

## INTRODUCTION TO PISA REQUIREMENTS FOR READING LITERACY

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**Abstract :** This article analyzes the theoretical and practical aspects of developing reading literacy in primary education and organizing the learning process according to PISA (Programme for International Student Assessment) requirements. Through reading literacy, students achieve the ability to apply knowledge in practice, solve problems, and develop communication skills.

**Keywords:** reading literacy, PISA requirements, primary education

In the global education system, the development of students' functional literacy and reading literacy is one of the most important tasks. Today, the PISA (Programme for International Student Assessment) program determines the actual literacy of students by assessing their knowledge and skills in reading, mathematics and natural sciences, starting from primary education. Reading literacy includes students' abilities to understand the text, distinguish main ideas, think logically and apply them in practice. The development of reading literacy in primary grades serves to form students' life skills, social communication and independent thinking skills. Therefore, teachers need to adapt the teaching process to the requirements of PISA, use interactive methods and a competency-based approach. The purpose of the study is to determine whether it is possible to increase students' functional literacy at the level of PISA requirements and thoroughly prepare them for the next stage of education by developing reading literacy in primary education. The theoretical foundations of the development of reading literacy in primary education are based on the competency-based approach. The competency-based approach emphasizes that it is important to assess the student's knowledge and direct it to practical activities. International studies, in particular the OECD and PISA reports, recommend the formation of functional literacy and reading literacy in primary school students. Local scientists - A. Abdukodirov, J. Yuldoshev, Sh. Sharipov - consider reading literacy to be related to students' ability to understand, analyze and express their thoughts in the text. The concept of reading literacy is highlighted in the studies as the main tool for developing students' social, communicative and information competences. These theoretical foundations allow the use of interactive methods and a differentiated approach in the lessons in the research process. The research methodology is based on theoretical and empirical methods. The theoretical methods used were the analysis of scientific literature, comparison of curricula and textbooks. Empirical methods are aimed at assessing students' reading literacy and include questionnaires, interviews, lesson monitoring and diagnostic tests. As an experimental method, testing tasks developed based on a competency-based approach in an experimental group was used. The object of the research is the primary educational process, the subject is the mechanisms for developing reading literacy. The experimental group and the control group were formed in the study, and the level of formation of students' competencies was compared. Also, the methodological training of teachers and innovative approaches in the lesson process were observed, and the results were analyzed statistically and qualitatively. The results of the

study showed that the use of a competency-based approach to reading literacy significantly increases students' academic performance and practical skills. Students in the experimental group showed higher results than the control group in understanding the text, extracting main ideas, and logical analysis. The results of interviews and observations proved that group and pair work developed students' communicative and social skills. Tests and practical tasks made it possible to assess students' knowledge and skills in reading literacy. Also, interactive methods, electronic materials, and differentiated tasks helped to increase students' activity in the experimental group, and the results confirmed the increase in students' practical and functional literacy.

It is recommended to systematically integrate practical tasks in reading literacy that meet PISA requirements in lessons. It is also necessary to develop trainings and methodological manuals for teachers, teach interactive and competency-based methods. It is also recommended to introduce indicator-based criteria to determine students' competencies in the assessment process. And the widespread use of group and pair work, projects and role-playing games develops communication and social skills.

Wider involvement of information technologies in the teaching process, the use of electronic textbooks and interactive platforms helps to increase reading literacy.

It is necessary to develop tasks that take into account the individual capabilities of students based on a differentiated approach.

The development of reading literacy in primary education serves to increase students' functional literacy, and to form knowledge and skills that meet PISA requirements. The results of the study showed that the competency-based approach, interactive methods, group work, differentiated tasks and information technologies significantly develop students' abilities to understand the text, think logically, apply it to practice and solve problems. The methodological training of teachers and the effective organization of the lesson process have a direct impact on increasing reading literacy. Therefore, it is necessary to update lesson plans based on PISA requirements, integrate the competency-based approach and conduct assessment based on competency indicators. This will strengthen not only the academic development of students, but also their social, communicative and information skills. In general, the effective use of reading literacy and the competency-based approach in primary education will help students develop as high-level, active, creative and independent thinkers.

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