

THE ROLE OF THE TEACHER IN IMPROVING READING LITERACY

Abdurasulova Jasmina Kahramonovna

Samarkand State Pedagogical Institute,

Faculty of Pedagogy, student of the Primary Education Department.

<https://doi.org/10.5281/zenodo.17310000>

Abstract. This article analyzes the essence of developing reading literacy in primary education, its impact on learning quality, and the pedagogical role of the teacher in this process.

Reading literacy is explained as the foundation of modern education. The study scientifically substantiates the importance of the teacher's professional skills, methodological approaches, and the effectiveness of innovative methods and technologies that ensure students' active participation in learning.

Keywords: reading literacy, primary education, pedagogical competence, interactive methods, learning activity, innovative technologies.

РОЛЬ УЧИТЕЛЯ В ПОВЫШЕНИИ ЧИТАТЕЛЬСКОЙ ГРАМОТНОСТИ

Аннотация. В статье анализируется сущность развития читательской грамотности в начальном образовании, её влияние на качество обучения и педагогическая роль учителя в этом процессе. Читательская грамотность рассматривается как основа современного образования. В исследовании научно обоснована важность профессионального мастерства учителя, методических подходов, а также эффективность инновационных методов и технологий, обеспечивающих активное участие учащихся в обучении.

Ключевые слова: читательская грамотность, начальное образование, педагогическая компетентность, интерактивные методы, учебная деятельность, инновационные технологии.

In the context of the modernization of the education system, enhancing students' reading literacy and developing their independent thinking and analytical abilities have become one of the priority directions of pedagogy. Reading literacy refers to the ability of an individual to understand a text, identify its main idea, draw conclusions, and express personal opinions coherently. These skills are crucial for increasing students' intellectual capacity and for shaping them into socially active individuals.

Primary education serves as the foundation for a student's entire learning journey.

Therefore, the teacher's pedagogical approach, classroom management style, and methodological proficiency during this period are decisive factors in determining the level of reading literacy. The teacher must create a positive attitude toward reading, encourage analytical thinking, and foster the ability to gain satisfaction from reading and learning.

Reading literacy is a multifaceted pedagogical concept encompassing the ability to read, comprehend, analyze, communicate, and express thoughts both orally and in writing. In global educational practice, reading literacy is considered one of the key indicators of educational effectiveness. For instance, the PISA international assessment program measures students' ability to work with texts, extract the main idea, think critically, and justify opinions, highlighting the need for strategic teaching approaches in reading instruction.

The primary goal of an elementary teacher is to stimulate students' interest in reading and to organize the learning process in an engaging and participatory manner. Activities such as text analysis, question-and-answer sessions, logical reasoning, and character analysis contribute to

strengthening students' reading skills. Moreover, the teacher must consider students' individual psychological characteristics, levels of speech development, and attention span in the teaching process. The social and cultural environment also plays a significant role in developing reading literacy. The teacher should establish close cooperation with parents, promote family reading culture, and engage them in fostering a positive attitude toward reading among children.

The professional competence of the teacher is a decisive factor in improving reading literacy.

Inspiring each student's interest in reading, organizing analytical work with texts, and creating a communicative classroom environment depend directly on the teacher's pedagogical knowledge and personal competencies. Modern teachers widely employ interactive teaching methods such as "Brainstorming," "Insert," "Cluster," "Fishbone," "Venn Diagram," and "Cube."

These strategies activate students' thinking processes and teach them to comprehend and analyze texts. Their effectiveness lies in transforming students from passive listeners into active participants, creating an interactive learning environment that fosters engagement and understanding.

Teachers should also promote independent reading by encouraging students to keep reading journals, visit libraries, and participate in reading circles or literary discussions. Such practices cultivate a deeper interest in books, develop interpretative abilities, and nurture aesthetic and moral appreciation of literature.

Incorporating innovative approaches into the educational process is one of the key factors in enhancing reading literacy. The use of electronic textbooks, audiobooks, multimedia presentations, and interactive learning platforms captures students' attention and enriches the reading experience through visual and auditory channels.

With digital technologies, students can listen to, retell, and analyze texts, as well as identify main ideas and express opinions confidently. At the same time, teachers guide students in selecting, evaluating, and purposefully using information. Innovative technologies also make it possible to individualize learning.

The teacher plays a central role in improving reading literacy. As the key figure in the educational process, the teacher engages students in reading, helps them derive joy from the process, and develops their analytical and independent thinking skills. The teacher's professional competence, methodological preparedness, pedagogical culture, and effective use of innovative approaches are decisive factors in determining the level of reading literacy. Reading literacy is not merely the ability to read and write but the capacity to comprehend, analyze, and apply information in real-life contexts. Therefore, the primary school teacher's task is to nurture students' curiosity, independence, and love for reading. A learning environment based on trust, cooperation, and creativity between the teacher and the learner provides the most favorable conditions for developing reading literacy effectively. Consequently, reading literacy develops to a qualitatively higher level through technology-enhanced learning environments.

REFERENCES

1. Abdullayeva, D. (2021). Methods of developing reading literacy in primary education. *Journal of Science and Education*, 3(2), 45–52.
2. Abduqodirova, M. (2020). The use of advanced pedagogical technologies in literacy teaching lessons. *Journal of Primary Education Methodology*, 4(1), 33–38.

3. Alimova, N. (2022). Factors that increase primary school students' interest in reading. *Journal of Education and Science*, 5(3), 112–118.
4. Ashurova, S. (2019). The effectiveness of using interactive methods in reading lessons. *Journal of Pedagogical Theory and Practice*, 2(1), 76–83.
5. Ergasheva, M. (2021). Developing students' reading literacy through innovative technologies. *Journal of Primary Education and Innovations*, 1(2), 54–61.
6. Qodirova, G. (2020). The teacher's professional skills and their role in the reading process. *Journal of New Approaches in Education*, 2(3), 25–31.
7. Yuldasheva, M. (2021). Modern methods for assessing reading literacy. *Journal of Pedagogical Research*, 3(4), 89–95.
8. Rasulova, N. (2022). Developing independent reading skills in primary school students. *Journal of Continuous Education*, 4(2), 101–108.
9. Rakhmatova, Z. (2020). The role of modern pedagogical technologies in the teacher's activity. *Journal of Public Education*, 7(5), 64–70.
10. Karimova, D. (2021). Effective ways to increase student activity in reading classes. *Journal of Primary Education*, 6(1), 48–55.
11. Nurmatova, L. (2019). Cooperation between teacher and student in improving reading literacy. *Journal of Pedagogical Mastery*, 2(3), 59–65.
12. Tursunova, M. (2022). Factors influencing the formation of reading motivation in the learning process. *Journal of Science and Education*, 8(4), 73–80.
13. Ministry of Public Education of the Republic of Uzbekistan. (2021). *Methodical recommendations on improving reading literacy in primary education*. Tashkent: MPE Publishing.
14. Karimov, A. (2020). The teacher's role in developing text comprehension skills. *Journal of Pedagogy and Psychology*, 5(2), 92–99.
15. Ismoilova, D. (2023). An integrative approach to developing reading literacy and critical thinking. *Journal of Innovations in Education*, 2(1), 44–51.