
CONFERENCE ARTICLE

The Content of Preparing Future Primary School Teachers to Develop Reading Literacy in Students

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Abstract: This article discusses how future primary school teachers can gain a deeper understanding of examples of folklore through their specialized academic subjects, as well as the methods for conveying these topics to students.

Keywords: Folklore, competence, academic subject, methodological potential, fairy tale, riddle, proverb.

Introduction

Preparing future primary school teachers to foster reading literacy in students requires, first and foremost, an analysis of the content and methodological potential of the specialized subjects taught in higher education institutions. This is because these subjects enable students to develop the professional competencies necessary to effectively organize the primary education process, apply modern pedagogical approaches, and cultivate reading literacy in their students. Analyzing the content of subjects within the primary education curriculum—specifically through the lens of utilizing folklore and the opportunities it offers for developing reading literacy—is of significant practical importance. An analysis of the subjects included in the primary education curriculum—"Methodology of Teaching the Mother Tongue," "Mother Tongue: Reading Literacy and Teaching Methodology," "Children's Folklore," and "Children's Literature in Primary Education"—demonstrates that these courses serve to develop the professional competencies of future primary school teachers. All of these subjects are linked, to varying degrees, to oral folk traditions and reading literacy.

"One of the pressing tasks in teaching the mother tongue is the development of spelling literacy. Every mother-tongue teacher, in all lessons Systematic work must be carried out on students' spelling proficiency. This is the primary factor contributing to the enhancement of a student's overall literacy. By considering the psychological nature of orthographic skills, the teacher determines the methods for fostering spelling competence in students. Orthographic proficiency is a complex skill developed through a prolonged process of practice; it is grounded in abilities such as the phonetic analysis of words and the determination of their morphemic structure" [1].

The course "Methodology of Teaching the Mother Tongue" instructs future teachers in methods for teaching literacy, working with texts, developing speech, forming grammatical concepts, and organizing lessons.

The content of the course "Mother Tongue: Reading Literacy and Teaching Methodology" places special emphasis on developing reading literacy, as well as fostering skills in text comprehension, analysis, evaluation, expressive reading, and reading engagement.

The course "Children's Folklore" is distinguished by its coverage

of virtually all genres of oral folk tradition. It examines the content, educational significance, and artistic characteristics of fairy tales, proverbs, riddles, tongue twisters, songs, children's game folklore, and other genres.

The course "Children's Literature in Primary Education" covers the development and genres of children's literature, literary works created for children, and the methodology for teaching them.

The content of these specialized courses has been developed based on methodological approaches aimed at fostering reading literacy, practical assignments, and materials derived from oral folk traditions enriching with learning tasks is advisable. Such an approach expands opportunities for developing the professional-methodological competence of future teachers and effectively fostering reading literacy among students.

Based on the analysis of the aforementioned subjects, incorporating specific new topics into specialized courses will enable prospective primary school teachers to conduct a more comprehensive analysis of examples of folklore. Examples of such topics include "Methodology for developing students' reading literacy based on folklore examples" "Didactic potential of folklore examples" and "Methodology for developing reading literacy through the integration of children's literature and folklore".

Through these topics, prospective primary school teachers will acquire practical skills in analyzing the didactic potential of folklore genres, working with texts in accordance with PIRLS requirements, developing tasks that foster reading literacy, and designing lesson plans.

Within the scope of these recommended topics, prospective primary school teachers will also gain practical skills in analyzing the didactic potential of fairy tales, proverbs, riddles, sayings, tales, legends, and epic poems; integrating them into the content of primary education subjects and developing tasks that serve to enhance students' reading literacy. Future primary school teachers acquire skills in the comparative analysis of similarities and differences between children's literature and examples of oral folklore, integrating them into the teaching process, applying modern methods of working with texts, and developing didactic materials that foster students' reading literacy.

Z.Jumayev points out, "folk pedagogy is oriented toward intellectual, moral, physical, labor, and aesthetic upbringing.

Uzbek folk pedagogy encompasses the methods and means of implementing national upbringing; the ways of accustoming young people to basic rules of family etiquette; and the methods and means used to accustom youth to basic household chores. All of the above are found in oral folklore are reflected, and scientific pedagogy has taken shape on this foundation"[2].

When utilizing folklore, the teacher first selects a specific genre—such as a fairy tale, riddle, proverb, or epic—that aligns with the lesson's objectives. It is crucial that these genres suit the children's age characteristics, linguistic proficiency, and psychological needs, as students must be able to easily grasp the material and begin applying its underlying ideas to their own lives. The teacher examines the themes, content, and artistic qualities of the folklore, making selections that correspond to the lesson's primary goals; brief introductory discussions regarding the chosen work are then conducted to spark student interest and foster a creative atmosphere. These discussions may involve questions about the scenarios depicted in the fairy tale or proverb, as well as creative activities such as drawing or mini-games designed to encourage students to visualize the events.

In conclusion, although specialized courses provide adequate knowledge regarding folklore genres and reading literacy, a specific methodological approach aimed at fostering reading literacy—through the integration of these elements—is essential in the training of future primary school teachers must be conveyed through assignments, practical exercises, and competency-based tasks.

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