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MECHANISMS FOR THE MODIFICATIONAL IMPROVEMENT OF METHODOLOGICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS IN DEVELOPING STUDENTS' READING LITERACY

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Annotation. *This article explores mechanisms for the modificational improvement of methodological training of future primary school teachers in developing students' reading literacy. It analyzes Uzbekistan's state policy on education quality improvement based on presidential decrees and resolutions, reviews the experience of international assessment programs (such as PIRLS and PISA), and compares it with foreign practices. The study proposes a model of methodological preparation grounded in modern pedagogical and psychological approaches and innovative teaching strategies.*

Keywords: *methodological preparation, modification, reading literacy, primary education, teacher training, international assessment.*

Аннотация. *В данной статье рассматриваются механизмы модификационного усовершенствования методической подготовки будущих учителей начальных классов по развитию читательской грамотности у учащихся. Освещаются актуальные аспекты государственной политики Республики Узбекистан в сфере образования, включая указы и постановления Президента, а также анализируется опыт международных оценочных программ (PIRLS, PISA) и передовая зарубежная практика. Представлена модель совершенствования подготовки педагогов на основе современных педагогических подходов и инновационных методов.*

Ключевые слова: *методическая подготовка, модификация, читательская грамотность, начальное образование, подготовка учителей, международные исследования.*

Improving the quality of education and enhancing students' functional literacy has become one of the key priorities of the state education policy in Uzbekistan. In particular, the Presidential Decree PF-60 dated February 28, 2022, "On the Development Strategy of New Uzbekistan for 2022–2026," and the Resolution PQ-289 dated May 11, 2022, "On Approving the Concept for the Development of the Education Sector Until 2030," emphasize the importance of improving reading literacy at all levels of education, especially at the primary stage.

If future primary school teachers lack sufficient methodological preparation, the development of students' reading literacy tends to remain weak. Therefore, it has become an urgent necessity to train teachers based on modern methodological approaches, interactive and innovative technologies, and international best practices. In particular, in countries participating in the PIRLS (Progress in International Reading Literacy Study) international assessment, primary school teachers are expected to train students in comprehending texts, identifying main ideas, developing critical thinking, and applying knowledge to real-life contexts.

As examples from international experience, education systems in countries such as Finland, Singapore, and Canada have introduced well-established practices aimed at fostering reading motivation in early grades, applying diagnostic tools to assess literacy levels, and equipping teachers with modular-based methodological skills. This, in turn, underscores the continuous need for improving the quality of teacher training.

Modification is defined as the process of revising existing systems or methodologies in accordance with contemporary demands and needs. In the context of primary teacher education, modification refers to the reassessment and enhancement of methodological competencies specifically aimed at fostering reading literacy among students.

In today's globalized world, the quality of education—especially at the primary level—is closely tied to the level of students' reading literacy, which in turn depends on the methodological competence of teachers. The modificational improvement of the methodological training of future primary school teachers involves updating traditional instructional approaches and aligning them with modern educational competencies and international standards.

According to the aforementioned Presidential Resolution PQ-289 (May 11, 2022), the development of students' reading literacy is defined as a strategic priority of national educational policy. In response to this direction, it is necessary to introduce new approaches in the professional training of prospective primary school teachers in higher pedagogical education institutions.

The modificational improvement of methodological preparation should be grounded in the following core principles: Learner-centered approach; Competency-based and integrated learning; Implementation of innovative technologies; Alignment of content and methodology with international assessment standards.

In international practice, particularly in the advanced education systems of Finland, Canada, and Singapore, several fundamental principles are prioritized in preparing primary school teachers to develop students' reading literacy. These include: modular methodological training courses; individualized instruction for struggling students (e.g., *Reading Recovery*); the use of digital reading platforms; and the application of metacognitive approaches to text analysis.

In modern educational contexts, reading literacy is increasingly recognized as an integrative competency—not limited to basic comprehension, but encompassing critical analysis, the ability to identify key ideas, construct reasoned arguments, and apply textual understanding to real-life situations. Therefore, methodological approaches aimed at fostering reading literacy are of paramount importance in the training of primary education teachers worldwide.

A review of practices in several developed countries reveals that the training of future teachers in this area is systematically implemented through specialized modules, national programs, and international assessment frameworks. The core principles and features of such approaches are described below.

In Finland's primary education system, methodological preparation in reading instruction is included as one of the key components of teacher education. Within higher education curricula, a dedicated module titled *Reading Instruction* introduces future teachers to metacognitive strategies—such as prediction, identification of main ideas, and recognition of cause-effect relationships—enabling them to structure lessons accordingly. From the beginning of their university studies, teacher trainees are expected to trial methods aimed at improving students' reading speed, comprehension, and vocabulary. In the PIRLS 2021 international assessment, Finnish students scored 549 points, among the highest results globally, confirming a direct correlation between the quality of teacher training and student reading literacy outcomes.

In Canada, the Reading Recovery program is widely implemented as part of primary teacher preparation. This program is specifically designed to provide early individualized intervention for students experiencing difficulties in reading, thereby preventing long-term academic setbacks. Prospective teachers participate in this program as active practitioners, gaining practical experience in applying differentiated instruction methods. According to PISA 2018 results, Canadian students scored 520 points in reading literacy, placing the country among the global leaders. These results

highlight the effectiveness of harmonizing national teacher training strategies with evidence-based remedial programs.

In Singapore, the *STELLAR* program (*Strategies for English Language Learning and Reading*) has been implemented to enhance English language and reading literacy. This initiative is specifically designed to equip primary school teachers with methodological skills such as working with texts, storytelling, character analysis, and dramatization. From the outset of their academic training, teacher candidates develop methodological tasks based on this module and test them during school-based practicum. According to PISA 2018 results, Singaporean students achieved a reading literacy score of 549 points, placing them second globally.

In the United States, national programs such as *Balanced Literacy* and the *Early Literacy Initiative* are widely practiced. These approaches aim to train teachers in teaching reading, developing vocabulary, analyzing texts, and fostering written and oral communication skills. Within these programs, prospective teachers integrate theoretical knowledge with practical classroom activities, gaining hands-on experience in applying effective literacy instruction.

Within the process of preparing future primary school teachers, the modificational improvement of methodological training aimed at fostering students' reading literacy has become a strategic priority in contemporary education. Successful implementation of this process requires focused attention on the following key aspects:

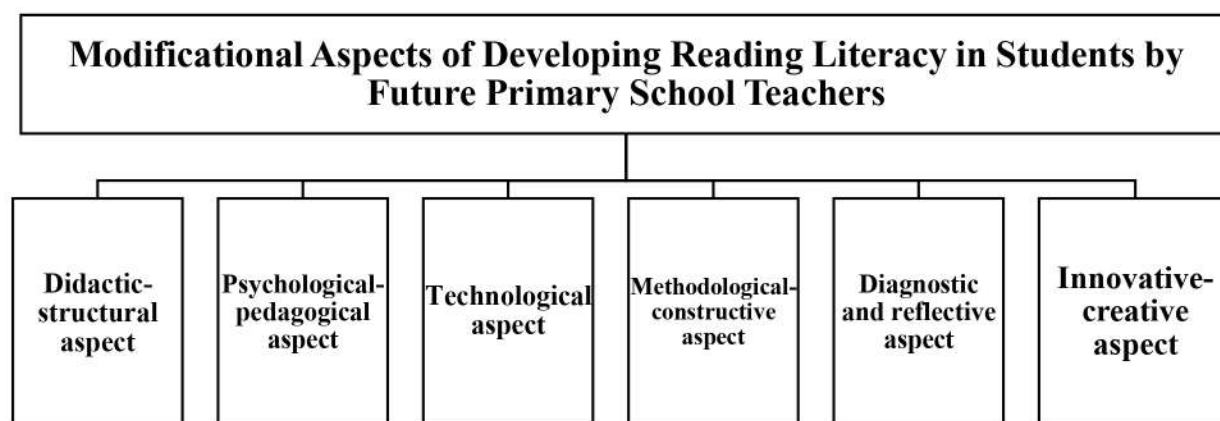


Figure 1. Modificational Aspects of Developing Reading Literacy in Students by Future Primary School Teachers

Didactic-structural aspect. This aspect focuses on equipping future teachers with the ability to ensure the effectiveness of educational content, textbooks, methodological materials, and competency-based curricula necessary for developing students' reading literacy. It involves identifying didactic units that support the step-

by-step formation of reading literacy skills. Teaching methods are developed based on text genres appropriate to the students' age (e.g., literary and informational texts). The structure and design of reading tasks aimed at literacy development are explored, particularly in alignment with PIRLS and EGRA formats.

Psychological-pedagogical aspect. This aspect emphasizes preparing future teachers to take into account factors such as child psychology, developmental characteristics, cognitive abilities, and motivation in fostering reading literacy. It includes identifying individual differences in reading ability (e.g., advanced vs. struggling readers), shaping students' positive attitudes toward reading, enhancing intrinsic motivation, and promoting communicative and reflective activities during the reading process.

Technological aspect. This aspect involves developing future teachers' skills in utilizing modern pedagogical technologies, digital tools, and diagnostic methods to support reading literacy. It includes working with gamification strategies, STEAM integration, multimedia resources, and QR code-based interactive tasks. Technologies for assessing reading speed, analytical thinking, and comprehension (e.g., based on EGRA tools) are incorporated. Methodological materials are developed in accordance with PISA/PIRLS-type tasks.

Methodological-constructive aspect. This aspect refers to the ability of future teachers to design their own instructional activities, including lesson plans, teaching scenarios, and assessment criteria aligned with educational goals. It involves the creation of literacy-focused lesson structures (introductory, core, and concluding phases), the application of interactive strategies for text analysis (e.g., INSERT, clustering, cinquain, question-answer techniques), and the development of assessment tasks based on competency indicators for measuring reading literacy.

Diagnostic and reflective aspect. This aspect encompasses the future teacher's ability to evaluate the effectiveness of their teaching practices, assess students' reading literacy levels, identify gaps or errors, and select appropriate pedagogical strategies. It includes administering tests and observation tools aligned with EGRA/PIRLS benchmarks. Teachers engage in reflective practice by asking questions such as: "What type of task did I assign? How did students respond? Why did they respond that way?" Through portfolios and activity analysis, pathways for methodological improvement are identified.

Innovative-creative aspect. This aspect is aimed at fostering the creative capacity of future teachers in implementing methodological innovations, developing independent strategies, and adapting instruction to diverse learning needs. It involves the creation of engaging didactic resources tailored to students' interests (e.g., comics, narratives, infographics), the contextualization of reading tasks within real-life

scenarios (as modeled by PISA), and the development of original assignments, educational games, and visual learning tools based on new texts.

The process of modificational improvement of methodological preparation of future primary school teachers for developing students' reading literacy requires a multifaceted and integrated approach. The aspects outlined above—didactic, pedagogical, technological, methodological, diagnostic, and innovative—presuppose in-depth training in each direction. This not only enhances the professional competence of teachers but also creates a solid foundation for developing students' reading literacy in accordance with international standards.

It is advisable to implement modificational improvement through the following pedagogical mechanisms:

Table 1.

Pedagogical Mechanisms of Modificational Improvement

Mechanism	Description
Modular-based methodological training	Aimed at the gradual development of pedagogical skills.
Gamification technologies	Enhancing motivation through game-based learning tools.
Use of digital-didactic resources	Incorporating QR-coded tasks, AR applications, and interactive texts.
Differentiated instruction methodology	Reading strategies adapted to students' individual proficiency levels.
Diagnostic assessment tools	Evaluation through tasks aligned with EGRA and PIRLS formats.

In addition, the integration of the following types of activities in teacher preparation plays a significant role: Portfolio method – reflects the prospective teacher's individual methodological experience and progress; Peer review – enables critical reflection and exchange of feedback on lesson plans and teaching practices; Observed teaching practicum – provides opportunities to consolidate methodological competencies in real classroom settings.

The scientific and analytical foundations outlined above demonstrate that the modificational improvement of methodological training for future primary school teachers, based on modern approaches, not only enhances their professional competencies but also contributes to achieving effective outcomes in developing students' reading literacy. This, in turn, serves as a crucial factor in strengthening the competitiveness of Uzbekistan's education system in international rankings.

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