

## THEORETICAL AND METHODOLOGICAL BASIS OF INNOVATIVE METHODS IN DEVELOPING READING LITERACY IN PRIMARY GRADES

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### Abstract

This article examines the importance of innovative methods in developing reading literacy in primary education. Reading literacy is analyzed within a competency-based approach, and the role of innovative methods in enhancing students' cognitive activity and independent thinking is highlighted.

### Keywords

reading literacy, innovative methods, primary education, competency-based approach, interactive methods, independent thinking

In order to ensure the independent development of our republic, large-scale reforms are being carried out in the social, political, economic and cultural spheres. In particular, innovations in the education system are yielding significant results. The effectiveness of such reforms is manifested, first of all, in the establishment of a person-oriented education, in the high intellectual and spiritual maturity and professional potential of the specialists being trained.

The skill of the teacher, the desire, ability and independent search of the listener also determine the quality of education. Education is a long-term process. As a result of education, knowledge is acquired. The following factors determine the quality of education related to the learning process: teaching at a high scientific and pedagogical level, reading problem-based lectures, organizing lessons in an interesting way in the form of questions and answers, using advanced pedagogical technologies and multimedia applications, setting motivating and thought-provoking problems for students, demandingness, individual work with students, encouraging creativity, teaching free communication, creative thinking, involvement in scientific research, and other activities, in turn, explain the priority of teaching using interactive methods in education. [4].

Primary education begins with the justification of the inextricable link between the issue of the formation and development of reading literacy and today's educational policy, didactics, and a competency-based approach aimed at the development of the student's personality, since reading literacy is not only the ability to read a text in a coherent manner, but also a set of multi-layered cognitive and metacognitive processes such as understanding the text, interpreting it, evaluating it, applying information in different situations, and effectively using it in social communication; this concept is also confirmed by the definition of reading

literacy in international assessment programs, in particular, within the framework of PIRLS, through the components of "making meaning and using information" [5]. From this point of view, the development of reading literacy lessons in primary grades requires clarifying the concepts of "method" and "innovative method", theoretically classifying their types, and developing scientific and pedagogical foundations for their application in the practical lesson process. Educational methods have historically been interpreted as a didactic mechanism that regulates the interaction between the activities of the teacher and the student, and their choice is determined by the goals of education, the characteristics of the development of students, the level of complexity of the content, and the conditions of teaching; in this regard, classical classifications of educational methods, in particular, approaches such as explanatory-illustrative, reproductive, problem-based, partial research and research methods, have taken a firm place in didactic theory [9]. However, in the modern educational environment, especially in the context of digital transformation, the expansion of students' access to information, and the strengthening of the person-centered model of the pedagogical process, the concept of "innovative method" is not limited to simple innovation, but means a systematic redesign of the goals, content, means, organizational form, and assessment methods of teaching. Within the framework of innovation theory, innovation is interpreted not as "novelty", but along with the process of diffusion, acceptance, and stabilization of innovation in the social system; the effectiveness of an innovative method in education is also measured by the extent to which it is mastered in educational practice and its impact on learning outcomes. [6]. Therefore, when determining an innovative method, three important criteria are distinguished: first, the method is based on a new pedagogical idea or technological solution; second, it enhances the cognitive activity, independence and reflection of the student; third, it has a didactic design and effective solution that allows for a reliable assessment of the expected results. This approach is consistent with the ideas of constructivism and is explained by the views that knowledge is not transmitted in a ready-made form, but is "built" through the student's active experience, problem-solving process and social interaction; this requires working with text in reading literacy lessons not only in the framework of retelling or question-and-answer, but also in higher-level thinking practices such as modeling the meaning of the text, reasoning, determining the author's position, and connecting it with the context.1].

Since the primary school student is at the stage of transition from figurative thinking to logical thinking due to his age characteristics, innovative methods should serve to organize this transition process in a gradual and interesting way; the theory of the zone of proximal development, based on V. Vygotsky, also defines the principle of the teacher's "supportive" role, that is, through scaffolding, the student can collaboratively perform tasks that he cannot perform independently, and then move on to independence [8]. When clarifying the concept of an innovative method, it is necessary to distinguish it from similar terms such as "pedagogical technology", "interactive method", "modern approach", because

while a method usually denotes a specific system of actions as a way to achieve a goal, pedagogical technology is a broader concept that brings content, tools, methods, organizational forms and assessment criteria into a single system to achieve a pre-designed result. However, in modern educational practice, innovative methods are often combined with a technological approach, as a result of which the methods are not a "separate method", but a complex didactic design that forms the entire scenario of the lesson and the learning experience. [3].

In the education system of Uzbekistan, in recent years, there have been processes of updating the content of primary education, strengthening the integration of the mother tongue and reading literacy, and improving state educational standards based on a competency-based approach. The popularization of innovative methods in practice is largely explained by increasing the diversity of texts in curricula and textbooks, linking tasks with real-life situations, and introducing activities that stimulate independent thinking of students. In this context, textbooks and teacher's books approved for general education schools in the Uzbek language, in particular the textbooks "Mother Language" and "Reading Literacy", are important as reliable scientific and methodological sources, reflecting the system of methodological solutions, strategies for working with text, and competency-based tasks; this publication is a real presence in official educational practice and serves as a basic source as educational literature that has undergone scientific and methodological examination [7]. At the same time, when dividing innovative methods into types, their level of novelty also differs: incremental innovations are the improvement of existing methods (for example, enriching the question-and-answer with higher-level questions), modular innovations are a radical renewal of a part or element of the lesson (for example, forecasting before reading and mandatory introduction of reflection blocks after reading), and radical innovations mean changing the entire model of the lesson (for example, switching to a flipped classroom or project-based learning cycle); this distinction is directly related to the teacher's methodological training and school resources. When adapting innovative methods to primary school reading literacy lessons, the laws of age psychology and language development should not be ignored: the size of the text, lexical complexity, sentence structure, relevance of the topic, as well as the presence of visual supports are inextricably linked to the student's motivation and quality of understanding; Therefore, innovative methods, in addition to being an interesting form of teaching, should also include mechanisms for the purposeful selection of language material and the gradual formation of skills. For example, cooperative learning methods expand the student's speech experience, but they give real learning results only when they are reinforced with clear roles, communication rules and assessment criteria; otherwise, group work can become just an activity and distract from the goal of learning. Similarly, elements of gamification increase motivation, but if it is not subordinated to a didactic goal, there is a possibility that external stimuli will weaken intrinsic motivation for learning; therefore, when designing innovative methods, motivation theories should be taken into account, in particular the principles of working with the needs

of independence, competence and relatedness of the self-determination approach[2]. International research on the effectiveness of innovative methods also emphasizes the “visible” impact of teaching: the effectiveness of a lesson increases when a teacher clearly states learning objectives, explains success criteria to the student, quickly and clearly conveys new concepts, and creates conditions for the student to manage his or her own learning.[10]. From here comes another important feature of the concept of an innovative method: it allows for “monitoring and controlling” the learning outcome, that is, the learning process becomes transparent for the teacher and the student. In reading literacy lessons in primary grades, such transparency is ensured, for example, through “reading strategy checklists”, “comprehension signal cards”, “questions and answers” or “text structure schemes”; as a result, the student learns to control the reading process not only intuitively, but also consciously.

Conclusion. The concept of an innovative method requires a systematic and multi-criteria approach in the context of developing reading literacy lessons in primary grades: the method is manifested not as an innovation, but as a purposeful re-imagining of teaching, strengthening the student's active cognitive process, forming metacognitive management, deepening meaning-making through collaboration and dialogue, introducing transparent and developmental assessment mechanisms, as well as subordinating digital and traditional tools to didactic logic.

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