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MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGI**

GULISTON DAVLAT PEDAGOGIKA INSTITUTI



**“UZLUKSIZ TA'LIM TIZIMIDA MALAKALI
MUTAXASSISLARNI TAYYORLASHNING MUAMMO VA
YECHIMLARI: 5 E MODEL MOHIYATI, XORIJIY
TAJRIBALAR” MAVZUSIDA RESPUBLIKA ILMIY-AMALIY
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“Uzluksiz ta’lim tizimida malakali mutaxassislarni tayyorlashning muammo va yechimlari: 5E modeli mohiyati, xorijiy tajribalar” mavzusidagi xalqaro ilmiy-amaliy anjuman materiallari, (23-may 2026-yil). [To’plam]: – Toshkent: “GRAND KONDOR PRINT”, 2026 y., 1009 b.

Ushbu to’plamga 2026-yil 22-23-may kunlari Guliston davlat pedagogika instituti Pedagogika fakulteti “Boshlang’ich ta’lim metodikasi” hamda “Maktabgacha ta’lim” kafedralarida “Uzluksiz ta’lim tizimida malakali mutaxassislarni tayyorlashning muammo va yechimlari: 5E modeli mohiyati, xorijiy tajribalar” mavzusidagi respublika ilmiy-amaliy anjuman qatnashchilarining ma’ruza materiallari kiritilgan. Ilmiy-amaliy anjuman materiallari to’plamida respublika oliy ta’lim muassasalarining professor-o’qituvchilari, ilmiy tadqiqotchilar, magistrlar, doktorantlar, talabalarning ilmiy maqolalari o’rin olgan.

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To’plamda nashr etilgan maqola va tezislardagi ma’lumotlarning haqqoniyligiga mualliflar mas’uldirlar.

KIRISH

Jahon ta'lim tizimidagi islohotlar va zamonaviy talablarning oshishi, ta'lim jarayoniga innovatsion yondashuv va texnologiyalarni joriy etishni taqozo etmoqda. Ta'lim jarayoniga tatbiq etilayotgan innovatiya usullari samarasi bo'lajak o'qituvchilarning kasbiy-pedagogik ijodkorligi xarakteri va uning rivojlanganligi darajasiga bevosita bog'liq.

Mamlakatimizda ta'lim tizimini isloh qilish, yuqori malakali mutaxassislarni tayyorlash borasida innovatsion pedagogik texnologiyalarni qo'llash borasida keng ko'lamli tadbirlar amalga oshirilmoqda. Uzluksiz ta'lim tizimining barcha bosqichlarida ta'lim samaradorligini oshirish, yukak pedagogik mahoratga ega kadrlar tayyorlash orqali sifatli ta'lim berish imkoniyatlarini kengaytirish bugungi kunning ustuvor vazifalaridan biridir. Bu borada ta'lim sohasida faoliyat yurituvchi pedagoglarning amaliyotdagi ko'nikmalarini mustahkamlash va ilmiy izlanuvchanlikni rivojlantirishga qaratilgan texnologiyalarni takomillashtirish hamda innovatsion faoliyatning turli darajalarini talab darajasida egallashlari uchun xorijiy tajribalarga asoslangan ta'lim muhitini, pedagogik sharoitlar va didaktik imkoniyatlarni ta'minlash o'ziga xos ahamiyat kasb etadi.

Kadrlar salohiyati jamiyatning iqtisodiy, siyosiy va ma'naviy barqarorligini ta'minlovchi asosiy omillardan biridir. Malakali, bilimli va yuksak ma'naviyatli kadrlar jamiyatda innovatsion rivojlanishni ta'minlaydi, ijtimoiy muammolarni hal etishda muhim rol o'ynaydi hamda davlat boshqaruvi tizimining samaradorligini oshiradi. Shu bilan birga, kadrlar salohiyatining yetarli darajada rivojlanmaganligi ijtimoiy tengsizlik, ishsizlik, boshqaruvdagi samarasizlik kabi muammolarni keltirib chiqarishi mumkin. Bu esa jamiyat barqarorligiga salbiy ta'sir ko'rsatadi.

Jamiyat barqarorligini ta'minlashda kadrlar salohiyatini yuksaltirish masalasi faqat iqtisodiy yoki tashkiliy muammo bo'lib qolmay, balki chuqur ijtimoiy-falsafiy mazmun kasb etadi. Chunki bu jarayon insonning bilim, tafakkur, qadriyatlar va ma'naviy dunyosining rivojlanishi bilan chambarchas bog'liqdir. Kadrlar tayyorlash tizimida zamonaviy yondashuvlarni joriy etish, ta'lim sifati va samaradorligini oshirish, yosh avlodni har tomonlama barkamol etib tarbiyalash muhim vazifalardan hisoblanadi.

Shuningdek, kadrlar salohiyatini yuksaltirish jarayonida innovatsion texnologiyalarni keng joriy etish, ilm-fan va ishlab chiqarish integratsiyasini kuchaytirish, uzluksiz ta'lim tizimini rivojlantirish muhim o'rin tutadi. Bu esa nafaqat iqtisodiy samaradorlikni oshiradi, balki jamiyatda ijtimoiy adolat, barqarorlik va farovonlikni ta'minlashga xizmat qiladi.

Guliston davlat pedagogika institutida o'tkazilayotgan "Uzluksiz ta'lim tizimida malakali mutaxassislarni tayyorlashning muammo va yechimlari: 5E modeli mohiyati, xorijiy tajribalar" mavzusidagi respublika ilmiy-amaliy anjuman mazkur yo'nalishda olib borilayotgan ilmiy izlanishlarni muhokama qilish, mavjud muammolarni aniqlash va ularning yechimlarini ishlab chiqish uchun muhim ilmiy maydon hisoblanadi. Ushbu anjuman doirasida kadrlar salohiyatini oshirishning nazariy va amaliy jihatlarini, inson kapitalini rivojlantirishning ustuvor yo'nalishlari, ta'lim tizimini

takomillashtirish, zamonaviy boshqaruv mexanizmlarini joriy etish kabi masalalar keng qamrovda tahlil etiladi.

Mazkur anjuman materiallari uzluksiz ta'lim tizimida malakali kadrlar tayyorlashning dolzarb muammolarini chuqur o'rganish, amaliy tavsiyalar ishlab chiqishda muhim manba bo'lib xizmat qiladi. Shu jihatdan, mazkur ilmiy-amaliy anjuman mamlakatimizda malakali kadrlar tayyorlash, zamonaviy yondashuvlar va xorijiy tajribalar asosida ularning kasbiy kompetentligini rivojlantirish yo'lida muhim ahamiyat kasb etadi.

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METHODOLOGY OF USING ARTIFICIAL INTELLIGENCE IN DEVELOPING READING LITERACY AMONG FUTURE PRIMARY SCHOOL TEACHERS

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Abstract. *This article analyzes the methodology of using artificial intelligence in developing reading literacy among future primary school teachers. The study highlights the pedagogical, methodological, and technological opportunities of artificial intelligence tools in improving future teachers' ability to work with texts, organize reading comprehension activities, design differentiated tasks, assess pupils' reading skills, and develop critical and analytical thinking. The article discusses the essence of reading literacy, its role in primary education, and the need to prepare future teachers for the purposeful and ethical use of artificial intelligence in the educational process. Special attention is paid to the use of AI-based tools for text selection, question generation, adaptive learning, formative assessment, feedback, and the development of pupils' comprehension strategies. The article also examines the scientific views of scholars and international experience related to digital education and artificial intelligence. Based on the current educational reforms in Uzbekistan and international recommendations, practical directions are proposed for improving the methodological training of future primary school teachers through artificial intelligence.*

Keywords: *artificial intelligence, reading literacy, primary education, future teacher, methodological training, digital pedagogy, reading comprehension, adaptive learning, formative assessment, educational technology.*

Аннотация. *В данной статье анализируется методика использования искусственного интеллекта в развитии читательской грамотности у будущих учителей начальных классов. В исследовании раскрываются педагогические, методические и технологические возможности инструментов искусственного интеллекта в совершенствовании у будущих учителей умений работать с текстами, организовывать деятельность по осмысленному чтению, разрабатывать дифференцированные задания, оценивать читательские навыки учащихся, а также развивать их критическое и аналитическое мышление. В статье рассматриваются сущность читательской грамотности, её роль в начальном образовании и необходимость подготовки будущих учителей к*

целенаправленному и этически обоснованному использованию искусственного интеллекта в образовательном процессе. Особое внимание уделяется применению инструментов на основе искусственного интеллекта при отборе текстов, генерировании вопросов, организации адаптивного обучения, формативного оценивания, обратной связи и развитии стратегий понимания прочитанного учащимися. Кроме того, в статье анализируются научные взгляды исследователей и международный опыт, связанный с цифровым образованием и искусственным интеллектом. На основе современных образовательных реформ, реализуемых в Узбекистане, а также международных рекомендаций предлагаются практические направления совершенствования методической подготовки будущих учителей начальных классов посредством искусственного интеллекта.

Ключевые слова: *искусственный интеллект, читательская грамотность, начальное образование, будущий учитель, методическая подготовка, цифровая педагогика, понимание прочитанного, адаптивное обучение, формативное оценивание, образовательная технология.*

In the modern education system, reading literacy is considered one of the most important competencies that determines pupils' academic success, independent learning, critical thinking, and social adaptation. Reading literacy is not limited to the mechanical reading of a text; it includes understanding information, interpreting meaning, drawing conclusions, evaluating ideas, comparing different sources, and applying acquired knowledge in real-life situations. Therefore, the development of reading literacy in primary education requires teachers to possess deep methodological knowledge, pedagogical creativity, and the ability to use modern educational technologies effectively.

The rapid development of artificial intelligence has created new opportunities for improving the quality of teacher training. AI technologies make it possible to personalize learning, analyze pupils' reading difficulties, generate tasks according to different levels of comprehension, provide immediate feedback, and support teachers in designing effective reading activities. For this reason, preparing future primary school teachers to use artificial intelligence in developing reading literacy has become one of the urgent tasks of pedagogical education.

The relevance of this topic is directly connected with the educational and digital reforms being implemented in Uzbekistan. The Decree of the President of the Republic of Uzbekistan No. PF-21, dated February 16, 2026, emphasizes the need to consistently continue reforms within the framework of the priority directions of national development until 2030 [1]. The "Uzbekistan — 2030" Strategy also defines the development of human capital, improvement of education quality, and training of intellectually advanced young people as important priorities [2]. In addition, Resolution No. PQ-289, dated June 21, 2022, focuses on improving the quality of

pedagogical education, introducing advanced foreign experience, and strengthening the integration of education, science, and practice in higher pedagogical institutions [3]. The development of artificial intelligence technologies in the country also requires the education system to prepare teachers who are able to use digital and AI-based tools consciously, ethically, and methodologically correctly [4].

In this context, the methodology of using artificial intelligence in developing reading literacy among future primary school teachers should be understood not simply as the use of digital programs, but as a system of pedagogically grounded actions aimed at improving text comprehension, reading motivation, analytical thinking, differentiated instruction, and assessment literacy.

Reading literacy is a complex educational phenomenon that includes several interrelated components. These are literal comprehension, inferential comprehension, interpretation, critical evaluation, reflection, and the ability to use information in various contexts. In primary education, these skills are formed gradually through working with literary, informational, visual, and multimodal texts. Future primary school teachers should therefore be prepared to organize reading activities that help pupils not only read words and sentences, but also understand ideas, identify the main meaning, analyze characters, compare facts, express opinions, and justify their answers.

Artificial intelligence can serve as an effective methodological tool in this process. First of all, AI can help future teachers select texts according to pupils' age, interests, reading level, and learning objectives. For example, AI tools can be used to simplify a difficult text, adapt it for different reading levels, identify key vocabulary, and prepare guiding questions. This creates favorable conditions for differentiated instruction, because pupils with different levels of reading competence can work with texts that correspond to their needs.

Secondly, artificial intelligence can support the development of reading comprehension questions. In accordance with international assessment approaches such as PIRLS and PISA, questions may be designed at different cognitive levels: finding explicit information, making inferences, interpreting and integrating ideas, evaluating content and language, and reflecting on the text. AI tools can help future teachers generate such questions more quickly; however, the teacher must critically review, adapt, and methodologically improve them. This means that AI should not replace the teacher's professional thinking, but should strengthen and support it.

Thirdly, AI-based tools can be used to organize formative assessment. For instance, after reading a text, pupils may answer questions through digital platforms, and AI can help analyze common mistakes, identify which type of question caused difficulty, and provide recommendations for further instruction. For future teachers, this is a valuable methodological opportunity, because they learn to make pedagogical decisions on the basis of evidence rather than intuition alone.

Fourthly, artificial intelligence can support the development of pupils' vocabulary and language awareness. AI tools can identify unfamiliar words in a text, suggest explanations, provide synonyms, create vocabulary exercises, and generate contextual tasks. This is especially important in primary education, because vocabulary development is closely related to reading comprehension. A pupil who does not understand key words in a text cannot fully comprehend its meaning.

Fifthly, AI can be used to develop pupils' critical and creative thinking. For example, after reading a story, pupils may compare the actions of characters, predict alternative endings, ask questions to the author, or create their own continuation of the text. AI tools may help generate prompts, discussion questions, and creative tasks. However, these tasks should be selected and adapted by the teacher in accordance with educational goals and pupils' psychological characteristics.

The scientific basis of using artificial intelligence in reading literacy development can be explained through several pedagogical and psychological approaches. L. S. Vygotsky emphasized the importance of social interaction and the zone of proximal development in learning [5]. From this point of view, AI can act as a supportive tool that provides scaffolding for the learner. However, real pedagogical guidance, emotional support, and meaningful communication must remain under the control of the teacher.

J. Bruner's theory of scaffolding is also important for understanding the role of AI in education [6]. According to this approach, the learner can perform more complex tasks when appropriate support is provided. AI-based reading tools can provide such support through hints, explanations, adaptive questions, and feedback. Nevertheless, future teachers should understand that scaffolding must gradually lead pupils toward independence, not dependence on technology.

D. Hymes' concept of communicative competence and modern theories of literacy show that reading is not an isolated technical skill, but a form of communication between the reader, the text, the author, and the social context [7]. Therefore, AI-based reading activities should not be limited to automatic exercises. They should encourage discussion, interpretation, personal response, and meaningful communication in the classroom.

J. Dewey emphasized the connection between education and real-life experience [8]. In terms of reading literacy, this means that texts should be connected with pupils' lives, interests, moral choices, and practical situations. Artificial intelligence can help future teachers create life-based reading tasks, but the teacher must ensure that these tasks have educational value and correspond to national and cultural values.

Modern international experience also shows the growing importance of artificial intelligence in education. UNESCO's guidance on generative artificial intelligence in education emphasizes that AI should be used on the basis of a human-centered approach, with attention to ethics, inclusion, equity, privacy, and the

professional role of teachers [9]. This is especially important in primary education, where pupils are still developing emotionally, socially, and cognitively.

The OECD Digital Education Outlook highlights that generative AI can support teaching and learning when it is guided by clear pedagogical principles and responsible governance [10]. This means that future teachers should not be trained only to use AI tools technically. They should also learn how to evaluate AI-generated content, avoid misinformation, protect pupils' data, prevent academic dishonesty, and maintain the teacher's leading pedagogical role.

The European Commission's ethical guidelines on the use of artificial intelligence and data in teaching and learning also emphasize that educators should understand both the opportunities and risks of AI [11]. These guidelines show that AI literacy should become part of teacher professional competence. Future primary school teachers should be able to ask critical questions: Is this AI-generated text suitable for pupils' age? Does it contain biased information? Does it support the learning objective? Does it encourage independent thinking? Is pupils' personal data protected?

The methodology of using artificial intelligence in developing reading literacy among future primary school teachers may include several stages.

The first stage is theoretical preparation. At this stage, future teachers should study the concepts of reading literacy, artificial intelligence, digital pedagogy, adaptive learning, formative assessment, and ethical use of AI. They should understand that AI is not an independent educational goal, but a tool for improving the quality of teaching and learning.

The second stage is methodological modeling. Future teachers should learn how to design AI-supported reading activities. For example, they may select a short literary or informational text, use AI to generate comprehension questions, classify these questions according to cognitive levels, adapt them to pupils' age, and prepare assessment criteria. Through this process, students learn to combine AI opportunities with methodological requirements.

The third stage is practical application. During seminars, microteaching, and pedagogical practice, future teachers should use AI tools to prepare lesson fragments, reading tasks, vocabulary exercises, and feedback forms. For example, a future teacher may design a lesson on a short story using AI-generated questions, but then revise these questions according to the PIRLS approach: explicit information, inference, interpretation, and evaluation.

The fourth stage is critical analysis. Future teachers should compare AI-generated materials with teacher-created materials. They should identify advantages and limitations, correct errors, remove unnecessary or age-inappropriate tasks, and improve the content from a methodological point of view. This stage is very important because it develops future teachers' professional judgment.

The fifth stage is reflection and improvement. After using AI-supported reading tasks, future teachers should analyze the results: Which questions helped pupils understand the text better? Which tasks were too easy or too difficult? Did the AI-generated material correspond to the learning objective? Did pupils become more active in reading and discussion? Such reflective questions help future teachers use AI consciously and effectively.

In developing reading literacy, artificial intelligence can be used in several methodological directions. One of them is text adaptation. Future teachers may use AI to adapt texts for different reading levels while preserving the main idea and educational purpose. Another direction is question generation. AI can help create literal, inferential, interpretive, and evaluative questions. A third direction is vocabulary support, where AI helps explain difficult words and create contextual exercises. A fourth direction is feedback, where AI tools help provide quick responses to pupils' answers. A fifth direction is reading motivation, where AI can support creative tasks, storytelling, digital illustrations, and interactive reading activities.

However, the use of artificial intelligence in reading literacy development also has certain risks. AI-generated information may sometimes be inaccurate, superficial, biased, or unsuitable for young learners. Excessive reliance on AI may weaken teachers' independent methodological thinking. In addition, privacy and data protection are important issues when using digital tools with children. Therefore, future primary school teachers should be trained to use AI critically, ethically, and pedagogically purposefully.

In the context of Uzbekistan, artificial intelligence should be integrated into teacher training in harmony with national educational standards, the mother tongue environment, pupils' age characteristics, and the goals of primary education. AI tools should help future teachers develop pupils' reading literacy, but they should not reduce the importance of live communication, teacher explanation, classroom discussion, and moral education. The teacher remains the main organizer, guide, evaluator, and educator in the learning process.

Thus, the methodology of using artificial intelligence in developing reading literacy among future primary school teachers is based on the integration of digital competence, methodological competence, assessment literacy, and ethical responsibility. Future teachers should learn to use AI not as a ready-made answer provider, but as a pedagogical assistant that supports planning, differentiation, assessment, and reflection.

The development of reading literacy is one of the most important tasks of primary education, and the methodological preparation of future primary school teachers plays a decisive role in this process. Artificial intelligence creates new opportunities for improving reading instruction, including text adaptation, question generation, differentiated learning, vocabulary development, formative assessment, feedback, and creative reading activities.

At the same time, AI should be used on the basis of clear pedagogical goals, ethical principles, and critical analysis. The teacher's professional role cannot be replaced by artificial intelligence. On the contrary, AI can be effective only when it is guided by the teacher's methodological thinking, psychological understanding, and educational responsibility.

The analysis shows that future primary school teachers should be prepared to use AI tools in a purposeful, safe, and scientifically grounded way. For this purpose, pedagogical higher education institutions should include AI literacy, digital reading technologies, formative assessment, and ethical use of artificial intelligence in teacher training programs. Such preparation will help future teachers develop pupils' reading literacy more effectively and organize primary education in accordance with the requirements of modern digital society.

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PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF PREPARING FUTURE PRIMARY SCHOOL TEACHERS TO DEVELOP PUPILS' COMMUNICATIVE COMPETENCIES

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Abstract. *This article analyzes the pedagogical and psychological features of preparing future primary school teachers to develop pupils' communicative competencies. The study highlights the essence of communicative competence, its importance in the personal, social, and cognitive development of primary school pupils, and the role of teacher training in organizing effective communication-oriented education. Particular attention is paid to the psychological characteristics of primary school age, including speech development, emotional responsiveness, motivation for communication, social adaptation, and the formation of cooperation skills. The article also discusses the pedagogical conditions necessary for developing communicative competencies, such as interactive learning, dialogic teaching, speech situations, collaborative tasks, role-playing activities, and reflective methods. In addition, the views of leading scholars, including L. S. Vygotsky, M. M. Bakhtin, J. Piaget, J. Bruner, D. Hymes, M. Canale, M. Swain, and J. Dewey, are analyzed. Based on international experience and*

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