanding the structure of students' educational objectives. Furthermore, the research reveals that there are three possible connections between classroom objectives and the content and personal success objectives of students: students' personal success objectives are predicted in the content of classroom objectives; they can run parallel (content-wise intersect); and they can interact with each other (Murayama, K., & Elliot, A. J., 2009).

Effective professional development programs for primary teachers must incorporate diverse methodological approaches tailored to the complexities of teaching reading literacy. One such approach is a collaborative inquiry model, where teachers engage in reflective dialogue and collaborative lesson planning. This fosters a culture of continuous learning and professional growth, allowing teachers to refine their instructional practices based on empirical evidence and peer feedback.

In addition, incorporating experiential learning opportunities through workshops and seminars enables primary teachers to deepen their understanding of literacy theories and instructional strategies. Hands-on activities, such as modeling effective read-aloud techniques and guided reading sessions, provide teachers with practical insights they can apply directly in their classrooms.

Moreover, technology integration emerges as a potent tool in enhancing reading literacy instruction. Educational apps, digital libraries, and multimedia resources offer interactive platforms to engage students in diverse literacy activities. Primary teachers should receive training in effectively leveraging technology to differentiate instruction and cater to the individual needs of learners.

In our country, as we progress rapidly on the path of innovation, nurturing the creative aspirations and ingenuity of the younger generation and enhancing their knowledge, skills, and abilities based on state educational standards, as well as fostering independent thinking, holds great importance. The extensive reforms being implemented in our republic today are highly esteemed for their profound impact on the high moral maturity, intellectual capabilities, and professional qualities of the youth. When speaking about the generation that is spiritually, morally, and physically mature, it is relevant to mention the following statement by our President Sh.M. Mirziyoyev: "Nurturing a healthy generation is to see the main pillar of a great state,



the foundation of a prosperous life. We have understood our goals and objectives in the field of education within a short period of time, just as in other areas. But understanding one more truth is necessary; only a genuinely educated person can truly appreciate the value and uniqueness of our nation. Educating a genuinely mature individual is indispensable in education." (Mirziyoyev Sh. 2021) Enhancing the knowledge and potential of the youth to groom them as competent professionals who will further contribute to the development of Uzbekistan is the aim of introducing innovative approaches into the educational process. This is emphasized in the Law of the Republic of Uzbekistan "On Education." (The Law of the Republic of Uzbekistan 1997)

Our esteemed President Sh.M. Mirziyoyev expressed his thoughts in his "New Uzbekistan Strategy", stating: "The greatest wealth is intelligence and knowledge, the greatest heritage is good upbringing, the greatest poverty is ignorance! Therefore, for all of us, the pursuit of profound knowledge and becoming carriers of rare wisdom and high culture should be an essential need of life. At present, we observe how competition unfolds on a global scale. We can only provide a proper response to this intense competition through the wide dissemination of achievements in science, technology, and innovation." (Akbarzoda G & Sonorous 1993)

Enhancing the quality of higher education, alongside addressing material factors, also attaches significant importance to developing the methodological readiness and competency of students. In higher education institutions, identifying relevant guidance on enhancing students' methodological readiness involves analyzing several programs aimed at improving students' methodological activities conducted to date. Special attention is paid to developing the intellectual reasoning ability, cognitive development, self-directed learning skills, fostering appreciation for material wealth, understanding others' opinions, and developing verbal and written expression skills in novice teachers for improving reading literacy among students.

Discussion

The main part of the development of human thinking falls on the school period. Therefore, all the basic knowledge that a person needs to get is presented to students as subjects that are taught at school. Not only knowledge, but also universal human values, human properties, human qualities are developed precisely through science and knowledge. Morality, humanity, diligence, friendship, tolerance, insight and other such qualities are among them. In addition, perception is one of the characteristics that students develop on the threshold of school. The development of literacy and understanding begins in the primary grades.



Inventing ways to improve the learning process of schoolchildren has always been considered one of the most difficult issues. As a result of extensive research, in 1975 UNESCO developed the concept of functional literacy to increase attention to learning objectives (Чипышева Л.Н. 2001).

According to this concept, the concept of literacy and functional literacy was understood as the following definition:

Literacy is the ability to read, write, count, work with various official documents.

Functional literacy is the ability to use acquired knowledge in everyday life in necessary situations, such as reading, counting, writing, filling out legal documents. That is, to be able to analyze the information received and use it for your own benefit, to be able to benefit yourself and others. Functional literacy was dominated by the interpretation of knowledge gained from reading in life activities.

From this it is clear that reading literacy is the key to functional literacy, a globally important issue. Before considering the essence of reading literacy, let us dwell in more detail on the content of reading.

The definition of reading, given by the famous scientist and teacher L. Vygotsky, is as follows:

Reading is the product of the activity of the human mind. Depending on the level of development of the human mind, two people can understand the same information in different ways. The freedom of the content of the text indicates that it is distinguished by a wide semantic range. Reading is about solving problems you may encounter in life, and reading can be a lifelong process (Chipsheva L.N., 2001).

Galskova N.D., a scientist who made a significant contribution to pedagogy, defined reading as follows:

Reading is the easiest, most convenient and acceptable way to obtain information and share information. Reading is communication in writing (Skib L.J., et al. 1997).

Johnson D. believes that reading is one of the main reasons for the student's success throughout the entire period of schooling. His scientific research shows that no matter how talented a child is, his education will not be effective if he is not interested in learning (Johnson, D. W., et al. 2014).

In her study Mamatova G.Z. introduces the essence of the science of reading with the formation of students' thinking, the development of their intellectual potential, the characteristics of a person and the world. It is emphasized that it serves the purpose of instilling love for the Motherland,



therefore reading classes are considered as an important subject of training, development and education in the primary education system (Mamatova G. A.2006).

According to the above information, we came to the conclusion that reading is a type of speech activity, which is the receipt of information expressed in the mind by reading letter combinations.

The development of reading skills has been considered one of the urgent problems for several centuries. There are many scientists who have conducted scientific research on this issue and raised the issue of the development of reading literacy as a topic of their scientific activity. Through their research, they have made a great contribution to the field of reading.

The importance of reading literacy in the educational process has been emphasized by famous scholars for several centuries. Such conclusions can be observed in the works of many Eastern scholars. Examples of them are Abu Nasr Farabi, Imam Bukhari, Abu Hamid Ghazali, Burhoniddin Zarnuzhiy, Abu Rayhan Beruni.

In many world-famous works of Abu Nasr Farabi, the main idea was the activity of education and knowledge. He prefers understanding, listening to the essence of knowledge, understanding it to mere memorization(Abu nasr Forobiy.1993).

These views of our thinker Abu Nasr Farabi reveal the true nature of reading literacy, which is one of the current topics, and shed light on what actions we should use in its development.

Abu Ali ibn Sina, who made his unlimited contribution to the science of the whole world, in his story "Hayy ibn Yakzan" emphasizes the need for the development of logic in order for a person to develop, expand his worldview, become mature in his life activity. In doing so, he chose the science of logic as the main key to study(Hoshimova Q.,& Nishonova S.1996).

As the main methods of logic, acquiring knowledge, thinking, researching the information read, drawing conclusions from it and applying it in life, at the same time, which is the main content of reading literacy, it is proved how deep were the thoughts of our scientists who created centuries ago.

Theoretical views on the reader's activity were embodied in the views of Abu Rayhan Beruni. He recognized the use of different methods for teaching books to students as a key to effectiveness. He emphasized that it is necessary to read the information in parts, to generalize the acquired knowledge according to their content. Emphasizing the need to use various deductive methods to increase students' interest in reading turned out to be in line with the



requirements for education in the modern period and increasing the reading literacy of student.

The ideas of the thinker Abu Hamid Ghazali on the importance of reading and developing the ability to understand and apply it in life. He believed that one of the main goals of literacy is not only the acquisition of knowledge, but also the application of the acquired knowledge in life experience, the ability to intelligently use it in one's own interests, for the benefit of oneself and others.

Even before our time, the demand for the development of educational activities has been growing. Under the pretext of evaluating the level of development of reading and learning activities, searching for ways to develop it in the world educational process, international evaluation programs began to be created. In 1991, the term "reading literacy" appeared in the section of international assessment programs created specifically for the purpose of assessing the level of knowledge development.

After that, a lot of scientific research was carried out as part of the integrated development of reading literacy.

In their work, Cain and Oakhill, to demonstrate the importance of developing reading literacy, define a highly literate student as follows: Successful students are able to read easily and fluently. they can use their technical skills to decipher new symbols they may encounter in various life situations.

According to Rea A., the main factor in the development of students' reading literacy is the use of materials that are appropriate for the age and level of students. In fact, if the selected materials correspond to the age characteristics of the student, his interests, worldview, then this is based on an increased interest in reading and mastering this information.

Hallinger, P., Bickman, L., and Davis, K considered that students' interest in reading and reading literacy are influenced by the school situation, peer status and mutual misunderstanding (Hallinger, P., Bickman, L.,&Davis, K.1996).

Mitchell, Tarter, O'Donnell, and White believed that school administration can directly influence student reading literacy in four ways. These four paths are: rational, emotional, organizational and family (Mitchell, R.M.,&Tarter,C.J.2016).

Stanat P. and Christensen G. in their scientific research believed that the main factor in the development of reading literacy among students is the student's motivation and confidence in their own knowledge. They put forward the idea that it is possible to develop in them an interest in reading and reading



literacy by giving sufficient motivation to the student to acquire knowledge, convincing him that he has his own knowledge and skills and that he should use them (Stanat, P., & Christensen, G. 2006).

Literature analysis demonstrates that enhancing the methodological readiness of novice teachers plays a crucial role in the comprehensive development of students in primary school. It is essential to develop concepts such as didactic situations in the teaching process (which includes the teacher's disposition, self-assessment, expression of didactic interests, motivation, and the establishment of a stable system of relationships with students and colleagues) and gaining profound knowledge about teachers' own subjects. It is necessary to develop every educator's motivational field, set goals correctly, distribute interests correctly, and transform personal motives into a complex of psychological qualities that embrace the execution of specific educational tasks.

A.K. Markova recognizes the methodological readiness of novice teachers as "a psychic state that enables independent and responsible work, consists of the results of a person's labor, and the person's ability and readiness to perform specific labor tasks." (Markova A.K., & Matis T.A. 1990) Teaching requires creative solutions and offers vast opportunities for developing students' intellect. Teachers who stimulate intellectual thinking in students are necessary in school education. However, equipping teachers with methodological knowledge that ensures effective implementation of activities aimed at developing creative individuals among students is considered a vital and promising aspect of vocational-pedagogical training.

G.L. Lukankin supports the idea of practical orientation in preparing novice teachers methodologically. In this regard, the expert emphasizes not only increasing the number of subjects taught to prospective primary school teachers but also individualizing the process of education and empowering teachers to organize effective individual guidance, shifting from public, mass education to individualized guidance (Lukankin G.L. Higher. 2009).

D.I. Yunusova prepared for innovative activity that would contribute to the development of the teaching process in the development of future mathematics teachers in her doctoral dissertation work. In her research, she focused on the content of innovative activities, the consistency of mathematical education content with pedagogical higher education institutions, the formation of a conducive environment for teaching specialized subjects, special integrative courses, motivating students for innovative pedagogical activities based on pedagogical practice, and theoretical and practical preparation for shaping issues (Yunusova D.I. 2018).

Sh. S. Sharipov emphasizes the importance of preparing novice teachers for professional activities in a creative information environment in his scientific works



and emphasizes that methodologically prepared teachers will be innovatively developed and adaptable to the new directions of educational policy. The expert emphasized not how to teach a student, but how to teach them to learn(Sharipov Sh.S.2012).

N.L. Stefanova outlined the content of training novice mathematics teachers in her research. According to the author, various types of activities should be introduced not only in the field of the subject but also in the application of these sciences. Moreover, the methodological system of training, according to N.L. Stefanova, is considered as a special training aimed at mastering the theoretical foundations, real knowledge, and methods of implementing mathematics teaching processes. The final results of training in methodological preparation and the issues of its formation are highlighted by the author(Stefanova N. & L. Volkova T. S.,2014).

The demand for changes in the methodological readiness of novice primary school teachers is based on two main educational paradigms: fostering humanism and socialization in individualized guidance.

M.E. Jumayev's opinion states, "The methodological readiness of novice primary school teachers plays an important role in the formation of students' interest in mathematics as a component of scientific research methodology and history, and the development of humanitarian-based primary mathematics education activities."(Jumayev M.E.,2004).

B.S. Abdullaeva concluded in her research: "The professional competence and level of knowledge, the psychology of children, and the modern methodological teaching of initial education are of great importance in improving the quality of primary education. It is important to develop necessary skills in primary school children, bring the quality of primary education to a new level, and adapt modern teaching tools accordingly."(Abdullayeva B.S.2011)

Literacy is a concept familiar to everyone. Literacy is the stage of mastering basic cognitive skills, including reading, writing, and the totality of mathematical knowledge. But with the development of technology and the complexity of information, the concept of literacy for us is expanding. International organizations speak about the importance of digital, information, and scientific literacy. Most often, this type of literacy complements each other.

Reading literacy involves understanding texts, using them, drawing conclusions, and expressing opinions. Initial literacy is used for initial learning to read and write. The main task of reading lessons in the process of literacy education is to teach students to recognize voices and letters correctly and to shape the correct, fluent, expressive reading skills in children through teaching them the sounds, connecting speech, expanding vocabulary, shaping thinking, and developing listening and



understanding skills. In addition to the above, it is the responsibility to enrich vocabulary, develop coherent speech, expand knowledge, develop thinking, enhance listening comprehension skills, etc. Thus, the opportunity to learn is related to literacy. Therefore, a number of measures, innovations, and decisions are being taken to improve comprehensive education by our esteemed President. We can illustrate this by providing examples of international assessments. According to the Decree PF-5712 "On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030", Uzbekistan is ranked 70th in the international rating of "PISA" (The Programme for International Student Assessment) for 2021, 60th for 2025, and is expected to enter the top 30 advanced countries by 2030. For example, the PIRLS study assesses reading literacy. PIRLS (Progress in International Reading Literacy Study) is an international assessment system for the reading comprehension levels of 4th-grade students. PIRLS assesses two types of reading: reading during class time and outside of school hours.

1. Reading for the purpose of evaluating students' literary experience.

2. According to the current definition of PIRLS, reading literacy includes the ability to understand and utilize written forms of language recognized and valued by society, as well as the ability to comprehend various forms of texts and extract meaning from them. The highest level of PIRLS is 625 points or above. Students can understand the text well and comprehend the text parts in relation to each other. The author articulates their opinion based on their understanding of the text.

As a result of studying and applying PIRLS research, future primary school teachers will have the following opportunities in students:

Improvement in literacy

Clear and free expression of thoughts

Self-understanding

Listening to others' opinions

Self-assessment

Collaboration with others

Increased curiosity for knowledge

Development of the need for knowledge

The utilization of these opportunities leads to a comprehensive understanding of the text, evaluation of text elements, analysis of ideas and information, communication, creativity and curiosity, critical and systematic thinking, and adequate representation of the content and types of information and cognitive activities that have passed the test;

Maximum compatibility of the test material with the material studied in most participating countries;



Ensuring the interrelation of tests;

Importance of improving mathematics education in the context of the tested content;

Suitability of students' age characteristics, evaluation of achieved results, compliance with public research requirements;

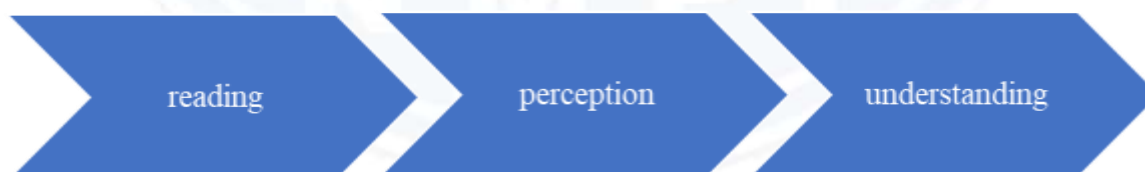
Formation of life concepts such as using information tools, interpersonal collaboration, problem identification, problem solving and finding solutions, self-direction, social responsibility, etc.

Based on the opinions of the above scientists, the following conclusion was made and reading literacy is defined as follows:

Reading literacy is the ability to read information expressed in words, understand and analyze its content, main and secondary ideas and apply them in one's own life. The term "reading literacy" means "understanding", not a test of reading speed. The student should be able to understand the read texts, comprehend and evaluate their content, express their opinion(Sh. Kayumova. 2023).

In elementary grades, reading classes are taught within the framework of the subject “Mother tongue and reading literacy”. In elementary grades, after the lessons of the Alphabet, it takes place as one of the main subjects of elementary school, starting from the first grade and ending with the end of the fourth grade. Through this subject, students develop not only language competencies, but also apply the rules of the language being studied in the text, draw conclusions from the given texts, develop such human feelings as morality, patriotism, friendship, generosity, kindness, hospitality.

The reading process is carried out as follows (pic.1):



Picture 1. The process of reading

Evstratova S. identified the following meaningful stages of reading (pic.2).

Reading in the process of education is divided into three types:

- indicative reading, which allows you to determine the general theme, direction and purpose of this text.
- overview reading - a type of reading aimed at finding the information necessary for the student.

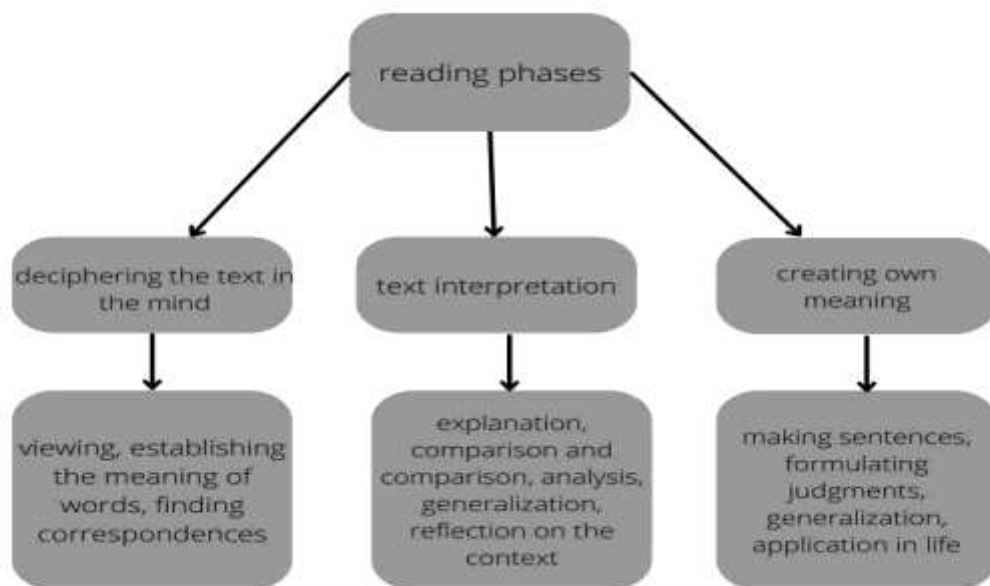


• analytical reading, in which you can carefully read the text, as much as possible comprehend its essence with a possible subsequent statement(Kayumova, S. T. 2022).

Emphasizing the importance of reading in the educational process, it is worth noting that its development is also relevant. In order to develop reading literacy, focusing on the development of the key components of reading will help achieve the goal. (pic 3)

The level of formation of reading literacy is assessed based on the development of the following factors:

- be able to find in the text answers to questions aimed at finding information.
- be able to draw conclusions based on the content of the read text
- summarize the information read under one content
- fully understand and evaluate the content, purpose, conclusion, language features of the text.



Picture 2. Reading phases

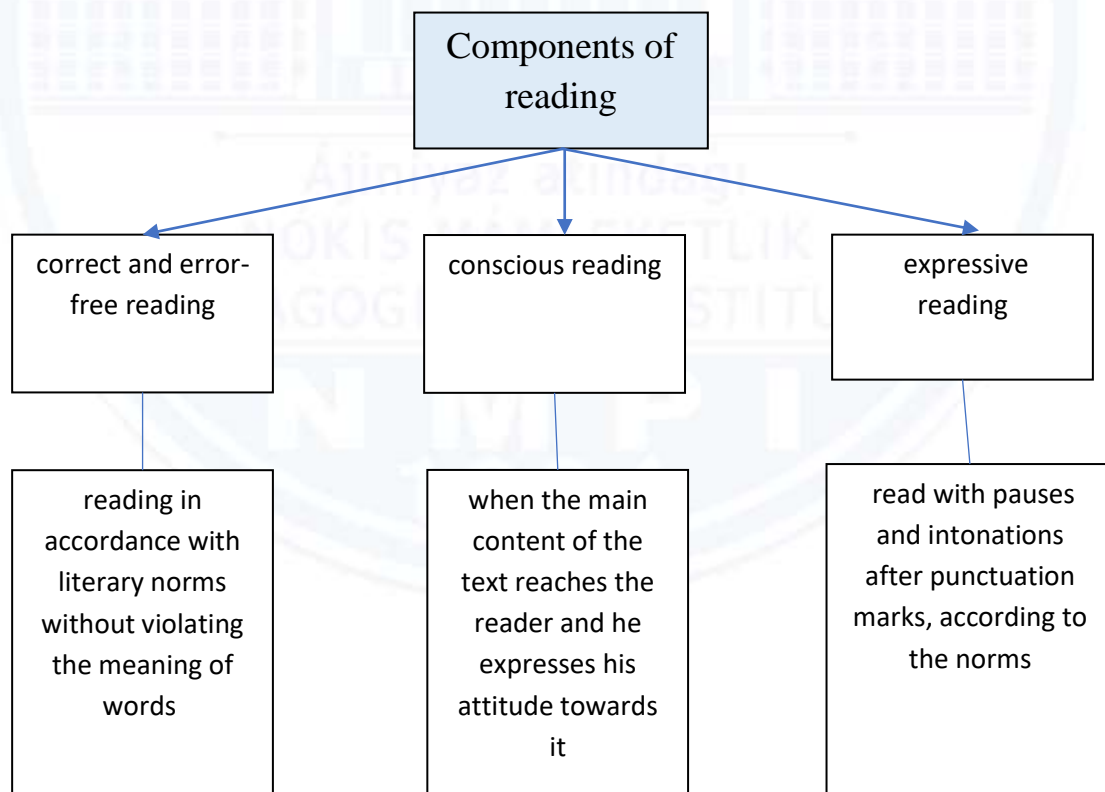
While reading literacy has been one of the most pressing issues in the education of countries, determining the level of development of reading literacy also required the discovery of innovation. To this end, in addition to the Educational Literacy Research Association (IEA) in 1991, the PIRLS (International Assessment of Reading Literacy for Primary School Students) survey was published. The PIRLS program was developed to complement the TIMSS program template, which tests reading proficiency in math and science in elementary grades. They are under the control of the International Research



Center TIMSS and PIRLS at Boston College and in association with the IEA offices in Hamburg and Amsterdam (Kayumova S., 2023 The international reading literacy assessment for primary school students PIRLS has been conducted since 2001 and is repeated every 5 years, and the number of participating countries is growing every year. To conduct this survey, students of the 4th grade of primary school were selected, since at this stage students will have to be able to read the text, analyze it, summarize and retell, in a word, understand the content of the text(Kayumova, S. T. qizi. et al. 2023).). Students will need to complete the general education subjects in the elementary grades during this period and be able to acquire the required knowledge of complex subjects in the upper grades. In order to master the sciences well, students must have well-developed reading literacy.

The PIRLS International Assessment Program assesses the following 2 types of reading comprehension skills in grade 4 students:

- reading to explore the student's literary experience;
- reading for the assimilation and use of information.



Picture 3. Components of reading

When conducting testing, texts (literary and informational) and tasks of various forms of answer to them are used: tasks with a choice of answers from



four options; tasks to identify the sequence of events; tasks with freely compiled answers.

Based on the responses received, four groups of reading skills are assessed:

- finding information presented in an explicit form;
- formulation of conclusions;
- processing and generalization of information;
- the ability to analyze and evaluate the content, language features and structure of the text.

Reading literacy forms the bedrock of academic achievement and lifelong learning. In primary schools, fostering strong reading skills is paramount, as it lays the foundation for future academic success and personal development. However, addressing the multifaceted nature of reading literacy requires a comprehensive approach that integrates research-based strategies and innovative pedagogical methods. This article explores effective strategies and approaches for improving reading literacy in primary school settings.

Creating a Culture of Literacy

Building a culture of literacy within the school environment is essential for nurturing a love for reading among students. This involves establishing dedicated reading spaces, such as classroom libraries or cozy reading corners, where students can explore a diverse range of books and materials. Additionally, organizing book clubs, author visits, and literacy-themed events fosters enthusiasm for reading and promotes a sense of community among students and teachers.

Phonics Instruction

Phonics instruction remains a cornerstone of early reading development. Teaching students phonemic awareness, letter-sound correspondence, and decoding skills equips them with the foundational knowledge needed to decode and comprehend texts independently. Implementing systematic phonics programs, such as the Orton-Gillingham approach or synthetic phonics, ensures that students receive structured and explicit instruction in phonemic principles.

Balanced Literacy Approach

A balanced literacy approach integrates various reading components, including phonics instruction, vocabulary development, comprehension strategies, and fluency practice. By incorporating a mix of teacher-directed instruction, independent reading, small group activities, and authentic reading experiences, primary teachers can address the diverse needs and learning styles of their students. Balanced literacy empowers students to engage with texts



meaningfully while honing their reading skills across different genres and formats.

Differentiated Instruction

Recognizing that students enter the classroom with varying levels of readiness and background knowledge, differentiated instruction is crucial for meeting the individual needs of learners (Kayumova, S. T. et al. 2023). Primary teachers can differentiate reading instruction by providing targeted interventions, tiered assignments, and flexible grouping arrangements based on students' skill levels and interests. Personalized learning pathways ensure that all students receive the support and challenge they need to progress in their reading proficiency.

Family and Community Engagement

Involving families and the wider community in literacy initiatives strengthens the support network for students' reading development. Primary schools can collaborate with parents through workshops, literacy nights, and take-home reading programs that encourage family involvement in children's reading activities. Partnering with local libraries, literacy organizations, and community volunteers expands access to resources and enriches students' reading experiences beyond the classroom (Qayumova, S. 2022).

Improving reading literacy in primary schools requires a holistic approach that encompasses instructional strategies, cultural factors, and community partnerships. By fostering a culture of literacy, providing systematic phonics instruction, adopting a balanced literacy approach, implementing differentiated instruction, and promoting family engagement, primary schools can empower students to become proficient readers and lifelong learners. Through collaborative efforts between educators, families, and communities, we can ensure that every child has the opportunity to unlock the transformative power of reading.

Conclusion.

When creating curricula and textbooks on the subject "Mother tongue and reading literacy" for primary school students of general education schools, their content should be focused on the development of reading literacy of students and used to inculcate scientific achievements based on the results of international studies in the field of assessing the quality of education (PISA, PIRLS) aspects need to be mastered and adaptive options developed. Thus, the methodology for teaching future primary school teachers to develop students' reading literacy should be improved, integrating thinking and physical activities, creating projects in subject areas to provide a wider learning experience, and transformation.



Integration - introducing physical activity into each lesson plan; transformation - provides opportunities for understanding issues in each solution in subject areas, topics, and domains. The professional competence of primary teachers in developing reading literacy is foundational to fostering academic success and nurturing lifelong learners. By grounding their practice in robust theoretical frameworks and adopting diverse methodological approaches, teachers can cultivate engaging and effective literacy instruction. Empowering primary teachers with the requisite knowledge, skills, and resources not only enriches their professional practice but also empowers students to navigate the complexities of the written word with confidence and proficiency.

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