

**IMPROVING THE METHODOLOGICAL TRAINING OF FUTURE PRIMARY
SCHOOL TEACHERS FOR THE DEVELOPMENT OF STUDENT READING
LITERACY**

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Abstract: This article explores the scientific and pedagogical challenges of enhancing the methodological preparation of future primary school teachers to improve students' reading literacy and their professional growth. It summarizes the perspectives of both foreign and domestic scholars. The study scientifically substantiates the principles of professional development of primary school teachers along with theoretical and pedagogical aspects.

Keywords: primary school, prospective teachers, reading literacy, methodological training, components, ability, individual capability, cognitive development, competence.

In the modern world, there is a growing need to train pedagogical staff equipped with methodological competencies that meet contemporary demands. Mechanisms for improving the preparation of future teachers are being gradually implemented into the educational process. The focus is on aligning teacher training with the natural intellectual capacities, worldview, and the need to bridge the gap between education and labor market demands. Systematic efforts are being made to effectively utilize innovative pedagogical technologies.

In recent years, the Republic of Uzbekistan has laid the normative and legal foundation for improving the continuous education system, enhancing the quality of educational services, and preparing highly qualified specialists in line with the modern demands of the labor market. As emphasized, "Another important task of the education sector is to form a generation of youth with an active civic stance, capable of firmly defending the interests of the country and the people, and thinking broadly with a modern outlook" [1]. Therefore, preparing patriotic, initiative-taking, modern, and morally upright youth with independent thinking skills is prioritized.

Education is the cornerstone of national development and demands a well-organized and systematically implemented pedagogical approach. This, in turn, necessitates improving the methodological preparation of future primary school teachers. It also involves instilling loyalty to national and universal traditions and values, and fostering pride in the rich spiritual heritage of our great ancestors.

Future primary school teachers must be equipped to foster students' reading literacy, key competencies, intellectual development, appreciation for material and aesthetic values, subject-related competencies, independent thinking, understanding of others' opinions, and the ability to express their own ideas clearly.

Along with material factors, the methodological preparation of future primary school teachers to improve students' reading literacy is of high importance as a pedagogical issue in the process of improving the quality and effectiveness of education in Uzbekistan.

According to Article 9 of the Law "On Education" of the Republic of Uzbekistan, adopted on September 23, 2020: "Primary education aims to form literacy, knowledge, skills, qualifications, and competencies necessary for all learners to continue general secondary education." [2]. One of the promising and priority directions for modern primary education is developing students in the spirit of national and universal values – in other words, a holistic development of the individual.

Today, organizing a modern primary education system that integrates all aspects of upbringing and education has become one of the pressing issues. Practical implementation is needed for teaching young school-age children and instilling elements of both national and universal

education. At this stage, moral upbringing, spiritual and national aesthetics, and physical education are treated as top priorities. Educational texts provided during lessons are also intended to instill ethical, spiritual, and national values, alongside religious and universal ones.

State policies in the fields of education and science reflect the urgency of:

- new approaches in the training of well-rounded professionals and the emergence of modern occupations relevant to the country's context;
- how education has evolved into a distinct sphere of human activity that transmits societal knowledge to the next generation;
- the role of education in developing intellectual and moral facets of the individual, ensuring their active participation in all spheres of public life;
- and science as a form of social consciousness reflecting the natural and societal world, combining creative potential to raise morally developed individuals and building a strong scientific capacity in the country.

Improving the methodological training of future primary school teachers requires modern approaches. First and foremost, this includes forming essential pedagogical knowledge (about the profession, communication, personality, psychological development, and age-specific characteristics of students), as well as skills (well-practiced professional actions) [3].

Didactic-psychological situations in the classroom (those influencing a teacher's behavior, self-assessment, motivation, attitude toward students, colleagues, and themselves), deep subject knowledge, reflection, observation, pedagogical thinking, and self-evaluation should be developed. Each teacher's motivational sphere – goal-setting, interests, and personal values – must be transformed into professional competencies.

Changes in the requirements for the methodological training of prospective primary school teachers are defined by two main educational paradigms: a humanistic approach that emphasizes learner-centeredness, and the socialization of education.

In her research, M.Quchqorova emphasizes that future primary school teachers must not only possess knowledge, skills, and competencies defined by state education standards, but also develop critical thinking, logical reasoning, worldview, communicative literacy, intellectual growth, self-awareness, independent thinking, and the ability to express and respect others' opinions [4].

If future teachers lack these competencies themselves, they will not be able to teach them effectively, resulting in decreased educational outcomes.

B.Abdullayeva stresses the importance of a primary school teacher's professional capacity and knowledge of child psychology and modern primary education methodologies for improving teaching quality. The ability to form necessary skills in students, modernize the efficiency of primary education, and apply innovative teaching methods is essential [5].

Currently, interest in integrating innovative information technologies into the educational process is growing. Using modern technologies enables students to search, explore independently, and analyze the information they learn. In such a pedagogical process, the teacher must focus on holistic development and the educational value of technology use.

Based on the viewpoints and insights of the aforementioned scholars, future primary school teachers must master modern knowledge, use information technologies wisely, improve their pedagogical skills, and apply international best practices to foster creativity and enhance students' reading literacy.

Therefore, it is essential for primary school teachers to not only possess knowledge of school subjects, but also adopt internationally recognized educational standards and methodologies as part of their professional activities.

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