

ISSN 1076-1077

PEDAGOGIKA

NIZOMIY NOMIDAGI
TOSHKENT DAVLAT PEDAGOGIKA UNIVERSITETI
ILMIY-NAZARIY
VA METODIK JURNAL

1/2025

- PEDAGOGIKA VA PSIXOLOGIYA,
PEDAGOGIK INNOVATIKA
- MATEMATIKA VA TABIIY-ILMIY FANLAR TA'LIMI
- IJTIMOY VA GUMANITAR FANLAR TA'LIMI
- SAN'AT VA JISMONIY MADANIYAT TA'LIMI
- XORIJIY TA'LIM TAJRIBALARI
- TA'LIMI TIZIMI YANGILIKLARI
- FAN VA TA'LIM FIDOYILARI
- MAKTABGACHA TA'LIM

PEDAGOGIKA

ILMIY-NAZARIY VA METODIK
JURNAL

1/2025

Bosh muharrir:

Kirgizbayev Abdug'affor Karimjonovich

Maxmudov Abduxalim Xamidovich
(bosh muharrir o'rinbosari)

Tahrir hay'ati:

Djurayev Risbay
Ibragimova Gulnora
Ibraimov Xolboy
Abdullayeva Shaxzoda
Djurayev Dusmurod
Kamilova Nodira
Quronov Muhammad
Madjidova Dildora
Medetova Raushan
Muslimov Narzulla
Nurmatov Abdumannop
Safarova Roxat
Tojiboyeva Xilolaxon
Xaydarov Mamat
Xakimova Muxabbat
Xodjayev Begzod

Muassis – Nizomiy nomidagi Toshkent

davlat pedagogika universiteti. Jurnalda pedagogika, psixologiya, o'qitishning metod va texnologiyalariga oid ilmiy-nazariy, ilmiy-metodik maqolalar o'zbek va rus tillarida chop etiladi.

Jurnalga Toshkent shahar Matbuot va axborot boshqarmasining 2014-yil 26-maydagi 02-004-sonli "Ommaviy axborot vositasi davlat ro'yxatidan o'tkazilganligi to'g'risida guvohnoma"si olingan va unga O'zbekiston Respublikasi Milliy kitob palatasining 2008-yil 30-iyundagi 511/S shartnomasi asosida Davriy nashrlarning Xalqaro standartlar (ISSN) – 2010-5320 raqami taqdim etilgan.

O'zbekiston Respublikasi Oliy attestatsiya Komissiyasi rayosatining 2013-yil 30-dekabr-dagi 201/3-sonli qarori bilan ro'yxatga olingan.

PEDAGOGIKA

SCIENTIFIC-THEORETICAL AND
METHODICAL JOURNAL

1/2025

CHIEF EDITOR

Kirgizbayev Abdug'affor Karimjonovich

Maxmudov Abduxalim Xamidovich
(deputy editor-in-chief)

EDITORIAL BOARD:

Djurayev Risbay
Ibragimova Gulnora
Ibraimov Xolboy
Abdullayeva Shaxzoda
Djurayev Dusmurod
Kamilova Nodira
Quronov Muhammad
Madjidova Dildora
Medetova Raushan
Muslimov Narzulla
Nurmatov Abdumannop
Safarova Roxat
Tojiboyeva Xilolaxon
Xaydarov Mamat
Xakimova Muxabbat
Xodjayev Begzod

The founder: Tashkent State Pedagogical University named after Nizami.

The journal publishes scientific theoretical and methodological articles in Uzbek and Russian languages in the fields of pedagogics, psychology, teaching methods and technologies. The journal has been certified under № 02-004 on the state registration of the mass media from the Tashkent Press and Information Administration as of May 26, 2014 and was awarded the international standard number (ISSN) - 2010-5320 of periodical journals on the basis of the 511/S contract from the National Book Chamber of the Republic of Uzbekistan. The journal has been registered by the Presidium of the Higher Attestation Commission of the Republic of Uzbekistan under № 201/3 as of December 30, 2013.

METHODOLOGY FOR ENHANCING STUDENTS' READING LITERACY THROUGH INTERNATIONAL RESEARCH PROGRAMS

Kayumova Shoxsanam To'liqin qizi, doctor of philosophy in educational sciences (PhD), the doctoral student of GulSU (DSc)

Abstract. This article explores methodologies for improving students' reading literacy by leveraging international research programs, focusing on their significance, implementation, and outcomes. Key programs, including the progress in International Reading Literacy Study (PIRLS), are examined to highlight their role in assessing and fostering literacy development globally. The article emphasizes the integration of advanced pedagogical approaches, particularly cognitive methods, to enhance reading comprehension, critical thinking, and analytical skills among students.

Key words: reading literacy, PIRLS, cognitive approach, international research programs, educational technology, literacy assessment, teaching methodologies.

XALQARO TADQIQOT DASTURLARI ORQALI O'QUVCHILARNING O'QISH SAVODXONLIGINI RIVOJLANTIRISH

Qayumova Shoxsanam To'liqin qizi, pedagogika fanlari bo'yicha falsafa doktori (PhD), GulDU doktoranti (DSc)

Annotatsiya. Ushbu maqolada xalqaro tadqiqot dasturlaridan foydalanish orqali o'quvchilarning o'qish savodxonligini rivojlantirish metodikalari, ularning ahamiyati, amalga oshirilishi va natijalari tahlil qilingan. Xususan, Progress in International Reading Literacy Study (PIRLS) kabi xalqaro baholash dasturlar o'rganilib, savodxonlikni baholash va rivojlantirishdagi ro'li yoritilgan. Maqolada ilg'or pedagogik yondashuvlarni, xususan, kognitiv usullarni o'quvchilarning matni tushunish, tanqidiy fikrlash va tahliliy ko'nikmalarini oshirishga yo'naltirilgan holda qo'llash zarurligi ta'kidlanadi.

Tayanch so'zlar: o'qish savodxonligi, PIRLS, kognitiv yondashuv, xalqaro tadqiqot dasturlari, ta'lim texnologiyalari, savodxonlikni baholash, o'qitish metodikalari.

МЕТОДИКА ПОВЫШЕНИЯ ЧИТАТЕЛЬСКОЙ ГРАМОТНОСТИ УЧАЩИХСЯ С ПОМОЩЬЮ МЕЖДУНАРОДНЫХ ИССЛЕДОВАТЕЛЬСКИХ ПРОГРАММ

Каюмова Шохсанам Тулкин кизи, доктор философии по педагогическим наукам (PhD), докторант ГулГУ (DSc)

Аннотация. В данной статье рассмотрены методики повышения уровня читательской грамотности учащихся с использованием международных исследовательских программ, с акцентом на их значимость, реализацию и результаты. Проанализированы ключевые программы, включая Международное исследование качества чтения и понимания текста (PIRLS), для подчеркивания их роли в оценке и развитии грамотности на глобальном уровне. Особое внимание уделено интеграции передовых педагогических подходов, в частности, когнитивных методов, направленных на улучшение понимания текста, развитие критического мышления и аналитических навыков учащихся.

Ключевые слова: читательская грамотность, PIRLS, когнитивный подход, международные исследовательские программы, образовательные технологии, оценка грамотности, методики обучения.

Introduction. Primary education is the basic education which aims at preparing children to attain the competence needed to advance further in making a worthwhile contribution to society, which is constantly undergoing changes.

Main part. In order to fulfil this objective, teachers must keep abreast with current thinking, and engage in training that will enhance the teaching - learning process. In the educational process, enhancing students' literacy is one of the primary goals of any country's education system. Numerous studies and programs are aimed at measuring literacy levels on an international scale. One such program is PIRLS (Progress in International Reading Literacy Study), an international assessment focused on evaluating students' reading literacy. PIRLS is conducted every four years and assesses the reading skills, comprehension levels, and analytical abilities of fourth-grade students. The data obtained through this program serves as a valuable resource for improving teaching methodologies. The cognitive approach is emphasized as an effective pedagogical method for improving students' literacy. This approach focuses on developing students' cognitive abilities, such as critical thinking, analysis, and the application of acquired knowledge. By integrating cognitive strategies, students are encouraged not only to memorize information but also to apply and expand it in practice. When combined with the PIRLS program, this approach can significantly enhance students' reading and comprehension skills.

The PIRLS program, being globally recognized for its focus on assessing reading literacy, provides results that contribute to the improvement of educational processes and the development of students' literacy. In this context, the cognitive approach supports the assimilation of knowledge, analysis, problem-solving, and drawing conclusions. Integrating these two approaches creates opportunities for effectively increasing students' literacy. In today's globalized world, literacy is recognized as a cornerstone for personal and societal progress. Reading literacy, defined as the ability to understand, use, and analyze written texts, is essential for navigating academic, professional, and social challenges. International research programs such as PIRLS provide a systematic framework for assessing and enhancing reading literacy across different educational systems. This study investigates the methodologies employed by such programs and their impact on improving students' literacy levels.

Significance of International Research Programs in Literacy Development

The Role of PIRLS. The PIRLS program is a prominent international initiative aimed at assessing fourth-grade students' reading literacy every four years. By evaluating comprehension, text analysis, and critical thinking, PIRLS provides valuable data on global literacy trends. The program measures: students' ability to retrieve and integrate information from texts. Their understanding of textual relationships and ability to articulate ideas based on textual evidence. Contextual factors, including teaching methods, school environments, and family involvement, influencing literacy outcomes.

Global literacy trends. Data from PIRLS enable policymakers to identify strengths and weaknesses in their educational systems. Countries utilize these insights to reform curricula, teacher training programs, and assessment methods.

Methodologies for Enhancing Reading Literacy

1. Cognitive Approach

The cognitive approach is widely recognized for its effectiveness in fostering reading literacy. This methodology emphasizes: critical thinking: training students to analyze, evaluate, and interpret textual information. Contextual understanding: Encouraging comprehension of texts within their broader socio-cultural and linguistic contexts. Practical application: enabling students to apply their understanding in real-world scenarios. Implementation: designing interactive lessons that include open-ended questions about

texts. Incorporating problem-solving activities that require analyzing and synthesizing information from various sources.

2. Use of immersive technologies. Technological advancements such as Virtual Reality (VR) and Augmented Reality (AR) offer innovative ways to engage students in reading. Interactive reading: AR applications can overlay additional context onto texts, enhancing comprehension. Engagement tools: gamified reading tasks in VR environments make learning enjoyable while fostering deep understanding.

3. Structured Reading Activities

Programs like PIRLS emphasize structured activities, such as: guided reading sessions to build comprehension skills. Peer discussions to promote collaborative learning and diverse perspectives. Independent projects encouraging creative exploration of textual themes.

4. Library and resource utilization

Encouraging students to explore diverse literary resources, including digital libraries, enhances exposure to varied writing styles and contexts.

Integration of PIRLS Findings into teaching practices

Data-driven curriculum design. Teachers can use PIRLS data to identify areas where students struggle, such as inferencing or extracting key ideas. Lesson plans can be tailored to address these gaps, emphasizing targeted skill development.

Professional development for educators. PIRLS insights inform teacher training programs, equipping educators with effective strategies to nurture literacy skills. Workshops on cognitive pedagogies and digital tools empower teachers to create more dynamic learning environments.

Family and community engagement. PIRLS findings often highlight the role of family literacy practices. Schools can organize workshops for parents to encourage reading habits at home.

Case studies: success stories from PIRLS Implementation. Countries like Singapore, Finland, and Hong Kong have consistently performed well in PIRLS assessments. These nations share common strategies, including: early intervention programs for literacy development; strong emphasis on teacher training and continuous professional development; Integration of digital technologies in classrooms.

In our research, we defined literacy as the ability of an individual to understand, analyze, evaluate, and utilize written texts. Literacy enables individuals to acquire knowledge, express their thoughts, participate actively in society, and lead independent, successful lives. Enhancing literacy involves encouraging students to read books, organizing library visits, teaching critical evaluation of texts and perspectives, and developing skills such as in-depth comprehension, information retrieval, reasoning, internet use, and data analysis. Within the PIRLS framework, literacy assessment focuses on understanding, analyzing, and retaining the material read. During this process, students must grasp the main idea of a text, recognize relationships between details, and articulate their thoughts based on the text.

The cognitive approach activates students' thinking processes, enabling deeper text analysis and expanding their knowledge through comprehension and critical evaluation. One key advantage of the cognitive approach is its ability to improve contextual text comprehension. Students are trained to understand word meanings, connections between sentences, and logical relationships, allowing them to analyze and reason accurately.

This process also enhances students' analytical thinking and memory usage. Core aspects of the cognitive approach include identifying the main idea of a text, analyzing primary and secondary information, and applying the knowledge gained in practical scenarios. The integration of the PIRLS program with cognitive strategies provides significant opportunities for students to deepen and strengthen their skills. This combination assesses literacy not only based on grammatical knowledge but also on comprehension and analytical capabilities.

The cognitive approach enables students to interact with texts beyond rote memorization, fostering critical analysis and the practical application of new information. Such an approach not only improves literacy but also develops students' creative thinking and independent learning abilities. Teachers should apply individualized approaches suited to students' abilities during the literacy development process. Each student has a unique learning style, and teachers can organize lessons using cognitive methods to nurture these capabilities. For example, asking questions about a text, applying learned concepts to specific situations, or encouraging new ideas based on the text are effective cognitive strategies. Another advantage of combining PIRLS with the cognitive approach is that students learn to understand not just the meanings of words but also their contextual uses in different settings. This enhances vocabulary and text comprehension. The integration of these methods helps students self-assess, analyze their abilities, and identify and correct their errors, thereby promoting self-regulation and the consolidation of knowledge. In conclusion, the integration of PIRLS and the cognitive approach makes the educational process more effective and result-oriented.

Conclusion. These methods equip students with the ability to analyze and apply knowledge independently, fostering literacy skills that extend beyond the classroom. Cognitive approaches provide a stimulating learning environment, enhancing literacy and encouraging students to develop creative, self-directed learning habits. The application of these methods opens new doors for improving literacy, enabling students to succeed in academic and social contexts. International research programs such as PIRLS are invaluable for improving reading literacy. By integrating cognitive pedagogies, immersive technologies, and evidence-based strategies, educators can address literacy challenges effectively. The methodologies discussed not only enhance comprehension and critical thinking but also prepare students to excel in a knowledge-driven global society. Future research should focus on longitudinal studies examining the sustained impact of these methodologies and exploring innovative tools to further enhance literacy development.

References:

1. Yunusova D.I. Theoretical foundations of developing the methodological readiness of future mathematics teachers. Textbook. Thinking Patterns. 2018.
2. Скибб Л.Дж., Хэйфмейстер С., Чеснат А.М. Оптимизация мультимедиа ПК / Пер. с англ. - К.: НИПФ «ДиаСофт Лтд», 1997.
3. Johnson, D.W., Johnson, R.T., Roseth, C., Shin, T.S. (2014). The relationship between motivation and achievement in interdependent situations // Journal of applied social psychology, 44(9). - P. 622-633.