



THE FORMATION OF READING LITERACY OF STUDENTS IN ENGLISH LANGUAGE TEACHING

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INTRODUCTION

Today, teaching foreign languages from an early age is considered one of the important issues in education systems around the world. The process of learning a language in primary school should not be limited to studying grammar alone, but should also be carried out through developing students' communication skills and teaching them to speak freely and confidently. During foreign language learning, it is essential to use game technologies, interactive methods, as well as visual and audio materials in order to make lessons engaging and lively. This article highlights the issues of developing students' logical thinking abilities, improving fluency, and forming skills of giving quick and accurate answers through modern approaches and innovative methods in teaching English in primary school. In addition, it analyzes methods that serve to increase students' interest in knowledge, develop independent thinking, and foster a creative approach. Recommendations are also provided on how to enhance teaching effectiveness through interactive and game-based methods.

MATERIALS AND METHODS

Exploring global experiences in language learning and literacy has shown that literacy remains one of the central issues in research carried out abroad. Currently, more than 50 countries worldwide are implementing PIRLS and PISA programs in primary grades, aimed at developing and assessing students' reading literacy and comprehension skills by the 4th grade [4]. Assessing outcomes at the end of primary education (Grade 4) is indeed appropriate. However, given that the process of forming reading literacy and comprehension skills begins in Grade 1, it is now universally recognized that these skills must start being developed from the very first days of school (and even from preschool age). Reading literacy and comprehension skills are gradually formed and developed step by step. As noted earlier, the age



characteristics of students themselves necessitate this process. Improving reading skills means not only reading correctly and fluently but also understanding the meaning of words, sentences, and texts, which in turn saves time and creates conditions for effectively mastering the selected educational material. Combining reading with comprehension—that is, teaching students to grasp what they read—enables them to express their thoughts fluently and develop deeper thinking abilities. Of course, given the specific features of different languages, the development of reading skills requires varied approaches. At the same time, universal principles, the use of international experience, and the implementation of a continuous education system all contribute to enhancing reading literacy. One of the key skills in language learning for primary school students is expanding their vocabulary in the foreign language.

DISCUSSION AND RESULTS

Research has shown that students can independently acquire 5–15% of unfamiliar words in the texts they read. This is often hindered by the abundance of unfamiliar grammatical forms in the selected materials, incomplete understanding of the text content, and the fact that reading tasks are mostly limited to correct reading exercises. It should be emphasized that today the global educational community is paying special attention to searching for pedagogical tools aimed at ensuring the transition from “learning to read” to “reading to understand.” Studies analyzing the psychological-pedagogical difficulties faced by primary school graduates in achieving these outcomes note that the causes are largely related to insufficient development of personal growth indicators and, above all, the structural components of educational activity (motivation, educational actions, control, and assessment). It is also noteworthy that, to this day, the continuity of education has not been fully resolved based on the age-specific characteristics of children aged 7–10. Until recently, the process of “understanding” was viewed superficially, with the prevailing belief that any information would undoubtedly be understood by the student (especially in their native language). However, with the growing recognition of methods for identifying and evaluating intellectual activity, it has been proven that reading comprehension is a complex intellectual process that depends not only



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on the teacher but also on the learner's psychological and psychophysiological state. Reading is one of the most important language skills, functioning as a tool that connects one thought to another, clarifies and supplements meaning, and represents not only the act of reading information but also the process of understanding and processing a given purpose.

CONCLUSION

The application of interactive and game-based methods enhances the effectiveness of the learning process and facilitates students' consolidation of knowledge. For example, in an interactive environment, students' activity increases, and they are more willing to participate in communication. According to research, the use of game methods in learning English in primary school has resulted in an average 30% increase in students' vocabulary (Zimnyaya, 2001). Moreover, it has been found that the use of multimedia materials develops visual and auditory abilities (Bonk, 2009). The use of audiovisual materials in teaching foreign languages, along with reading and listening activities, is of great importance in expanding students' vocabulary and creating opportunities to apply acquired knowledge in practice.

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