

INNOVATIVE WAYS TO ASSESS ENGLISH LITERACY IN SCHOOL

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Djumaeva Sanobar Absaatovna

*TSPU named after Nizami, docent of the
Department of General Pedagogy, Ph.D*

Yusupova Makhbuba Bakhodir kizi

*1st-year master of TSPU named after Nizami,
Department of Management of Educational Institutions*

Abstract

The article examines the current problem associated with the formation of functional literacy in students when organizing educational and research activities. The feasibility of teaching educational research at school is described, a way of changing the thinking of students, which helps teach them to ask the "right" questions in order to be successful in carrying out any type of activity. It also describes principles and approaches that make it possible to form functional literacy and "learn" for students to "learn" not only at school, but throughout life, work with information, initiate, plan, competently implement and evaluate the results of any activity.

Keywords

functional literacy of students, educational and research activities, educational research, formation of functional literacy.

INTRODUCTION

In the modern world, a foreign language is becoming not just a means of communication, but also a necessary tool for learning and work; More and more often, people are faced with the need to use a foreign language in everyday life: communicating on social networks, working with a computer, searching for information for study, collaborating with foreign partners, participating in contests and competitions at the international level. In addition, a foreign language expands opportunities for travel, which also broadens one's horizons, shapes one's worldview and personal experience. Knowledge of a foreign language helps us to learn throughout our lives (lifelong learning), expanding the horizons of what is possible. Relying on the natural curiosity of students, taking into account their existing skills and abilities necessary to solve various problems makes it possible to

make the learning process student-oriented and increase the educational motivation of students.

MATERIALS AND METHODS

The inconsistency of school education with the requirements of modern society determines the importance of developing functional literacy in schoolchildren. Modern ideas about "literacy" presuppose not only the ability to read, count and write, but also the mastery and application of skills of analysis and synthesis, abstraction and systematization, and the application of existing theoretical knowledge in practice. This is what contributes to obtaining a quality education and self-realization in life [2; 3]. In the work of A.A. Leontiev can find the following definition of functional literacy: "If formal literacy is the mastery of reading skills and abilities, then functional literacy is the ability of a person to freely use these skills to extract information from a real text - for its understanding, compression, transformation" [4].

RESULTS AND DISCUSSION

Consequently, when organizing the educational process, teachers create conditions that contribute to the formation (and subsequently development) of students' functional literacy:

1. Strengthen interaction between teachers to exchange experiences.
2. Select tasks with an excess or lack of information (which contributes to the formation of a critical attitude towards various types of texts), with the possibility of "going beyond" the scope of the subject activity.
3. They use various sources of information (both traditional - textbook, workbook, educational film, etc.; and modern sources of information - the Internet, news channels and current videos, social networks).
4. Pay more attention to the formation of meta-subject knowledge and skills (formulation of hypotheses, setting goals, generalization, analysis, synthesis, systematization, forecasting, etc.) [4].

The formation of functional literacy (in particular, in English lessons) is facilitated by the organization of students' research activities, which is an educational technology that uses educational research as the main means. Students are involved in the process of finding solutions to various educational research problems that do not have a specific and definite answer, aimed at creating ideas about an object or phenomenon in the surrounding world, under the guidance of a specialist - the head of the research work [5]. As part of educational research, students gain new knowledge through learning to conduct research, which allows them to study reality, develop abilities for a research type of thinking and activate

the student's personal position in the educational process, thereby acquiring subjectively new knowledge.

Educational research can be carried out within the framework of heuristic learning (inquiry-based learning), which allows you to involve schoolchildren in active activities to create an educational product (products of student activity, for example, drawing, text, model; changes in personal qualities) within the framework of the subject being studied and building individual educational trajectory, promoting effective interaction between teachers and students [2]. Teachers focus on conducting educational research by schoolchildren, independently searching for information and planning, as well as on a deeper understanding of the topic under study (process, subject, phenomenon). Such learning can be self-directed (independent), since ideally this process is regulated by decisions made by students independently (with the support/guidance of the teacher) and is learner-centered [3].

Experiential learning allows you to organize a learning process with immersion in the phenomenon being studied; students learn based on their own experience, following 4 steps:

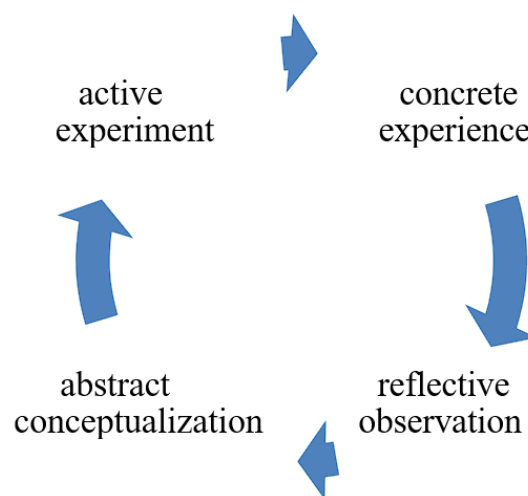


Figure 1. 4 steps of experiential learning (compiled by the author based on data from the source [4])

The key here is to plan your study study carefully. It is necessary to teach how to correctly ask (formulate) scientific questions, draw up a research plan, give priority to evidence, formulate conclusions (explanation) and connect them with scientific knowledge [3].

Learning through inquiry suggests that students better develop inquiry skills such as self-organization, self-regulation, and self-determination. Effective instructional inquiry develops not only research skills, but also collaborative learning, communication, and reasoning (critical and problem-thinking) skills.

Necessary conditions for the development of research skills are purposefulness and systematicity, a creative environment, psychological comfort, motivation, the personality of the teacher and taking into account age characteristics.

In modern society, students must be able to act independently and be confident that they can plan and carry out any activity (complete an educational task, research, or find a way out of a real-life situation). To do this, the learning process should be organized on the basis of a person-centered approach to learning, which implies taking into account the student's personality (needs, abilities, interests, aspirations, thinking and psychological and pedagogical characteristics) [1]. This approach allows us to develop the skills and qualities necessary for schoolchildren, namely critical and creative thinking, perseverance, independence and self-confidence.

CONCLUSION

Teaching educational and research activities can help students "learn to learn" not only at school, but throughout life, to initiate, plan, competently implement and evaluate the results of any activity, which meets modern society's requirements for school graduates. Thus, the acquired knowledge, skills and abilities (which were traditionally considered the purpose of training) become a means of developing functional literacy of students, developing the skills and abilities necessary in real life: to be an active and creative person with their own beliefs and worldview, to be able to develop their potential during throughout life, to be able to make important and balanced (reasoned) decisions, to improve the quality of one's life.

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