

DIDACTIC PRINCIPLES FOR DEVELOPING NATIVE LANGUAGE AND READING LITERACY OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract. *Attention to the education system is a guarantee of economic development and social well-being for all countries. In educational institutions of many foreign countries recognized for their high quality of education, the wide application of interactive methods and the wide implementation of the trends of improving the quality of education are being carried out. In this article, the importance of the development of the mother tongue and reading literacy of future primary school teachers in the educational system, didactic principles, the content and essence of the PIRLS international assessment program are covered.*

Keywords: *native language and reading literacy, interactive methods, innovative technologies, reading literacy, international assessment programs.*

In recent years, as a result of the reforms being implemented in our country, the demand for highly qualified personnel and skilled specialists is increasing in all fields due to the significant economic growth achieved. In order to meet this demand, practical steps have been taken in the field of public education to establish international relations in evaluating the quality of education, just like the cooperation with the influential organization in the field of evaluating educational achievements, the International Association for the Evaluation of Educational Achievements (IEA)[4].

By the decree of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018, No. 997, 'On Measures to Organize International Research in the Field of Evaluating the Quality of Education in the Public Education System,' the State Inspectorate for Supervision of Education Quality under the Cabinet of Ministers of the Republic of Uzbekistan established the 'National Center for the Implementation of International Research in the Field of Evaluating the Quality of Education.' [2]. In the Presidential Decree PF-5712 dated April 29, 2019, 'On the Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030,' it was stated that by 2030, Uzbekistan aims to enter the top 30 countries in the world in the PISA international program rankings, as well as to create a national system for evaluating the quality of education based on the organization of international research in the field of evaluating the quality of education, focusing on assessing students' proficiency in reading, mathematics, and natural sciences. [1]. In this regard, improving the mother tongue and reading proficiency of future primary school teachers is considered one of the important issues.

Currently, there is a growing interest in the use of innovative pedagogical and information technologies in the educational process. One of the main reasons for this is that in traditional education, pupils are taught to receive only ready-made knowledge, while in primary education, modern technology teaches them to search for their own knowledge, study and analyze on their

own, and even draw their own conclusions. In this process, the teacher creates conditions for the development, formation, acquisition and education of the personality[3].

The role of primary school teachers in nurturing students' language skills and reading literacy is crucial for their educational foundation. As future educators, primary school teachers must possess a deep understanding of the didactic principles that underpin the development of native language and reading skills. This article explores the key didactic principles that should be integrated into the training of future primary school teachers to effectively foster native language proficiency and reading literacy in their students.

Future primary school teachers should adopt a holistic approach to language development. This involves recognizing that language is not just about grammar and vocabulary, but also about communication, expression, and cultural context. A well-rounded language education should emphasize speaking, listening, reading, and writing skills, enabling students to engage with language in various real-life situations.

Literacy-Rich Environment: Creating a literacy-rich environment is essential for promoting reading literacy among students. Future teachers should learn to design classroom spaces that are filled with age-appropriate books, posters, and other reading materials. This environment encourages students to explore and engage with written texts, fostering a love for reading from an early age.

Phonemic Awareness and Phonics: To develop strong reading skills, primary school teachers should understand the importance of phonemic awareness and phonics instruction. They need to learn how to teach students to recognize and manipulate individual sounds in words and understand the relationships between sounds and letters. This foundational knowledge empowers teachers to effectively guide their students through the process of decoding written language.

Vocabulary Expansion Strategies: Effective language instruction involves expanding students' vocabulary. Future teachers should learn strategies to introduce new words, teach contextual word usage, and encourage students to actively incorporate new vocabulary into their speech and writing. Vocabulary games, word exploration activities, and exposure to rich language resources are valuable tools in this endeavor.

Comprehension Techniques: Teaching reading comprehension is a multifaceted task. Future teachers need to grasp techniques for guiding students through various levels of comprehension, from literal to inferential understanding. This involves asking thought-provoking questions, engaging in discussions, and helping students connect the text to their own experiences and prior knowledge.

Cultural Sensitivity: Language and literacy instruction should be culturally sensitive and inclusive. Future primary school teachers must understand the diverse backgrounds and experiences of their students, choosing texts that represent a variety of cultures and perspectives. This fosters an inclusive learning environment and helps students relate to the content on a personal level.

Interactive Read-Alouds: Interactive read-aloud sessions are an effective way to engage students in meaningful discussions about texts. Future teachers should learn how to conduct interactive read-alouds, where they pause during the reading to ask questions, encourage predictions, and explore the story's themes and characters. This technique enhances students' comprehension and critical thinking skills.

Differentiated Instruction: Every student learns differently, so future teachers should master differentiated instruction techniques. This involves tailoring teaching methods to individual students' needs and learning styles. By understanding each student's strengths and areas for growth, teachers can provide targeted support to enhance language and reading development.

The journey of becoming a primary school teacher is one that involves not only imparting knowledge but also honing one's own language and literacy skills. Proficiency in native language and strong reading literacy are foundational for educators, as they serve as role models and facilitators in their students' language development. This article discussed into the strategies and approaches to foster the native language and reading literacy of aspiring primary school teachers. Future primary school teachers can benefit from immersive language programs that expose them to rich linguistic experiences. These programs can include workshops, discussions, and activities conducted entirely in their native language. Such immersive experiences enhance vocabulary, language structure, and expression, thereby solidifying their own language skills. Encouraging prospective teachers to engage in extensive reading is pivotal. By regularly consuming a variety of texts, from literature to informational content, they enhance their vocabulary, comprehension, and critical thinking. This habit not only improves their reading literacy but also cultivates an innate appreciation for diverse forms of written expression. Incorporating reflective writing exercises into teacher training can help candidates articulate their thoughts effectively. Regular journaling and writing assignments prompt them to organize ideas coherently, use appropriate language conventions, and refine their written communication skills—skills that they will later impart to their students[6]. A deep understanding of language structure is essential for teaching grammar and syntax effectively. Workshops focusing on syntax, semantics, and morphology can empower future teachers to dissect and explain language intricacies to their students, fostering a solid foundation in the native language. Engaging aspiring teachers in discussions about literary works enhances their analytical skills. Analyzing themes, characters, and narrative techniques not only boosts their reading comprehension but also equips them with tools to guide their own students through similar discussions in the future. Phonics mastery is crucial for nurturing proficient readers. Providing interactive phonics training allows prospective teachers to grasp the relationship between sounds and letters, empowering them to later impart phonics skills to young learners in an engaging manner. Organizing reading circles where future teachers take turns leading discussions can foster collaborative learning. By sharing insights, interpretations, and questions, they refine their ability to guide conversations and encourage critical thinking—a skill set they will apply in their own classrooms. In an increasingly multicultural world, prospective teachers should be equipped to address linguistic diversity. Workshops on multilingual sensitivity help them understand language variations and navigate the challenges of teaching students from diverse linguistic backgrounds. Incorporating digital literacy into training empowers future teachers to navigate online resources, curate digital content, and promote responsible online behavior. These skills are essential for sourcing diverse reading materials and guiding students in their digital reading endeavors.

In Conclusion, the development of native language and reading literacy skills in primary school students requires a solid foundation built on effective didactic principles. Future primary school teachers must be equipped with the knowledge and skills to create engaging, inclusive, and effective language and literacy learning experiences. By integrating these didactic principles into

teacher training programs, we can ensure that the educators of tomorrow are well-prepared to nurture strong language skills and a lifelong love for reading in their students.

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