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## Formation of Reading Literacy and Increasing the Activity of Pupils in Primary Education

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### Abstract

*This article deals with the forming of reading literacy and comprehension in primary level education. In addition, it provides several feasible notions from prominent pedagogues who contributed in this sphere as well as gives importance of PISA in primary education in particular in reading literacy.*

**Key Words:** reading literacy, skill, experiences, functions, approaches, strategies.

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**Introduction.** The necessity for reading in order to effectively socialize, pursue higher education, and further one's own growth is the broad definition of reading literacy. The development of reading literacy is thought to involve the acquisition and development of skills such as readiness for semantic reading (perception of written texts, analysis, evaluation, interpretation, and generalization of the information presented in them), the capacity to extract the information required for its transformation in accordance with educational activities, and the ability to navigate in real-world situations with the aid of various textual information. Primary school education is when these skills are developed to a larger level. As such, the development of reading literacy in elementary schools is crucial.

The primary goal of Uzbekistan's contemporary education system is to guarantee the excellent caliber of instruction delivered by educational institutions.

In 1991, the term "reading literacy" first surfaced in relation to international testing. According to PISA, "reading literacy is a person's ability to understand and use written texts, reflect on them and engage in reading in order to achieve their goals, expand their knowledge and capabilities, and participate in social life" [1].

Now that the idea of "reading literacy" has been clarified, it can be seen that graduates of the school must possess the specific reading abilities required for full-fledged work with texts if reading is to be relied upon as the primary form of instruction.

An accomplished reader should possess both of these skill sets:

- the capacity to gather information from the text and make the most basic conclusions solely based on it;
- the capacity to gather data and draw clear, concise conclusions;
- locate explicit information in the text; make simple conclusions based on the text;
- skills derived from personal reflections on what has been read;
- incorporate, interpret, and assess the text's content in light of the reader's prior knowledge;
- to make connections between ideas that the author does not convey directly; to interpret these connections in light of the text's overall theme; and to piece together the author's notion using the text's formal features (genre, structure, and language) in addition to the material it contains [2].

The qualities of primary school graduates' reading independence are correlated with their reading literacy levels.

A pupil who demonstrates a high degree of reading literacy is prepared for the next educational level. When it comes to interpreting and assessing the meanings of literary and creative works that don't deviate greatly from their speech, daily experiences, and knowledge, these pupils essentially don't require assistance. With the aid of fresh knowledge, ideas, and experiences expressed in writing, high-level readers are prepared to master the reading skills necessary to broaden and change their own experiences and knowledge.

For readers who have not yet grasped the fundamentals of reading, an average level of comprehension is common. They all require assistance in order to proofread text messages and develop their own interpretations based on it. This helps them comprehend the parts of the text that do not conflict with their own experiences. It also helps them become proficient in written communication and work together with people whose perspectives on the world and experiences are different from their own.

Because they do not comprehend texts well, children are unable to accept the teacher's assistance in using textual forms of communication regarding human feelings, thoughts, and information for self-education.

The restoration of language's intercultural functions and the advancement of humanistic educational tendencies are the two main goals of contemporary Uzbek education. A component of the humanitarian education system is language instruction, which centers on the study of human behavior as it relates to the outside world [3].

A person's speech is a reflection of his or her worldview. Multilingualism is becoming increasingly in demand in society as a result of our nation's growing openness, the growth and fortification of interstate, political, economic, and cultural links, and the globalization of all sectors of life. Future generations won't be able to completely engage in cross-cultural communication due to linguistic ignorance.

The development of functionally literate individuals is one of the most significant responsibilities of a contemporary school. "Functional literacy": what is it? The capacity to interact with others and swiftly adjust to and navigate the external world is known as functional literacy. Primary schools lay the groundwork for functional literacy by providing extensive instruction in writing, reading, speaking, and listening, among other speech activities.

The following skills and abilities are repeated in the "Language and Literary Competence" component of the curriculum for the topic cycle "Language and Literature" at various educational levels; without these, it is difficult to handle handling crucial tasks in today's world:

ability to create texts of different kinds (literary, applied, and informational texts); ability to extract information from various sources; ability to locate and critically assess information from the media and the Internet; ability to use and refer to sources;

possess the ability to comprehend and utilize tables, diagrams, and symbols while creating your own writings;

use a variety of reading techniques when working with literature.

Students should learn from their schools how to use the knowledge they have learned in their daily lives. The text plays a unique role in the educational process in terms of "reader's literacy". Completing duties related to education as well as education itself is beneficial. in the

development of a person's moral and spiritual attributes. An exercise in the formation of coherent speech is based on a literary text. Text analysis is the primary technique for enhancing text perception [4].

There are a variety of approaches and strategies for dealing with text in the modern world. For instance, pupils in grades 3 through 4 can already be taught the technique of discussions and debates. The suggested approach is particularly intriguing for older adolescents since it helps them develop the abilities to interact with people of all backgrounds and keep a conversation going while adhering to social norms and regulations, listening to others, encouraging them to talk further, and adapting their speech pattern when needed.

Selecting a method for forming reading abilities in educational practice is made more difficult by the notion that reading literacy is one of the anticipated outcomes of elementary education.

Current educational methods place a strong emphasis on the need to see changes in children as a result of learning, which are influenced by a variety of factors, including the child's activity level, attitude toward it, degree of cognitive interest, and readiness for independent study and self-education. In addition, the child's communicative domain is the primary focus of personality development at this age. For him, positive interactions with other people are essential. This makes a communicative-activity approach pertinent, which presupposes that the educational process is organized in a way that emphasizes students' active

contact with the teacher and with one another, as well as the educational collaboration of all participants in the session [5].

When reading comprehension is established in grades 3 - 4, the literary work and its meanings take center stage in the lesson. The communicative-activity strategy is put into practice by packing the lesson with relevant material, selecting tools that are appropriate for the job, and providing strategies for completing the work so that you may develop the required reading abilities. Students may interact with life and openly express their ideas, views, and points of view with this method. The project approach, presentation security, and the development and performance of computer presentations are additional tools available to you during the sessions that can assist you in overcoming challenges related to your own experiences, discomfort, and insecurity. In the classroom, students work independently utilizing the "Fishbone", "Insert", "Evaluation window", and "Cinquain" approaches. These techniques aid in the interpretation, systematization, critical evaluation, analysis, and drawing of conclusions from the perspective of the problem being solved [6].

Working with text has a specific position in the development of pupils' speech.

**Conclusion.** To sum up, we would like to state that the use of a variety of strategies and tactics for the development of "reading literacy of schoolchildren" in Uzbek language and literary reading lessons enables students to learn how to reason by

analogy, search for patterns, and find answers on their own. This, in turn, increases students' motivation to learn; children read more; they also learn to take control of their learning outcomes, collaborate, and feel accountable for their own and others' actions. Finally, they are able to argue their points of view, listen to their opponents, and engage in dialogue.

These teaching strategies enable kids to become more creative, have active lives, and build creative personalities.

Primarily, the efficacy of this endeavor is contingent upon the educator, whose role as the coordinator of learning exercises is to take on the role of a significant and captivating player in this process.

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