



CONDITIONS AND DIDACTIC OPPORTUNITIES FOR IMPROVING THE METHODOLOGY OF TEACHING FUTURE PRIMARY CLASS TEACHERS TO DEVELOP READING LITERACY IN STUDENTS

Kayumova Sh. T.

*Doctor of Philosophy in Educational Sciences (PhD), Associate Professor,
The doctoral student of Guliston state University (DSc)*

Tayanch so'zlar: ijodiy vositalar, ma'rifati, usul, bolalar musiqa vositalari, musiqa tinglash, musiqiy-didaktik o'yin.

Ключевые слова: творческие средства, просветительство, метод, средства детской музыки, прослушивание музыки, музыкально-дидактическая игра.

Key words: creative means, enlightenment, method, facilities children's music, listening to music, musical didactic play.

It is well-known that reading literacy is directly related to individuals' purposes for reading. Many young students, when they first start reading, primarily read narrative texts (such as stories or picture books) or texts rich in information that answer their questions about the environment around them. According to the curriculum, reading to obtain information from books and other printed materials is of great importance, hence young students are required to develop reading literacy and read for learning purposes.

Typically, any purpose for reading is associated with certain types of texts. For example, reading to enhance literary literacy is usually associated with reading fiction, whereas obtaining and using information is achieved through reading information-rich articles and instructional texts. Nevertheless, the purposes of reading are not limited to a specific type of text. For instance, biographies generally fall into the categories of informational or literary texts, but they encompass characteristics of both reading purposes.

Texts usually differ based on how the conveyed meaning is structured and presented. Texts vary greatly in structure and form, ranging from systematically organized written materials to short, phrase-rich texts filled with images and



tables. The content, structure, and style specific to a particular text genre closely assist the reader in comprehending the text.

The PIRLS international program aims to provide a broader understanding of students' ability to comprehend texts, gain new ideas, and develop awareness of other cultures and countries. The assessment of students' achievements is conducted through objective tests administered to a representative sample of students rather than all students. Additionally, surveys are conducted among school principals, teachers, students, and even parents to collect valuable information on factors affecting the quality of education.

PIRLS is a major international assessment program that provides analyses for improving reading and teaching. It allows for the comparison of reading comprehension skills of primary school students on an international scale and can inform educational policies.

There are many definitions of reading literacy. Reading literacy is the ability to understand and use all forms of written language that are valued by an individual and demanded by society. Readers derive meaning from various types of texts. They read for learning, to engage with the community of readers in school and daily life, and to spend their time effectively.

Reading literacy also encompasses the ability of an individual to understand, use, reflect on, and engage with texts to achieve their personal goals, develop their knowledge and potential, and participate in society.

At the beginning, middle, and end of the reading process, a reader employs a combination of language skills, cognitive and metacognitive strategies, and foundational knowledge and skills for constructing meaning. Additionally, the conditions that create the reading environment can motivate and interest the reader, aiding in the construction of text meaning, but these conditions can also impose specific demands that may hinder understanding of the text. A reader may read various texts to gain an understanding of the world around them and

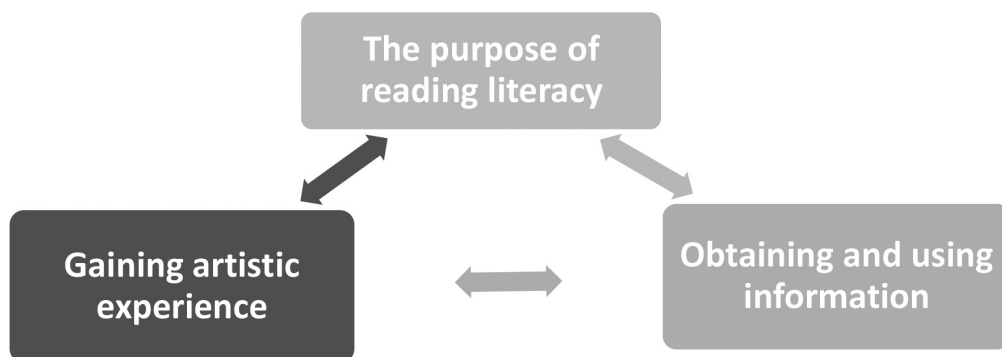


Figure 1. The purpose of reading literacy



themselves. Each type of text consists of simple forms and rules that allow the reader to interpret the text.

Currently, according to the PIRLS definition, reading literacy is the ability to understand and use written language forms that are demanded by society and valued by individuals, as well as the ability to derive meaning from texts in various forms.

PIRLS assesses the reading of primary school students both in and out of the classroom, focusing on two broad objectives.

When reading fiction, students engage with texts rich in events, settings, characters, consequences, personas, environments, emotions, and ideas, and they derive enjoyment from the text. To understand and appreciate literature, each student needs to mentally process the events, emotions, the art of language use, and the artistic form occurring in the text. Literature offers young readers the opportunity to explore situations and emotions they have not yet experienced. Although the events, actions, and consequences depicted in fiction are imaginary, they give the reader a sense of them happening in real life, allowing the reader to vicariously experience them.

A text (or literary work) might narrate events or indicate what the main character intends to do in the future. More complex texts can possess even more perspectives or tensions. The ideas and information within a text are conveyed directly or through dialogues and events. Short stories or works often present events in chronological order or narrate events through flashbacks or time reversals. The primary form of literary texts used in the PIRLS international program belongs to the fiction genre. Considering the differences in educational curricula and cultural contexts of participating countries, selecting certain literary texts as assignments within the PIRLS international program introduces additional complexity. For example, since translating poetic texts poses difficulties for students, such texts are not included in the assignments.

Informational texts are written and read with various tasks in mind. Given that the main function of informational texts is to provide information, writers usually approach the topics they want to address with different purposes. Many informational texts present facts directly, such as the steps to complete a task or biographical details. However, some informational texts have a subjective nature. For instance, authors might convey explanations and facts through interpretive commentaries, persuasive essays, or well-thought-out arguments. Readers must critically engage with these texts to shape their worldview. The information in the texts can be presented in different ways, altering its content, structure, and form to help the reader better understand the text's purpose and tasks. Primary



school students can read informational texts covering various topics, including scientific, historical, geographical, or social subjects.

Since both reading purposes are equally important for primary school students, the PIRLS program consists of materials that assess each purpose equally. Each of these purposes integrates four broad comprehension processes. These are:

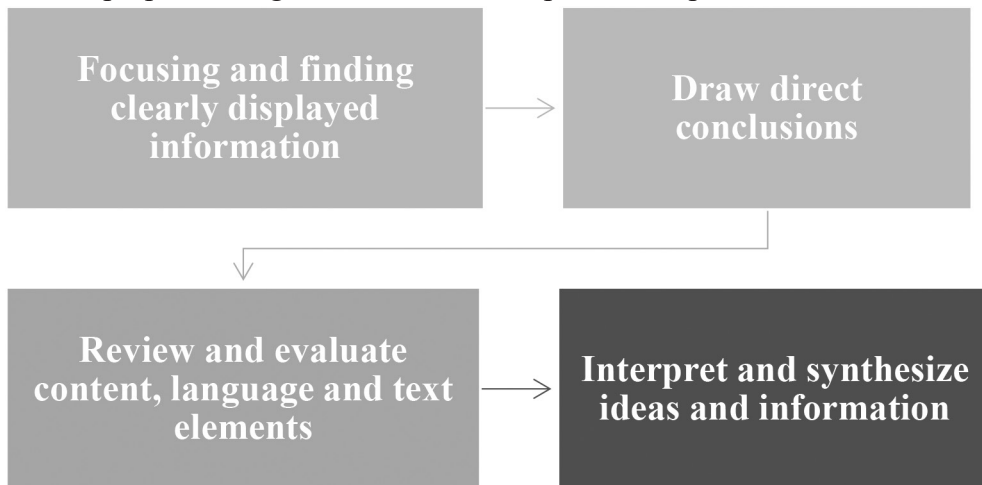


Figure 2. The process of understanding the purpose of reading literacy

Focusing Attention and Finding Explicit Information:

- Identify and search for information related to a specific purpose for reading.
- Look for specific statements or ideas.
- Search for the definition of words or phrases in the text.
- Determine the location and time where the story takes place.
- Identify the main topic of the text (if explicitly stated).
- Locate specific information in a diagram.

Making Direct Inferences:

- Reason about how one event causes another.
 - Justify the actions of a character.
 - Describe the relationship between two characters.
 - Identify which part of the text serves a particular purpose.
- #### Examining and Evaluating Content, Language, and Text Elements:
- Discuss the completeness or accuracy of the information presented in the text.
 - Evaluate the likelihood of the events described in the text occurring in real life.
 - Assess how the author's reasoning might influence people's thoughts and lifestyles.

- Discuss how well the title of the text reflects its main theme.
- Describe the effect of language tools like metaphors or stylistic devices.
- Identify the impact of visual elements in the text.
- Detect approaches or ambiguities in the text.
- Determine the author's purpose regarding the central theme of the text.

Interpreting and Summarizing Ideas and Information:

- Understand the overall content or theme of the text.
- Consider alternative actions for the characters in the story.
- Compare and contrast the information presented in the text.
- Reflect on the tone or essence of the story.
- Interpret the information in the text through real-life events (facts).
- Compare and contrast information presented within and across texts.

Evaluating and Critically Analyzing the Text:

- Assess the accuracy and completeness of the information in the text.
- Evaluate the likelihood of the described events occurring in reality.
- Evaluate how precisely the author's ideas might change people's thoughts and actions.
- Assess how well the title reflects the main content.
- Describe the impact of language features such as metaphors or tone.
- Determine the author's views on the main topic.

Reading literacy is a foundational skill that significantly influences a child's educational journey and lifelong learning potential. For future primary class teachers, mastering the methodology to effectively develop reading literacy in students is paramount. This article explores the conditions and didactic opportunities necessary for enhancing the training of future primary class teachers in fostering reading literacy.

Conditions for Effective Training

Curriculum Design and Integration: Comprehensive Curriculum: Teacher education programs must incorporate a curriculum that covers theoretical knowledge, practical skills, and contemporary research on reading literacy. The curriculum should integrate courses on linguistics, psychology of reading, and instructional strategies.

Interdisciplinary Approach: Encouraging an interdisciplinary approach that blends language arts, educational psychology, and technology can provide a holistic understanding of reading literacy development.

Access to Resources and Technology: Digital Libraries and Online Resources: Providing access to extensive digital libraries, e-books, and online databases allows future teachers to explore a variety of reading materials and teaching aids.



Educational Technology: Training should include the use of educational technology, such as interactive whiteboards, reading software, and online literacy games, to enhance reading instruction.

Practical Experience and Mentorship: Classroom Practicums: Hands-on experience through classroom practicums is essential. Future teachers should engage in supervised teaching sessions where they can apply reading literacy strategies in real classroom settings.

Mentorship Programs: Establishing mentorship programs where experienced teachers guide and support trainees can provide valuable insights and professional growth.

Supportive Learning Environment: Collaborative Learning: Creating a collaborative learning environment where future teachers can share ideas, resources, and strategies fosters a community of practice.

Reflective Practice: Encouraging reflective practice through journals, peer reviews, and discussions helps trainees to critically analyze their teaching methods and outcomes.

Didactic Opportunities

Interactive and Engaging Teaching Methods: Storytelling and Dramatization: Utilizing storytelling and dramatization techniques can make reading sessions more engaging and help students connect with the text emotionally and cognitively.

Group Discussions and Literature Circles: Organizing group discussions and literature circles promotes active participation and critical thinking among students.

Differentiated Instruction: Tailored Reading Activities: Differentiating instruction to meet the diverse needs of students, including those with varying reading abilities and learning styles, ensures that all students can progress in their reading literacy.

Scaffolded Learning: Implementing scaffolded learning techniques, such as guided reading sessions and think-aloud strategies, supports students in developing their reading skills gradually and effectively.

Assessment and Feedback: Formative Assessments: Using formative assessments, such as quizzes, reading logs, and comprehension checks, helps monitor student progress and identify areas for improvement.

Constructive Feedback: Providing timely and constructive feedback encourages students to improve their reading skills and fosters a growth mindset.

Integration of Multimodal Texts: Diverse Texts: Incorporating a variety of texts, including print, digital, visual, and audio materials, caters to different learning preferences and enhances students' reading experiences.

Critical Media Literacy: Teaching students to critically analyze and evaluate information from different media sources develops their media literacy skills and prepares them for the digital age.

Conclusion



The development of reading literacy in primary students is a multifaceted process that requires well-trained teachers equipped with effective methodologies. By establishing supportive conditions and leveraging didactic opportunities, teacher education programs can prepare future primary class teachers to foster reading literacy effectively. Integrating comprehensive curriculum design, practical experience, interactive teaching methods, differentiated instruction, and the use of multimodal texts can significantly enhance the reading literacy skills of students, laying a strong foundation for their academic and personal growth.

Literature:

1. Qayumova, S. (2022). Бўлажак бошланғич синф ўқитувчиларини TIMSS халқаро баҳолаш дастури асосида методик тайёргарлигини ривожлантиришда мултимедия воситаларининг ўрни. *Science and innovation*, 1(B4), 159-162.
2. Shohsanam, K. (2023). Theoretical importance of artificial intelligence. *Science and innovation*, 2(Special Issue 3), 159-162.
3. Kayumova, S. T. qizi, Sharipov, S. R., Abdullayev, K. A. ugli, & Nurmatov, I. S. (2023). The theoretical foundations of improving students' reading proficiency based on modern trends. *Research and education*, 2(12), 57–61.
4. To'liqin qizi Kayumova, S., Sharipov, S. R., ugli Abdullayev, K. A., & Nurmatov, I. S. (2023). The theoretical foundations of improving students' reading proficiency based on modern trends. *Research and education*, 2(12), 57-61.
5. Kayumova, S. T. K. (2022). Differences between pisa and timss international assessment program. *Academic research in educational sciences*, 3(NUU Conference 2), 753-757.
6. Sh. Kayumova (2023). Didactic principles for developing native language and reading literacy of future primary school teachers. *Science and innovation*, 2 (B9), 57-60. Doi: 10.5281/zenodo.8348958
7. Sh. Kayumova (2023). Development of students' reading literacy through triz pedagogy. *Science and innovation*, 2 (B10), 157-160. Doi: 10.5281/zenodo.8433398
8. Qayumova, S. (2022). Бўлажак бошланғич синф ўқитувчиларини timss халқаро баҳолаш дастури асосида методик тайёргарлигини ривожлантиришда мултимедия воситаларининг ўрни. *Science and innovation*, 1(B4), 159-162.

РЕЗЮМЕ

Bo'lajak boshlang'ich sinf o'qituvchilarining o'quvchilarda o'qish savodxonligini rivojlantirish metodikasini takomillashtirish bugungi kunning eng dolzarb mavzularidan biridir. Ushbu maqolada bo'lajak boshlang'ich sinf o'qituvchilariga o'quvchilarda o'qish savodxonligini rivojlantirishga o'rgatish metodikasini takomillashtirishning shart-sharoitlari va didaktik imkoniyatlari keng yoritilgan.

РЕЗЮМЕ

Одной из наиболее актуальных тем сегодня является совершенствование методики будущих учителей начальных классов по развитию читательской грамотности у учащихся. В данной статье широко освещены условия и дидактические возможности совершенствования методики обучения будущих учителей начальных классов развитию читательской грамотности у учащихся.

SUMMARY

One of the most urgent topics today is the improvement of the methodology of future primary school teachers to develop reading literacy in students. In this article, the conditions and didactic opportunities for improving the methodology of teaching future primary school teachers to develop reading literacy in students are widely covered.