

**METHODOLOGICAL FOUNDATIONS FOR THE FORMATION OF
FUNCTIONAL LITERACY IN UZBEK LANGUAGE LESSONS***Khujanov Kholbuta Khudoykulovich,**Senior Lecturer at the University of Economics and Pedagogy, Samarkand Campus.**Shakirova Mukhlisa Diyor kizi**Philology and Language Teaching: Uzbek language student*

Abstract: This article explores the methodological foundations necessary for the formation of functional literacy among students in Uzbek language lessons. The paper emphasizes the importance of functional literacy as a key competency in the modern educational process, focusing on the integration of communicative, cognitive, and pragmatic skills through language instruction. The study presents modern pedagogical approaches and strategies that help develop students' ability to apply language knowledge in real-life situations.

Keywords: functional literacy, Uzbek language, methodology, communicative competence, educational strategy, modern teaching, literacy development

Introduction

In today's dynamic educational landscape, the formation of functional literacy in students is one of the most significant goals of language education. Functional literacy refers not only to the ability to read and write but also to the capacity to effectively apply language skills in everyday, academic, and professional contexts. Within the framework of teaching the Uzbek language, it becomes essential to integrate linguistic knowledge with practical usage, critical thinking, and communication skills. This approach reflects a broader shift in education from rote learning to competency-based learning. Therefore, identifying and applying effective methodological foundations for achieving functional literacy in the Uzbek language classroom is a vital task for educators and curriculum developers.

Modern methodological approaches emphasize learner-centered instruction, contextual learning, and integration of interdisciplinary content. For instance, task-based learning and project-based methods allow students to engage with language meaningfully. Incorporating authentic texts such as news articles, advertisements, interviews, and literary works helps students develop the skill of interpreting different text types critically.

Furthermore, the use of digital tools and multimedia resources enhances student motivation and provides opportunities for interactive learning. Teachers play a crucial role in guiding students to analyze and evaluate information, build arguments, and express their thoughts coherently. Continuous formative assessment also contributes to the development of functional literacy by identifying individual learning needs and adjusting teaching strategies accordingly.

Teacher training is another essential component. Educators must be equipped with the necessary theoretical and practical knowledge to implement literacy-oriented teaching methods. Collaboration among teachers, methodologists, and researchers can foster innovation in teaching and contribute to the improvement of instructional materials and curricula.

The development of functional literacy in Uzbek language education involves fostering not only linguistic accuracy but also the ability to use language in socially and cognitively appropriate ways. This process is rooted in several interrelated methodological principles, including communicative competence, integration of language skills, learner autonomy, and contextualized learning.

Communicative approach and real-life contexts

At the heart of functional literacy lies the communicative approach, which prioritizes meaningful interaction over memorization of rules. Uzbek language lessons should be structured to mirror real-life situations where students are required to read, listen, speak, and write with purpose. Classroom activities such as dialogues, debates, role plays, interviews, and storytelling help learners internalize the functional aspects of the language. Instead of isolated vocabulary drills, words and phrases are taught in context, allowing learners to understand their pragmatic uses.

Integration of language skills

Functional literacy requires a balanced development of reading, writing, speaking, and listening. Uzbek language instruction must avoid fragmenting these skills and instead aim for their simultaneous cultivation through integrated tasks. For example, a project that involves researching a cultural topic, presenting findings orally, and writing a report encourages learners to transfer skills across domains. This integration aligns with the concept of multiliteracies, recognizing that literacy today includes the ability to navigate multiple forms of communication including print, visual, and digital media.

Task-based and project-based learning

Task-based learning (TBL) and project-based learning (PBL) are among the most effective methodologies for developing functional literacy. In a TBL framework, learners complete meaningful tasks such as writing a letter, preparing a public announcement, or creating a brochure using authentic Uzbek language. Similarly, PBL engages learners in longer-term projects where they investigate real-world issues and present their outcomes using language purposefully. These approaches promote autonomy, collaboration, and critical thinking—all key components of functional literacy.

Use of authentic materials

Authentic materials reflect the actual use of language in society and include newspapers, online articles, public signs, manuals, social media posts, and literary excerpts. Exposing students to such texts enhances their interpretative and analytical skills, preparing them to function effectively in a variety of social settings. Teachers should select materials appropriate to the students' proficiency levels while gradually increasing complexity. Tasks based on these materials can include identifying main ideas, summarizing, inferring meanings, and comparing perspectives.

Incorporation of digital literacy

In today's technology-driven world, digital literacy is inseparable from functional literacy. Uzbek language instruction should incorporate digital tools such as interactive apps, multimedia content, educational platforms, and even social networks where learners can engage in meaningful exchanges. Writing blog posts, creating video essays, or participating in online discussions in Uzbek allows students to experience the practical application of

language in digital spaces. This also develops their ability to navigate information critically, evaluate sources, and produce media-rich content.

Formative assessment and feedback

To guide students toward functional literacy, ongoing formative assessment is essential. Teachers must go beyond traditional testing and include self-assessment, peer review, reflective journals, and performance-based tasks. Constructive feedback should focus not only on errors but also on the effectiveness of communication. Rubrics aligned with functional outcomes help students understand the criteria for success and develop self-monitoring habits.

Teacher competence and professional development

Finally, the success of any methodological approach depends on the teacher's ability to implement it effectively. Educators need continuous professional development opportunities to stay informed about modern teaching strategies, assessment techniques, and educational technologies. Workshops, peer observations, and participation in action research can strengthen teachers' methodological repertoire. Moreover, developing localized teaching materials that reflect the cultural and social realities of Uzbekistan enhances relevance and student engagement.

The concept of functional literacy in the Uzbek language context

Functional literacy is not limited to reading and writing but extends to a broader spectrum of cognitive and communicative abilities. In the Uzbek language classroom, this concept involves the development of students' capacity to use language flexibly in various contexts. Students must acquire the ability to read different text types (narrative, descriptive, expository), comprehend verbal communication, and produce coherent written and spoken texts. Functionally literate individuals must also be able to analyze and interpret information critically, construct arguments, and make decisions based on the information available to them. This kind of literacy is key to their success not only in academic settings but also in their professional lives and civic engagement.

Learner-centered approach and its role in functional literacy

A learner-centered approach places the student at the heart of the learning process, encouraging active participation and responsibility for their learning. This method contrasts with traditional teacher-centered instruction, where the teacher is the primary source of knowledge. In the context of Uzbek language lessons, this means creating a learning environment where students are actively involved in discussions, problem-solving, collaborative work, and projects.

The integration of technology into the learner-centered approach can significantly enhance engagement and the development of functional literacy. Digital tools such as language learning apps, online collaborative platforms, and multimedia resources provide a dynamic, interactive environment that motivates students to practice language skills. By interacting with native speakers through language exchange programs or digital platforms, learners can develop both fluency and cultural competence.

The role of contextualized and authentic learning

In modern education, contextualized learning has emerged as a vital approach to developing functional literacy. This approach suggests that language learning is most effective when students understand the relevance of the material to real-world situations. Contextualized learning in Uzbek language lessons could involve using authentic materials

that mirror actual language use in everyday life, such as newspapers, advertisements, interviews, and formal and informal communications.

Authentic texts not only provide students with exposure to natural, unaltered language but also offer opportunities to practice interpreting and analyzing diverse forms of communication. For example, students can analyze a local news article in Uzbek to identify key information and understand the context, tone, and message. This helps them gain insights into both the structure and the function of language in real-life communication.

Task-based learning (TBL) and project-based learning (PBL)

Both Task-Based Learning and Project-Based Learning are particularly effective methodologies for promoting functional literacy. These approaches place an emphasis on practical language use and problem-solving rather than the memorization of grammar rules in isolation. Task-Based Learning focuses on completing meaningful tasks that require the use of language. For instance, learners might be tasked with creating a promotional campaign for a local event in Uzbek. Such tasks integrate multiple skills, such as reading, writing, speaking, and listening, in a real-world context.

Project-Based Learning, on the other hand, extends over a longer period and allows students to delve deeper into a particular topic. An example of this in the Uzbek language context could be a group project where students research traditional Uzbek literature, culture, or history and then present their findings in Uzbek. This fosters both collaboration and functional literacy, as students must use their language skills to conduct research, write reports, and present information in an engaging manner.

Fostering critical thinking and problem-solving skills

One of the key aspects of developing functional literacy is encouraging students to think critically. Language learning should not be reduced to memorizing words and structures; instead, students should be encouraged to analyze language, evaluate sources, and engage in problem-solving activities. In Uzbek language lessons, teachers can incorporate debates, discussions, and critical thinking exercises, where students must defend a position, analyze a text, or synthesize information from multiple sources.

Problem-solving activities in language learning could involve using the language to find solutions to hypothetical or real-world issues, such as devising strategies to solve a community problem or creating a plan for a cultural event. This type of learning encourages students to actively use their language skills in ways that extend beyond theoretical knowledge.

Digital resources such as online language games, interactive websites, e-books, and multimedia presentations are invaluable in reinforcing language learning. Moreover, the use of social media platforms, such as blogs or video-sharing sites, can help students practice writing and speaking in Uzbek in a more informal, yet still educational, setting. Teachers should encourage students to engage with contemporary digital culture in Uzbek, from following local influencers to participating in online discussions, thereby improving their practical communication skills.

Conclusion:

Developing functional literacy in the Uzbek language classroom requires a comprehensive methodological approach that combines language proficiency with practical skills. Emphasis should be placed on real-life communication, critical thinking, and student engagement. By implementing modern pedagogical strategies, using diverse learning



materials, and focusing on meaningful outcomes, educators can significantly enhance the functional literacy of students. This, in turn, prepares learners to actively participate in society, pursue lifelong learning, and succeed in various professional fields.

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