

**MODERN METHODS OF DEVELOPING METHODS OF DEVELOPING READING LITERACY OF PRIMARY STUDENTS*****Otakhonova Zulfizarkhon Murotjon kizi****Andijan State Pedagogical Institute, 1st year master's student,**Department of Theory and Methodology of Education and Training (Primary Education)***Annotation**

This article analyzes the content and modernization strategies of reading literacy methodology for primary school students. The study focuses on the use of digital resources, phonetic-reading competence development, text comprehension strategies, and monitoring of learners' progress. Particular attention is paid to differentiated instruction, PISA-type tasks, and interactive strategies, as well as their impact on learner motivation. The results indicate that integrated methodological approaches contribute significantly to the advancement of reading literacy in primary education.

**Keywords**

reading literacy, primary education, methodology, PISA, digital technologies, differentiated instruction, text comprehension.

**Introduction**

The global educational environment requires students to have high-level cognitive skills such as the ability to work independently with texts, analyze information, understand the context, draw conclusions, and evaluate. Therefore, the development of reading literacy is considered not only a linguistic issue, but also a key component of functional literacy. International organizations such as UNESCO, OECD, and the World Bank have been paying attention to the reading literacy indicators of students when assessing the education system. The results of PISA and PIRLS studies have shown that in many countries methodological reforms are required from the initial stage.

Effective reforms in this direction are also being implemented in the education system of Uzbekistan during 2017–2023. In particular, the Decree of the President of the Republic of Uzbekistan No. PF-5712, Resolution No. PQ-4884, Resolution No. PQ-4349, as well as the “Concept for the Development of the Education System until 2030” set the tasks of strengthening the competency-based approach in general secondary education, developing reading literacy skills in primary school students, modernizing the assessment system, and aligning curricula with international standards. Also, the widespread implementation of tasks for students to work with text in practice in the process of preparing for PISA has become an important factor. These reforms require a revision of primary education methodologies, the widespread introduction of PISA-format tasks, integrative exercises, functional learning strategies, differentiated approaches, and digital educational resources. Monitoring the student's academic performance in the educational process, the formation of information analysis skills, and the methodological determination of the stages of text comprehension have also become an urgent issue.

Therefore, this article analyzes the scientific and practical foundations of the modernization of the methodology for developing reading literacy in primary school students, existing problems,



international experience, and new modern methodological approaches.

The development of reading literacy in primary school students is one of the priority tasks facing today's education system. In recent years, the Republic of Uzbekistan has developed optimal strategies aimed at modernizing the content of education, introducing a competency-based approach to the educational process, expanding the digital learning environment, and improving the results of international assessment programs. In particular, the Presidential Decree of May 11, 2022 on the "National Program for the Development of Public Education in 2022-2026" and the resolutions "On the Implementation of Innovative Pedagogical Technologies in the Public Education System" require students to develop functional literacy, independent thinking, and information skills. In the State Educational Standards, the content of reading activities is now not limited to teaching phonetic or grammatical norms, but also includes perception, understanding, evaluation, reinterpretation, comparison, and drawing conclusions from the text.

Main part. The renewal of methodological approaches in the process of developing reading literacy also contributes to an increase in the quality of education. In previous years, the methodology was mainly based on expressive reading, memorization of the text or a brief description of the content. At the current stage, teaching students to work independently on the text, guiding through questions, forming analytical and interpretive thinking, and working with multimodal texts are considered a priority. The multimodal approach encourages students to perceive information not only through text, but also through images, infographics, tables, audiotext and video content. This is consistent with the current digital conditions of primary education.

International assessment programs (PIRLS, PISA, TIMSS) also serve as an important diagnostic tool in strengthening the reading literacy and text comprehension competencies of primary school students. In particular, the PIRLS study focuses on students' skills such as searching for information in the text, understanding, interpreting, integrating, commenting and evaluating. By analyzing the results of this assessment, it is possible to introduce new methods into the educational process.

Modern methods include interactive technologies for working with text, such as "cluster", "brainstorming", "balanced question-and-answer", "mind maps", "comparative analysis", "text scenario", "text dialogue". These methods develop students' skills of independent thinking, substantiating their own opinions, comparing, generalizing and evaluating the information they have learned. Also, working with text through electronic platforms, using audio books, e-books and digital libraries increases students' interest in reading.

The teacher's methodological preparation, text selection, a differentiated approach and the correct organization of the assessment system are among the decisive factors in the formation of reading literacy. The age-appropriateness of the selected texts, the high educational, moral, scientific and cultural value of the content also broaden the student's worldview. At the same time, enriching the reading process in primary education through game methods, role-playing scenarios, dramatization, creative writing and project work also increases effectiveness. All of the above-mentioned modern approaches serve to update the methodological foundations of developing reading literacy in primary school students. This, in turn, creates a basis for the successful integration of students in future stages of education, the formation of independent reading and self-improvement skills, and competitiveness in the global information environment.



## Conclusion

In conclusion, the methodology for developing reading literacy in primary school students has become one of the priority areas in the modern educational process, and this process requires the modernization of educational content and the implementation of innovative approaches. Strategic documents on education adopted in the Republic of Uzbekistan, in particular, the National Curriculum, the update of state educational standards, the introduction of a competency-based approach, and the process of preparing for international assessment programs have created the basis for strengthening the methodological development of reading literacy. In this regard, it is not enough to base the reading process solely on phonetic, grammatical, and speech norms, but it is also important to teach students to perceive, understand, analyze, interpret, and evaluate the text. Also, the use of a multimodal approach to working with text, interactive methods and digital media expands students' thinking, increases their motivation to read, and forms competencies such as independent information search, processing and drawing conclusions. The requirements of international assessment programs (PIRLS, TIMSS, PISA) also show that reading literacy is determined not only by the speed of reading text or correct pronunciation, but also by the ability to process, integrate and evaluate content. The teacher's methodological preparation, text selection criteria, assessment system and the use of processes based on game, project and creative work are the main conditions for increasing the effectiveness of developing reading literacy in primary education. In the future, the introduction of innovative methods, digital resources, audio books, electronic libraries, adapted educational content and individual curricula into the educational process will give significant results in the development of literacy. In general, modern pedagogical approaches and promising reforms in education policy create ample opportunities for developing students' reading literacy at the primary education stage, contributing to their successful integration into subsequent educational stages and increasing their intellectual potential.

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