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KOGNITIV YONDASHUV ASOSIDA BO'LAJAK O'QITUVCHILARNING METODIK MAHORATINI RIVOJLANTIRISH STRATEGIYALARI: MUAMMOLAR, YECHIMLAR

STRATEGIES FOR DEVELOPING METHODOLOGICAL SKILLS OF FUTURE TEACHERS BASED ON THE COGNITIVE APPROACH: PROBLEMS, SOLUTIONS

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БУДУЩИХ УЧИТЕЛЕЙ НА ОСНОВЕ КОГНИТИВНОГО ПОДХОДА:
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7. Masharipova N.R. Bo‘lajak o‘qituvchilarni milliy qahramonlar faoliyati vositasida o‘quvchilarda tanqidiy fikrlashni shakllantirishda madaniyatshunoslik yondashuvidan foydalanishga tayyorlash. “International scientific-practical conference strategies for the development of professional competence of future teachers based on the approach of cultural studies: problems and solutions” October 19-20, 2023. P 320-323

FORMING THE SKILLS OF FUTURE PRIMARY SCHOOL TEACHERS TO DEVELOP READING LITERACY IN STUDENTS BASED ON A COGNITIVE APPROACH

Kayumova Shoxsanam To‘lqin qizi

Doctor of Philosophy in Pedagogical Sciences (PhD)

Abstract. *This article explores the process of applying a cognitive approach to develop reading literacy among future primary school teachers. Reading literacy is a crucial skill for academic success and lifelong learning. The necessity of developing skills such as metacognitive awareness, strategy instruction, differentiated instruction, assessment, and feedback is emphasized. Through practical applications and experience sharing, teaching future educators to apply cognitive approaches prepares them for effective instruction. The article also highlights the importance of encouraging students to actively participate in the reading process and teaching them practical strategies based on theoretical knowledge. As a result, a strong foundation is created for enhancing reading literacy among both teachers and students.*

Keywords: *reading literacy, cognitive approach, primary school teachers, metacognitive awareness, strategy instruction, differentiated instruction, assessment and feedback, practical applications, reading process, student engagement, teaching methods, creating a reading environment, experience sharing, teaching skills, improving educational quality.*

Reading literacy is a foundational skill essential for academic success and lifelong learning. As educators, primary school teachers play a critical role in fostering this skill among their students. With the increasing recognition of diverse learning needs, employing a cognitive approach in teacher training is paramount. This article explores how future primary school teachers can be equipped with the necessary skills to develop reading literacy in their students through cognitive strategies.

Cognitive approaches focus on understanding the mental processes involved in learning. They emphasize the importance of comprehension, critical thinking, and problem-solving in reading. By training teachers in these methods, we prepare them to guide their students in not just decoding text, but also in making meaning from it. Key Skills for Teachers

1. **Metacognitive Awareness:** Future teachers should be trained to foster metacognitive skills in their students. This involves teaching them to think about their own thinking, enabling students to self-monitor their comprehension and adjust strategies as needed.

2. **Strategy Instruction:** Teachers must learn to implement various reading strategies such as summarizing, questioning, and predicting. These strategies empower students to engage actively with texts and enhance their understanding.

3. **Differentiated Instruction:** Understanding that students have diverse backgrounds and abilities is crucial. Teachers should be equipped with skills to tailor their reading instruction to meet individual needs, ensuring all students can develop their literacy skills.

4. **Assessment and Feedback:** Future teachers should learn how to assess reading skills effectively and provide constructive feedback. This helps students identify areas for improvement and reinforces their learning.

5. **Creating a Literacy-Rich Environment:** Teachers need to cultivate an environment that encourages reading. This includes selecting diverse and engaging texts, creating reading corners, and organizing activities that promote a love for reading.

Practical Applications. **Collaborative Learning:** Training programs should incorporate collaborative learning experiences where future teachers can practice implementing cognitive strategies in simulated classroom settings. **Workshops and Seminars:** Regular workshops focusing on reading strategies and cognitive approaches can provide ongoing support and resources for future educators. **Field Experience:** Opportunities for hands-on experience in real classrooms are essential. This allows future teachers to observe effective reading instruction and apply cognitive strategies in practice.

The development of reading literacy in students is a critical component of primary education, as it forms the foundation for learning in all other subjects. Teaching reading is a complex process, requiring not only knowledge of language and literacy but also effective pedagogical strategies. This article explores the importance of improving the methodology used to train future primary school teachers in developing reading literacy in students, as well as the key areas where teacher preparation programs can evolve to better meet these needs.

Reading literacy refers to the ability to understand, interpret, and critically engage with written texts. In primary education, it is not just about learning to read but also about developing a lifelong skill that will support future learning. For young learners, reading literacy is essential in building vocabulary, enhancing comprehension, and fostering critical thinking skills. Therefore, the role of primary school teachers in promoting reading literacy is vital.

For teachers, fostering literacy goes beyond teaching the mechanics of reading (such as phonics, decoding, and fluency). It involves creating a rich, engaging environment where students can interact with diverse texts, relate them to their experiences, and develop a love for reading. The methodologies used to achieve this must be refined and adapted to the modern educational landscape.

One of the challenges in training future primary school teachers is the gap between theoretical knowledge and practical application. Many teacher preparation programs focus on broad pedagogical theories without adequately equipping future educators with the practical tools they need to foster literacy in the classroom. This often results in novice teachers feeling underprepared when they face diverse student needs.

Additionally, the rise of digital media and changes in how children engage with texts require new approaches. Traditional methods of teaching reading may not be as effective in the modern classroom, where students have access to a variety of reading formats, including e-books, interactive texts, and online platforms. Teachers must be equipped to teach reading literacy across these different formats while still grounding students in the fundamental skills of reading comprehension.

Children need to be taught a mix of different strategies for decoding words that they don't recognise. This is because some strategies don't work for every single word a child might read.

This KS1 Decoding Strategies Poster is a really helpful resource for both you and your pupils to reference when reading. The poster contains a quick summary of how each strategy works, plus an example and a cute canine illustration. This set of posters goes into even more detail about each strategy.

Once your pupils have a mix of reading strategies to use, it's time to start reading! But what are the approaches to teaching reading in school? Well, there are lots of different approaches to look at! If you'd like to experiment further than just reading a book aloud to your pupils, why not try out some of these with your class?

Guided reading: Guided reading is a teaching method used to support children towards independent reading. A teacher sits with a small group of children while they read a text independently. The teacher assists when needed, and may prompt children to think about what they are reading. You can find out more about guided reading [here](#).

Shared reading: Shared reading is where children join in or share the reading of a text. This could be achieved by using a projector, an interactive whiteboard, or a large print book. Usually, the book is first read by the teacher. After this initial reading, children will read while guided and supported by a teacher. The text must be large enough for all the children to see clearly, so that they can share and read together.

Echo reading: Echo reading does what it says on the tin. The teacher reads a little bit of text, such as a sentence or a paragraph, and then it is echoed back by your young learner(s). This approach can be used for a one-on-one reading session, or with a larger group. This therefore makes it quite versatile as an option. It can be helpful to point and follow along with the echo.

Round Robin reading: This approach involves children taking it in turns to read out loud. The next child to read can be chosen in a number of different ways, though typically is just the child sat next to the previous reader, though this can be made into a game or names could be drawn from a hat, for example. Each child will typically read one line or a single paragraph, depending on the age and reading ability of the group. The other children in the group follow along in their own copies of the text.

This approach to group reading has fallen out of favour for a number of reasons. This method tends to stigmatise children at a lower reading level, especially within a mixed ability group. It can knock the confidence of young readers and cause them to associate reading with negative emotions. Another downside is that this reading approach doesn't do much for reading comprehension. Children will often lose focus when listening to another pupil reading, especially if they are reading slowly or even too quickly for them to understand. Additionally, turn-taking often doesn't go as smoothly as we would hope, with lots of stopping and starting.

Instead of Round Robin Reading, you could try **choral reading**. This involves pupils and the teacher reading out loud all at once, like a chorus would sing together. This drastically decreases the 'put on the spot' feeling of singled-out reading within the Round Robin technique. During choral reading, the teacher can stay silent for a word in order to listen and check on how the students are reading the word out loud.

Another option is **partner reading**. This involves two children reading together, taking it in turns to read a paragraph each. Alternatively, the children could just read out loud together. As the group is so small, young readers are likely to feel less intimidated and feel less frustrated by switching readers and therefore hopefully pay better attention to the task!

Another option for paired reading is to ask children to read independently in order to prepare themselves for reading to their buddy. This means that they have a chance to look over the text and may feel less pressure when reading together.

A similar approach to this one involves mixing high and lower ability children together. This version includes extra re-reading and retelling of the story to make sure that both children get to test their reading and reading comprehension skills.

Silly Reading Game: This reading game is a lot of fun! It can be adapted for different groups, and played in pairs, or within choral reading, for example. Ask children to read in a silly voice, or with dramatic hand gestures. You may need to give an example to help your young readers understand what you mean. Ask them to read in a happy way, or a sad way, or challenge them to clap at the end of each sentence or stand up when you finish reading a paragraph. This method helps children to stay alert and focused on the text.

All of these methods can be used throughout the course of a week with the same text to help your pupils with their overall reading fluency.

Independent reading

Independent reading is another key component of a child’s journey to reading fluency. Despite the name, you can still provide support to independent readers in a number of different ways.

Pre-reading activities can be very useful. For example, you could consider using a PowerPoint that introduces the plot, the main characters and the setting of the story. Wordsearches or word mats can be used to tackle tricky vocabulary before letting your readers loose. A KWL grid is another great choice.

To address these challenges, teacher training programs need to evolve in several key areas:

1. **Practical Skills-Based Training:** Future primary school teachers should be exposed to hands-on training where they can practice literacy instruction in real classroom settings. This should include strategies for working with diverse groups of students, such as those with learning disabilities or non-native speakers of the language.

2. **Differentiated Instruction:** Teachers must be trained to differentiate their teaching methods to meet the varied literacy levels of their students. This can include learning how to assess reading abilities effectively and designing lessons that cater to different skill levels within the same classroom.

3. **Integration of Digital Literacy:** The modern literacy landscape is rapidly changing due to technological advancements. Teacher education programs should incorporate strategies for teaching digital literacy, ensuring that future teachers can help students navigate and critically engage with digital texts.

4. **Early Literacy Intervention:** Training future teachers to recognize early signs of reading difficulties is essential. Early interventions, such as individualized instruction or additional support, can significantly improve a student's reading outcomes. Teachers must be able to identify and implement these strategies early in the educational process.

5. **Promoting a Love for Reading:** Beyond technical skills, teachers should also be equipped to inspire a passion for reading in their students. This involves creating an engaging classroom environment where students are encouraged to explore texts that interest them and to see reading as an enjoyable and valuable activity.

6. Culturally Responsive Teaching: In diverse classrooms, teachers need to be sensitive to the cultural backgrounds of their students. This means selecting reading materials that reflect diverse experiences and teaching literacy in ways that respect students' cultural identities.

Conclusion: Forming the skills of future primary school teachers to develop reading literacy through a cognitive approach is crucial in today's educational landscape. By equipping educators with the knowledge and strategies to foster reading skills, we not only enhance their teaching practices but also contribute to the academic success and lifelong learning of their students. Investing in this area will create a generation of learners who are not only proficient readers but also critical thinkers, ready to navigate the complexities of the world around them. The task of developing reading literacy in students is one of the most important responsibilities of primary school teachers. To meet this challenge, it is crucial that teacher training programs provide future educators with the practical skills and updated methodologies needed to foster literacy development. By integrating hands-on experience, digital literacy strategies, differentiated instruction, and culturally responsive teaching, these programs can better prepare future teachers to help all students become literate, engaged readers. In turn, this will lay the foundation for lifelong learning and academic success for students across a wide range of subjects.

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TALABALARDA O‘QUV MATERIALLARINI KOGNITIV QABUL QILISHNING RIVOJLANTIRUVCHI OMILLARI

Shomurodov Jamshid Olimboy o‘g‘li

Oriental universiteti Uzluksiz ta’lim pedagogikasi

kafedrası dotsent v.b. p.f.f.d., PhD.

Annotatsiya. Maqolada talabalarda o‘quv materiallari, ularni kognitiv qabul qilishning o‘ziga xos xususiyatlari, talabalar tomonidan o‘quv materiallarini kognitiv qabul qilishni rivojlantiruvchi omillar haqida fikr yuritilgan. Shuningdek, maqolada kognitiv qabul qilish jarayonini rivojlantirishga xizmat qiladigan omillarning turlari, ularni tanlash, taqdim etish; va dars jarayonlarida kognitiv texnologiyalardan tizimli foydalanish; o‘quvchilarning ijodiy faoliyat ko‘rsatishi uchun qulay didaktik shart-sharoit yaratish hamda talabalarda o‘quv materiallariga nisbatan ongli munosabat bildira olishi haqida fikrlar bayon etilgan.

Kalit so‘zlar: o‘quv material, Kognitiv, kognitiv ta’lim, pedagogika, idrok, faoliyat, badiiy-estetik, xotira, hissiyot, didaktik.

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