ALISHER NAVOIY NOMIDAGI TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI HUZURIDAGI ILMIY DARAJALAR BERUVCHI DSc.03/30.12.2019.Fil.19.01 RAQAMLI ILMIY KENGASH ASOSIDAGI BIR MARTALIK ILMIY KENGASH

TOSHKENT DAVLAT O‘ZBEK TILI VA ADABIYOTI UNIVERSITETI

SHAROPOVA FERUZA VALIYEVNA

ONA TILI TA’LIMIDA O‘QIB TUSHUNISH KO‘NIKMASINI RIVOJLANTIRISHNING NAZARIY VA METODIK ASOSLARI

13.00.02 – Ta’lim va tarbiya nazariyasi va metodikasi (o‘zbek tili)

PEDAGOGIKA FANLARI BO‘YICHA FALSAFA DOKTORI (PhD) DISSERTATSIYASI AVTOREFERATI

Toshkent – 2025

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Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi avtoreferati mundarijasi

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon miqyosida til o‘qitish jarayoni ijtimoiy-kognitiv ta’lim nazariyasi asosida o‘ziga ishonchi yuqori bo‘lgan o‘quvchilarning o‘qishga qiziqishi va o‘qiganlarini anglash darajasi boshqalardan ustun ekanini isbotlashga oid izlanishlar olib bormoqda. Mazkur nazariya tahliliga ko‘ra, ta’lim oluvchilarda nafaqat grammatik savodxonlik, balki nutqiy kompetensiyaning tarkibiy komponentlari bo‘lgan tinglab tushunish, o‘qish savodxonligi, og‘zaki va yozma nutq ko‘nikmalarini kompleks tarzda rivojlantirish, til malakalarini integratsiyalab o‘qitish, matnlarni anglash orqali ta’lim oluvchilarda XXI asr ko‘nikmalarini shakllantirishning samarali mexanizmlarini ishlab chiqish, xalqaro baholash dasturlariga muvofiq ona tili va o‘qish savodxonligi bo‘yicha o‘quvchilarning bilish qobiliyatlarini aniqlash va monitoring qilish masalasi ham dolzarb ahamiyat kasb etmoqda.

Dunyoda yangilik va ma’lumotlarning haddan ortiq ko‘pligi hamda o‘ziga jalb qilish omillarining kuchayib borayotgani, nafaqat to‘g‘ri, balki noto‘g‘ri xabarlarni ham asoslashga harakat qilinayotgani shaxsdan matnlarni eshitgan yoki o‘qigan paytda ularga nisbatan to‘g‘ri munosabat (javob) bildirish zaruratini qo‘ymoqda. Buning yagona sharti esa ma’lumotni to‘g‘ri tushunishdir. Jamiyatda o‘z o‘rnini topish, ish faoliyatida muvaffaqiyat qozonish, boshqalar bilan muloqotga kirishib, o‘z fikrini bildirish, muammoli vaziyatlarda yechim topa olish, tahlil qilish kabi kognitiv jarayonlarda faol bo‘lish, avvalo, o‘sha muhitni tushunishga bog‘liqligi ko‘plab tadqiqotlarda isbotlanmoqda. O‘qish savodxonligini baholovchi PISA testlari natijalaridan kelib chiqib ona tili darslari davomida nafaqat badiiy, balki adabiy tilning barcha uslublariga oid bo‘lgan matnlar bilan ishlash, o‘qilayotgan ma’lumotni tushunish strategiyalarini o‘rganish va tatbiq qilish zaruratga aylanmoqda.

Respublikamizda ta’lim mazmunini isloh qilish bilan bog‘liq jarayonlarda ona tilini o‘qitish metodikasini innovatsion texnologiyalar yordamida takomillashtirish ishlari olib borilmoqda. Bunga ona tili fanini o‘qitish konsepsiyasi, Milliy o‘quv dasturi loyihasi, “Ona tili” darsliklarining yangi avlodi kommunikativ va kognitiv-pragmatik yondashuvlar asosida yaratilgani misol bo‘ladi. Mazkur o‘quv dasturi asosida nashr etilgan yangi darsliklarning turli mazmun va ko‘rinishdagi matn turlari hamda kognitiv topshiriqlar bilan boyitilgani o‘quvchini nafaqat dars jarayoniga qiziqtiradi, balki turli mavzulardagi matnlar bilan ishlash davomida boshqa fanlarga oid qiziqarli ma’lumotlar bilan tanishish va ularning o‘ziga xos til xususiyatlarini tushunish ko‘nikmasini rivojlantiradi.

O‘zbekiston Respublikasi Prezidentining 2016-yil 13-maydagi PF-4797-son “Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetini tashkil etish to‘g‘risida”, 2018-yil 25-yanvardagi PF-5313-son “Umumiy o‘rta, o‘rta maxsus va kasb-hunar ta’limi tizimini tubdan takomillashtirish chora-tadbirlari to‘g‘risida”, 2019-yil 29-apreldagi PF-5712-son “O‘zbekiston Respublikasi xalq ta’limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”, 2019-yil 21-oktyabrdagi PF-5850-son “O‘zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to‘g‘risida”, 2020-yil 20-oktyabrdagi

PF-6084-son “Mamlakatimizda o‘zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to‘g‘risida”, 2022-yil 11-maydagi PF-134-son “2022–2026-yillarda xalq ta’limini rivojlantirish bo‘yicha milliy dasturni tasdiqlash to‘g‘risida”gi Farmonlari, 2017-yil 20-apreldagi PQ 2909-son “Oliy ta’lim tizimini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi Qarori hamda mazkur faoliyatga tegishli boshqa me’yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda mazkur dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga mosligi. Dissertatsiya ishi respublika fan va texnologiyalar rivojlanishining I. “Axborotlashgan jamiyat va demokratik davlatda ijtimoiy, huquqiy, iqtisodiy innovatsion g‘oyalar tizimini shakllantirish va ularni amalga oshirish yo‘llari” ustuvor yo‘nalishiga muvofiq bajarilgan.

Muammoning o‘rganilganlik darajasi. Respublikamizda o‘quvchilarning o‘quv-biluv faoliyati samaradorligini oshirish, til ta’limi va falsafa masalasi, nutqiy malakalarni rivojlantirish, matn yaratish va uning tuzilishini o‘rgatish, ona tilidan o‘quv topshiriqlari mazmunini takomillashtirish masalalari Sh. Yusupova, A. Bobomurodova, N. Qosimova, M. Saidov, Sh. Yuldasheva, T. Ziyodova, N. Alavutdinova, N. Bekniyazova, A. Nisanbayeva, G. Asilova, K. Mavlonova, G‘. Hamroyev, M. Asqarova, Sh. Abdiraimov, N. Jo‘rayev kabi metodist olimlarning tadqiqotlarida o‘z aksini topgan[1] bo‘lsa, M. Hakimov, D. Xudoyberganova, Sh. Usmonova, S. Boymirzayeva, F. Haydarov, I. Azimova

[1] Юсупова Ш.Ж. Ҳозирги ўзбек адабий тили дарсларида ўқувчилар тафаккурини ўстиришнинг илмий-методик асослари (академик лицейлар мисолида). Пед. фан. д-ри … дисс. – Тошкент, 2005; Юсупова Ш. Тил таълими ва фалсафа. – Тошкент: Мумтоз сўз, 2009; Бобомуродова А.Я. Она тили таълими жараёнида ўйин-топшириқлардан фойдаланиш. Пед.фан. номз. … дисс. – Бухоро, 1995; Қосимова Н.А. Она тили таълими жараёнида ўқувчилар нутқини сўз маънодошлари билан бойитиш. Пед. фан. номз. … дисс. – Тошкент, 1998; Юлдашева Ш.Ш. Давлат тили таълимида ўқувчилар нутқий малакаларини ўстиришнинг илмий-методик асослари. (Таълим қорақалпоқ тилида олиб бориладиган академик лицейлар мисолида). Пед. фан. номз. … дисс. – Тошкент, 2008; Зиёдова Т.У. Она тили таълими жараёнида ўқувчиларнинг сўз бойлигини ошириш жараёни: пед. фан. номз. ... дисс. – Тошкент, 1995; Алавутдинова Н.Г. Она тили дарсларида ижодий фикрлаш кўникмасини шакллантириш методикаси (5-синф мисолида). Пед. фан. номз. ... дисс. – Тошкент, 2008; Бекниязова Н.И. Бошланғич синфлар она тили дарсларида ўқувчиларни матн яратишга ўргатиш методикаси, монография. – Тошкент: Фан ва технология, 2012; Нисанбаева А.К. Ўзбек тили дарсларида матн воситасида ўқувчилар нутқини ўстиришнинг методик асослари. Пед.фан. номз. … дисс. – Тошкент, 2008; Саидов М. Ўзбек мактабларининг 5-синфларида она тили таълими жараёнида тафаккурни ривожлантирувчи ўқув топшириқлари ва улардан фойдаланиш методикаси. Пед. фан. номз. … дисс. – Тошкент, 2000; Мавлонова К.М. Она тили фанини адабиёт фани билан бадиий матн орқали интеграциялаб ўқитиш методикасини такомиллаштириш. Пед. фан. док. ... дисс. – Тошкент, 2019; Shu muallif. Ona tili darslarida matn tuzilishini o‘rgatish metodikasi. Ped. fan. d-ri … diss. – Toshkent, 2023; Asqarova M.A. Ona tili va o‘qish savodxonligini o‘qitish jarayonida xalqaro baholash dasturlaridan foydalanishning metodik asoslarini takomillashtirish (PISA va PIRLS misolida). Ped. fan. d-ri … diss. – Chirchiq, 2024; Asilova G., Achik F. Nutqiy ko‘nikmalarni rivojlantirish asoslari. Metodik qo‘llanma. – Toshkent, 2024; Abdiraimov Sh.S. Ona tili ta’limida o‘qib tushunish malakasini baholashning ilmiy-metodik asoslari. Ped. fan. dok. (PhD) ... diss. – Toshkent, 2022; Жўраев Н.С. Кичик мактаб ёшидаги ўқувчиларда ўқиш мотивларини шакллантиришнинг психологик хусусиятлари. Пед. фан. номз. … дисс. – Тошкент, 2009; Зиёдова Т. Тилни тизимли ўрганишда ўқувчиларда коммуникатив саводхонликни ошириш босқичлари. Халқ таълими. 2015. 3-сон; Азимова И. Ўзбек тилидаги газета матнлари мазмуний персепциясининг психолингвистик тадқиқи. Монография. – Тошкент, 2019; Боймирзаева С.Ў. Ўзбек тилида матннинг коммуникатив-прагматик мазмунини шакллантирувчи категориялар. Фил. фалс. док. ... дисс. – Тошкент, 2010; Ҳайдаров Ф.И. Қишлоқ мактаблари ўқувчиларида ўқиш мотивларини шакллантириш. Пед. фан. номз. … дисс. – Тошкент, 1996; Ҳакимов М. Ўзбек илмий матнининг синтагматик ва прагматик хусусиятлари. Фил. фалс. номз. ... дисс. автореф. – Тошкент, 1992; Худойберганова Д. Матннинг антропоцентрик тадқиқи. Монография. – Тошкент, 2013; Усмонова Ш. Психолингвистика. – Тошкент, 2014.

kabi tilshunos olimlar tomonidan matnni tushunishning psixologik, psixolingvistik asoslari o‘rganilgan.

Shuningdek, o‘qib tushunish ko‘nikmasini shakllantirish masalasi ko‘plab tadqiqotchi va o‘qituvchilarning e’tiborida bo‘lib kelmoqda.[2]

MDH davlatlari olimlaridan[3] S. Aleksandrovna, N. Matveyeva, Y. Abramova, M. Kuznetsova, N. Moldavskaya, L. Mosunova, T. Yegorov va boshqalar tomonidan matnni tushunish va uning ustida ishlashning turli jihatlari o‘rganilgan.

Xorijda[4] J. Cheryl Gowie, P. David Pearson va G. Cervetti, Smuck, Melissa, P. Bloom, J. Chall, C. Snow, D. Namara, N. Anderson, J. Herrity, L. Diane va

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[2] Azimova I. Ona tili ta’limida lisoniy malakani rivojlantirishning psixolingvistik asosi // Global ta’lim va milliy metodika taraqqiyoti. III an’anaviy respublika ilmiy-amaliy konferensiyasi materiali. – Toshkent, 2019; Mavlonova K. O‘quvchilarda matnni o‘qib tushunish malakasini shakllantirish. Global ta’lim va milliy metodika. Respublika ilmiy-amaliy konferensiyasi materiallari. – Toshkent, 2020; Mavlonova K., Xakimova N. Ona tili darslarida o‘qish savodxonligini egallash imkoniyatlari. Ўзбек тилшунослигини ривожлантиришнинг долзарб муаммолари: конференция материаллар тўплами. – Тошкент, 2020; Abdiraimov Sh. Ona tili va adabiyot fanlari o‘qituvchilarining badiiy matnni o‘qib tushunish malakasini baholash // O‘zbekiston: til va madaniyat. Metodika. – Toshkent, 2021; Tursunov Sh. Ona tilida o‘qib tushunish malakasini summativ baholashning tajribaviy tadqiqi // O‘zbekiston: til va madaniyat. Metodika. – Toshkent, 2021; Abdijamilova M. Boshlang‘ich sinf o‘quvchilarining o‘qib tushunish ko‘nikmasini shakllantirishning mazmuni // Ta’lim-tarbiya sifatini oshirishda ilmiy-innovatsion texnologiyalarni amaliyotga joriy etish masalalari. Xalqaro ilmiy-nazariy onlayn anjuman materiallari. – Nukus, 2021; Normuminova D. O‘qish savodxonligining rivojlanishiga ta’sir etuvchi omillar // Lingvodidaktikaning dolzarb masalalari. Xalqaro konferensiya materiallari to‘plami. – Toshkent, 2022; Tursunova D. O‘qib tushunish ko‘nikmasini rivojlantirishning ahamiyati // Lingvodidaktikaning dolzarb masalalari. Xalqaro konferensiya materiallari to‘plami. – Toshkent, 2022; Bekchanova Z.A. Boshlang‘ich sinflarda matnni o‘qish va tushunish sifatini o‘rganish (PIRLS baholash mezoni asosida). Экономика и социум. № 3(94)-2 2022; Baymenova K. O‘quvchilarni xalqaro tadqiqotlarga tayyorlashda matn bilan ishlashning ahamiyati // Academic research in educational sciences, volume 2 | issue 5 | 2021; G‘ulomova X., Bakiyeva H. Boshlang‘ich ta’limda 4-sinf o‘quvchilarini xalqaro PIRLS nazoratiga tayyorlashning metodik asoslari. Pedagogik ta’lim klasteri: muammo va yechimlar. – Chirchiq, 2020.

[3] Сорокоумова Е.А. Формирование познавательной активности младших школьников через понимание текста, канд. психол. наук, автореф., – Нижний Новгород, 1995; Матвеева Н.В. Механизмы формирования смысла и содержания текста в процессе его понимания, канд. филол. наук, автореф., – Уфа, 2004; Абрамова Е.К. Когнитивно-прагматические аспекты непонимания текста, канд. филол. наук, автореф., – Оренбург, 2009; Кузнецова М.И. Особенности формирования читательской грамотности в контексте международного сравнительного исследования PIRLS-2021. Материалы конференции. – Москва-Ташкент, 2020; Молдавская Н.Д. Литературное развитие школьников в процессе обучения [Текст] / Н.Д. Молдавская. – М.: Педагогика, 1976; Мосунова, Л.А. Структура и психологические условия развития смыслового понимания художественных текстов [Текст]: дисс. д-ра психол. наук / Л.А. Мосунова. – Москва, 2006; Егоров Т.Г. Психология овладения навыком чтения. Издательство академия педагогических наук РСФСР, 1953.

[4] Cheryl J. Gowie, Psycholinguistic strategies for improving reading comprehension. The elementary school Journal. Volume 79. № 2. Dec. 2015; Pearson D. va Cervetti G., The roots of reading comprehension instruction. Volume 79, 2017; Smuck, Melissa Reading is thinking: Impoving reading comprehension using reading strategies, ProQuest Dissertations Publishing, 2009; Bloom P. How children learn the meanings of words. Cambridge, MA: MIT Press, 2000; Chall J.S. Stages of reading development. – New York: McGraw Hill, 1983; Snow C. Reading for understanding: Toward an R&D program in reading comprehension. Washington, C.: Rand Corporation, 2002; Namara D.S. Reading comprehension strategies: Theories, interventions, and technologies. Mahwah, New Jersey: Lawrence Erlbaum Associates, 2007; Anderson N.J. Active skills for reading: Intro. – Canada: Thomson Heinle, 2008; Herrity J. 7 Simple Strategies To Improve Reading Comprehension. Updated March 11, 2023. – P. 2; Diane Lapp, Douglas Fisher. Handbook of research on teaching the English language arts. Third edition. 2011 Taylor & Francis.; Maryam Habibian, S. R. Idris. The role of Psychological factors in the Process of reading, faculty of Educational Studies, Universiti Putra Malaysia, 2015; Yazdanpanah K. The effect of background knowledge and reading comprehension test items on male and female performance. The Reading Matrix. 2007; Maysarah Mustikasari. Psychological barriers in reading comprehension. Jurnal Griya Cendikia, Volume 6, No. 2, Juli 2021; Elizabeth Tighe. Assessing the direct and indirect effects of metalinguistic awareness to the reading comprehension skills of struggling adult readers. Springer Nature B.V. 2018; Kim Wells. Improving student reading comprehension. Brenau University. August 2018; Jeanette Shivers. Code-based reading intervention strategy versus comprehension-based reading intervention strategy use to increase students’ reading comprehension as measured by star reading test for middle school students. December, 2007.

D. Fisher, M. Habibian, K. Yazdanpanah, M. Mustikasari, E. Tighe, Kim Wells, J. Shiverslar tomonidan o‘qib tushunish ko‘nikmasini shakllantirish va rivojlantirish yo‘llari, baholash usullari, anglashning an’anaviy hamda yangi strategiyalari xususida tadqiqotlar olib borilgan.

Ona tili ta’limida o‘quvchilarning o‘qib tushunish malakasini rivojlantirishga oid bir qator maqolalar e’lon qilingan bo‘lsa-da, umumiy o‘rta ta’lim 9-sinf o‘quvchilarining o‘qib tushunish malakasini rivojlantirish mazmuni, mezonlari, o‘quv topshiriqlarini ishlab chiqish metodikasi, tushunish strategiyalari maxsus tadqiq etilmagan.

Tadqiqotning dissertatsiya bajarilgan oliy ta’lim muassasasining ilmiy-tadqiqot ishlari rejalari bilan bog‘liqligi. Dissertatsiya Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universiteti ilmiy tadqiqot rejasining “O‘zbek tili va adabiyotini o‘qitishning zamonaviy metodikasi” mavzusi doirasida bajarilgan.

Tadqiqotning maqsadi: ona tili ta’limida o‘qib tushunish ko‘nikmasini rivojlantirishga oid taklif va tavsiyalar ishlab chiqishdan iborat.

Tadqiqotning vazifalari:

umumta’lim maktablari 9-sinf o‘quvchilarida turli uslubdagi matnlarni o‘qib tushunish malakasini rivojlantirishning pedagogik imkoniyatlarini aniqlash;

o‘quvchilarda matniy kompetensiyani shakllantirishga xizmat qiluvchi qoidalar tizimini ishlab chiqishga oid yondashuvlarni aniqlash;

umumta’lim maktablari 9-sinf o‘quvchilarining matnni o‘qib tushunish malakasini rivojlantirish samaradorligini oshirishga oid tavsiyalar ishlab chiqish;

ona tili ta’limida 9-sinf o‘quvchilarining matnni o‘qib tushunish malakasini rivojlantirish texnologiyasini takomillashtirish.

Tadqiqotning obyekti sifatida 9-sinf ona tili darslarida matnni o‘qib tushunish ko‘nikmasini rivojlantirish jarayoni belgilanib, tajriba-sinov ishlarida Toshkent shahri, Namangan viloyati hamda Buxoro viloyatidagi umumta’lim maktablaridan 570 nafar o‘quvchi ishtirok etgan.

Tadqiqotning predmetini ona tili ta’limida 9-sinf o‘quvchilarining matnni o‘qib tushunish ko‘nikmasini rivojlantirish mazmuni, shakl, metod va vositalari tashkil etadi.

Tadqiqotning usullari. Tadqiqot jarayonida nazariy (qiyosiy, tahliliy), diagnostik (pedagogik kuzatuv, suhbat, so‘rovnoma, ilg‘or pedagogik tajribalarni o‘rganish), pedagogik eksperiment, dalillash, matematik-statistik tahlil kabi usullardan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

umumta’lim maktablari 9-sinf o‘quvchilarining publitsistik, badiiy va ilmiy-ommabop uslubdagi matnlarni o‘qib tushunish malakasini rivojlantirishning pedagogik imkoniyatlari ma’lumotni idrok etishga ta’sir qiluvchi ma’lumotni yuborish – kodlash, uni idrok qilib, tushunish – dekodlash kabi psixolingvistik faktorlar va pedagogik omillarning uzviy bog‘liqligi asosida dalillangan;

o‘quvchilarda matniy kompetensiyani shakllantirishga qaratilgan joriy-taktik, strategik va variativ qoidalar tizimi ona tili darslarida matnni o‘qib tushunish ko‘nikmasiga kiruvchi anglash strategiyalari, tushunish shartlari va yo‘llari,

kommunikativ, kognitiv-pragmatik, reflektiv, motivatsion, sokratik va integrativ yondashuvlar asosida ishlab chiqilgan;

matnni o‘qib tushunish malakasini rivojlantirish metodikasi topshiriqlar mazmunini verbal va vizual tarzda tushunish, matn mohiyatini anglash, unda ifodalangan asosiy fikr, g‘oya, eksplisit, implisit ma’noni hamda matndan ko‘zlangan muallif maqsadini to‘g‘ri anglay olishga yo‘naltirish, metalingvistik qobiliyatlarga ustuvorlik berish asosida takomillashtirilgan;

ona tili ta’limida 9-sinf o‘quvchilarining matnni o‘qib tushunish malakasini rivojlantirish texnologiyasi monitor tushunish – so‘z, frazalarni tekshirish, so‘zlarni his qilish; xulosalash; muhim o‘rinlarni aniqlash; matn tuzilishi, xususiyatlari va uslubini aniqlash; savol berish va taxmin qilish; ma’lumotni vizuallashtirish; mavjud bilim bilan yangi ma’lumotni integratsiyalash asosida ishlab chiqilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

ona tili ta’limida 9-sinf o‘quvchilarining matnni o‘qib tushunish malakasini rivojlantirish texnologiyasi ishlab chiqilgan;

ijod maktablarining 7-sinf “Ona tili” darsligi uchun ona tili ta’limida o‘qib tushunish ko‘nikmasini rivojlantirishga oid o‘quv topshiriqlari ishlab chiqilgan;

badiiy, ilmiy-ommabop va publitsistik uslubdagi matnlarning tushunilishini aniqlovchi kognitiv, kommunikativ vazifa bajarishni ta’minlovchi evristik topshiriqlar ishlab chiqilgan.

Tadqiqot natijalarining ishonchliligi amal qilingan yondashuv va tamoyillar, qo‘llangan usullar va nazariy ma’lumotlarning rasmiy manbalardan olingani, muammo yuzasidan respublikamiz hamda xorij olimlarining g‘oyalariga, amaliyotchi o‘qituvchilarning tajribalariga tayanilgani, keltirilgan tahlillar va tajriba-sinov ishlari samaradorligining matematik-statistika metodlari vositasida asoslangani, xulosa, taklif va tavsiyalarning amaliyotga joriy qilingani, olingan natijalarning vakolatli tuzilmalar tomonidan tasdiqlangani bilan belgilanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqotning ilmiy ahamiyati tilshunoslik va metodikaga oid adabiyotlardagi matnni o‘qib tushunishga oid qarashlarning umumlashtirilgani hamda lingvodidaktik asoslar aniqlangani; o‘quvchilarga matnni o‘qib tushunish yuzasidan beriladigan bilim, ko‘nikma va malakalarni rivojlantirish masalasi zamonaviy yondashuvlar asosida ishlab chiqilgan ilmiy-metodik xulosalar bilan boyitilgani; mavzu doirasida tajriba-sinov ishlari o‘tkazilib, matnni o‘qib tushunishga doir ta’lim mazmuni va usullarining samaradorligi aniqlangani, matematik va statistik tahlil berilgani bilan belgilanadi.

Tadqiqot natijalarining amaliy ahamiyati tadqiqotda ilgari surilgan g‘oyalar, amaliy tavsiyalar umumiy o‘rta ta’lim o‘quv dasturlari, “Ona tili” darsliklarini yaratishga, o‘qitish sifatini oshirishga, metodik qo‘llanmalarni takomillashtirishga, oliy ta’limda mutaxassislik fanlaridan darslik va qo‘llanmalar yaratishga, ixtisoslik fanlarini o‘qitishga, malaka oshirish kurslarida, shuningdek, ona tili va adabiyot o‘qituvchilari uchun dars jarayonida foydalanishlariga xizmat qilishi bilan belgilanadi.

Tadqiqot natijalarining joriy qilinishi. Ona tili darslarida matnni o‘qib tushunish ko‘nikmasini rivojlantirish metodikasi bo‘yicha olingan ilmiy natijalar asosida:

umumta’lim maktablari 9-sinf o‘quvchilarida publitsistik, badiiy va ilmiy-ommabop uslubdagi matnlarni o‘qib tushunish malakasini rivojlantirishning pedagogik imkoniyatlari ma’lumotni idrok etishga ta’sir qiluvchi ma’lumotni yuborish – kodlash, uni idrok qilib, tushunish – dekodlash kabi psixolingvistik faktorlar va pedagogik omillarning uzviy bog‘liqligi asosida takomillashtirishga oid ilmiy xulosa va takliflardan “Mahalla va oila” ilmiy-tadqiqot institutida 2021–2022-yillarda bajarilgan JHBL-20-sonli “Oila, mahalla va gender tengligi mavzusida badiiy asarlarning elektron korpusini yaratish” mavzusidagi loyihasida foydalanilgan (“Oila va gender” ilmiy-tadqiqot institutining 2024-yil 20-avgustdagi 01-09/2104-son ma’lumotnomasi). Natijada turli uslubdagi matnlar mohiyatini tushunish bosqichlari va matn yuzasidan tayyorlangan topshiriqlar bilan ishlash strategiyalari amalda qo‘llanib, o‘zlashtirish samaradorligiga erishilgan;

o‘quvchilarda matniy kompetensiyani shakllantirishga qaratilgan joriy-taktik, strategik va variativ qoidalar tizimi ona tili darslarida matnni o‘qib tushunish ko‘nikmasiga oid anglash strategiyalari, tushunish shartlari va yo‘llari, kommunikativ, kognitiv-pragmatik, reflektiv, motivatsion, sokratik va integrativ yondashuvlar asosida takomillashtirilgan topshiriqlar mazmuni va metodikasi ona tili darsliklariga singdirilgan (O‘zbekiston Respublikasi Maktabgacha va maktab ta’limi vazirligi huzuridagi Respublika ta’lim markazining 2024-yil 1-iyuldagi 01/11-6-397-son ma’lumotnomasi). Natijada ona tili fanidan o‘quv dasturlari va darsliklari mazmuni zamonaviy yondashuvlarga asoslangan topshiriqlar tizimi bilan boyitilgan;

matnni o‘qib tushunish malakasini rivojlantirish metodikasidan: topshiriqlar mazmunini verbal va vizual tarzda tushunish, matn mohiyatini anglash, unda ifodalangan asosiy fikr, g‘oya, eksplitsit, implitsit ma’noni hamda matndan ko‘zlangan muallif maqsadini to‘g‘ri anglay olishga yo‘naltirish, metalingvistik qobiliyatlarga ustuvorlik berish asosida tushunish yo‘llariga oid tavsiyalardan ona tili darsliklari va o‘qituvchi kitoblarini ishlab chiqishda foydalanilgan (O‘zbekiston Respublikasi Maktabgacha va maktab ta’limi vazirligi huzuridagi Respublika ta’lim markazining 2024-yil 1-iyuldagi 01/11-6-397-son ma’lumotnomasi). Natijada matn mazmunini tushunish va topshiriqlar bilan ishlashga oid metodik ta’minot takomillashuviga xizmat qilgan;

ona tili ta’limida 9-sinf o‘quvchilarining matnni o‘qib tushunish ko‘nikmasini rivojlantirish texnologiyasi monitor tushunish – so‘z, frazalarni tekshirish, so‘zlarni his qilish; xulosalash; muhim o‘rinlarni aniqlash; matn tuzilishi, xususiyatlari va uslubini aniqlash; savol berish va taxmin qilish; ma’lumotni vizuallashtirish; mavjud bilim bilan yangi ma’lumotni integratsiyalash asosida ishlab chiqilgan innovatsion ish turlaridan Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetida 2021–2023-yillarda amalga oshirilgan AM-FZ-201908172 “O‘zbek tilining ta’limiy korpusini yaratish” loyihasida foydalanilgan. (Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetining 2024-yil 29-sentabrdagi 04/1-2697-son ma’lumotnomasi). Natijada o‘zbek tili metodikasi zamonaviy tilshunoslikning muhim atamalari bilan boyitilib, nutqiy kompetensiyaning tarkibiy qismi bo‘lgan o‘qib tushunish ko‘nikmasini rivojlantirish strategiyasi takomillashtirilgan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 4 ta xalqaro va 7 ta respublika ilmiy-amaliy anjumanlarida muhokamadan o‘tkazilgan.

Tadqiqot natijalarining e’lon qilingani. Dissertatsiya mavzusi bo‘yicha jami 22 ta ilmiy ish, jumladan, 1 ta monografiya, O‘zbekiston Respublikasi Oliy attestatsiya komissiyasi tomonidan doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya qilingan ilmiy nashrlarda 10 ta (6 tasi respublika va 4 tasi xorijiy jurnalda) maqola nashr ettirilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, 3 bob, xulosa, foydalanilgan adabiyotlar ro‘yxati va ilovalardan iborat bo‘lib, hajmi 134 betni tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida dissertatsiya mavzusining dolzarbligi va zarurati asoslangan, tadqiqot maqsadi va vazifalari, obyekti va predmeti aniqlangan, tadqiqotning O‘zbekiston Respublikasi fan va texnologiyalar taraqqiyotining ustuvor yo‘nalishlariga mosligi ko‘rsatilgan, ilmiy yangiligi va amaliy natijalari bayon etilgan. Olingan natijalarning ishonchliligi asoslangan, ularning nazariy va amaliy ahamiyati ochib berilgan. Tadqiqot natijalarining amaliyotga joriy etilishi, ishning aprobatsiyasi natijalari, e’lon qilingan ishlar va dissertatsiyaning tuzilishi bo‘yicha ma’lumotlar keltirilgan.

Dissertatsiyaning **“Ona tili ta’limida o‘qib tushunish ko‘nikmasini shakllantirishning nazariy va amaliy asoslari”** deb nomlangan birinchi bobida umumta’lim maktablarida ona tili darslari davomida matnni o‘qib tushunish ko‘nikmasini shakllantirishning asosi bo‘lgan pedagogik, psixologik va psixolingvistik jihatlar aniqlangan, o‘qib tushunish ko‘nikmasini shakllantirish imkoniyatlarining mavjud holati o‘rganilgan.

Zamonaviy ta’lim sharoitida umumta’lim maktablari o‘quvchilarining tayanch kompetensiyalarini, avvalo, lingvistik va nutqiy kompetensiyalarni rivojlantirish orqali shakllantirish, ya’ni nutqiy ko‘nikmalarni o‘rgatish davomida lingvistik bilimni integratsiyalash asosida ikki tomonlama faoliyatni yo‘lga qo‘yish, natijada hayotiy ko‘nikmalarni egallagan kreativ, bilimli kadrlarni tayyorlash masalalari tadqiq etilmoqda.

Ma’lumki, o‘qilgan ma’lumotni tushunish qobiliyatiga ega bo‘lish matn mazmunini anglash va muallif nimani yetkazishga harakat qilayotganini his qilish, ya’ni fahmlashdir.

2018-yilda PISA Xalqaro baholash dasturining 80 ta davlat o‘quvchilari o‘rtasida o‘tkazilgan test natijalariga ko‘ra, dunyoning 60% o‘rta maktab o‘quvchilari (deyarli 217 million nafar o‘quvchilar orasidan) maktabni bitirish arafasida o‘qib tushunish malakasi bo‘yicha hatto eng quyi (minimum) talab darajasiga ham javob bermagan.[5] Shundan so‘ng ko‘plab davlatlarning ta’lim sifatiga mas’ul tashkilotlari bu natijaning sabablarini aniqlashga qaratilgan tadqiqot ishlarini boshladilar. Olib borilgan logistik regressiya moduli metodologiyasi

[5] Factors Related with Underperformance in Reading Proficiency, 2018 Vianey Vazquez-Lopez and Eric Leonardo Huerta-Manzanilla. Health Psychol. Educ. 2021; 11.

natijalariga koʻra, ijtimoiy-iqtisodiy status, metakognitiv strategiyalar, axborot kommunikatsiya texnologiyalari malakasi, oʻqituvchi va oʻquvchi oʻrtasidagi munosabatlar, oʻqish faoliyatidan qoniqish (qoniqmaslik) hissi kabilar oʻqib tushunish malakasiga ta'sir koʻrsatuvchi muhim omillar ekani aniqlandi.

PISAning 2022-yilda oʻtkazilgan navbatdagi baholash testida 81 ta mamlakatning 690 mingdan ortiq 15 yoshli maktab oʻquvchilari ishtirok etdi. Unda Oʻzbekiston birinchi marta ishtirok etib, oxirgi oʻrinlardan joy oldi. Koʻrinadiki, ta'lim jarayonida mazkur koʻnikmaning rivojlanishiga alohida e'tibor qaratish eng muhim vazifalardan biridir.

"Matnni qabul qilishning mohiyati retsipiyentda matnning mazmuniy obrazini hosil qilishdir".[6] Ya'ni tushunish – oʻqilgan ma'lumotning oʻquvchi ongida tasavvur qilinishi, mazmunning qayta shakllantirilish jarayoni. Mazkur tasavvur voqealar (harakatlar) zanjirini tahlil qilish va undan xulosa chiqarish bilan yakunlanganda tushunish jarayoni amalga oshgan hisoblanadi. Retsipiyentning xulosasi muallifning xulosasi bilan mos (bir-xil yoki oʻxshash) boʻlsa, matn toʻgʻri tushunilgan, aks holda tushunish jarayoni sodir boʻlmagan deb topiladi.

RAND Reading Study Group[7] (RAND nomli oʻqishni oʻrganish guruhi) oʻqib tushunish boʻyicha bilimlar bazasi oʻqib tushunish atamasini "yozma til bilan oʻzaro ta'sir etish orqali bir vaqtning oʻzida ma'no chiqarish va qurish jarayoni" deb ta'riflaydi. Bundan kelib chiqadiki, yaxshi oʻqish uchun grafemalarni yaxshilab tanish va oʻxshashlarini bir-biridan ajrata olish, shu bilan birga soʻzlarning ma'nosini eslab turgan holda oʻqish va oʻqigan ma'lumotini jumla oxirida oʻz soʻzi bilan aytib bera olishi kerak.

Matnni oʻqib tushunishning pedagogik, psixologik va psixolingvistik aspektlari mavjud boʻlib, aqliy faoliyatni amalga oshirishda ularning har biri muhim vazifani bajaradi.

P.Blum[8] oʻqish koʻnikmasini egallash katta yutuqligini e'tirof etib: "Oʻqiy olish bu yozuvchi tomonidan berilayotgan xabarni tushunishdir. Oʻqish nafaqat alifboni, balki tilni ham oʻzlashtirishdir", degan fikrni bildiradi.

Oʻqib tushunish malakasini shakllantirish va rivojlantirish oʻqituvchiga bogʻliq boʻlgan pedagogik hamda oʻquvchiga bogʻliq boʻlgan psixologik omillardan iborat. Darsni tashkil etishda oʻqituvchi oʻquvchilarning yoshi va psixologiyasiga mos boʻlgan matn tanlashi, oʻquvchilarga matnni oʻqishdan maqsad tushuntirilishi, bu maqsadga erishish uchun esa bir nechta vazifalarni bajarish (bosqichlardan oʻtish) kerakligi, uning yoʻl-yoʻriqlari oʻrgatilishi lozim. Oʻquvchi kutilgan vaziyatga kira olishi uchun tinch muhitni yaratish ham pedagogik omil hisoblanadi.

Matn oʻqish texnikasi va oʻqib tushunish faoliyati haqidagi ba'zi adabiyotlarda uning *pedagogik asosi* oʻqish davomida amalga oshiriladigan bir nechta amallardan iboratligi keltiriladi, mazkur amallar oʻqituvchi tomonidan "soddadan murakkabga qadar" usulida oʻrgatilishi lozim. Ular quyidagilar:

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[6] Леонтьев А.А. Восприятие текста как психологический процесс // Психолингвистическая и лингвистическая природа текста и особенности его восприятия. – Киев, 1979. – С. 23.

[7] Handbook of research on teaching the English language arts. Third edition. Edited by Lapp D, Fisher D. 2011 Taylor & Francis.

[8] Bloom P. How children learn the meanings of words. Cambridge, MA: MIT Press, 2000. – P. 25.

1. To‘g‘ri o‘qish.
2. Me’yoriy tezlikda o‘qish.
3. Lug‘aviy boylikni oshirish.
4. Manbaning ongli o‘qilishi.
5. Matnni boshidan oxirigacha o‘qish.

Matnni o‘qib tushunish faoliyatining samarali kechishida pedagogik jarayonlar qanchalik muhim bo‘lsa, *psixologik jihatlar* ham shunchalik ahamiyatli sanaladi. O‘qish jarayoniga psixologik hodisalarning biri sifatida qiziqish 1800-yillar oxiridan Leipzigdagi (Germaniya) Wundt laboratoriyasida o‘rganila boshlangan.[9]

O‘qib tushunish jarayoni ham o‘qish (grafemalarni ularning fonemalari bilan birga yodlagan holda ko‘z yordamida tanish va talaffuz qilish), ham tushunish (anglash, fahmlash)dan iborat bo‘lgan ikkita faoliyat bo‘lib, uni muvaffaqiyatli amalga oshirish uchun shaxs bir nechta psixologik amallarni bajarishi lozim. Bulardan birinchisi *diqqat qilish* bo‘lsa, keyingisi *irodali bo‘lish*dir. Sezgilar, idrok, xotira, xayol, tafakkur, nutq, tasavvur kabi psixik jarayonlarning barchasi odamda diqqatli bo‘lsagina yuzaga chiqadi.

O‘quvchining o‘quv faoliyatiga salbiy ta’sir qiladigan (tushunishga to‘siq bo‘ladigan) bir nechta psixologik omillar aniqlangan. Bular: diqqatning kamligi, xotiraning sustligi, o‘ziga nisbatan ishonchning kamligi, his-tuyg‘ular, motivatsiya, yosh, munosabat, qiziqish, yondashuv (munosabat), rag‘bat va shaxsiy samaradorlik.

Anglash jarayoni yozuvchi niyatining muayyan kodda (tilda) qabul qilingan signal (belgi)larga aylanishi va bu belgilar kitobxon tomonidan qayta sintez qilinib, ularni tanish orqali sodir bo‘ladi. Fanda ma’lumotni yuborish – kodlash, uni idrok qilib, tushunish – dekodlash terminlari bilan ifodalanadi. Tushunish jarayoni amalga oshishi uchun retsipiyent (ma’lumotni qabul qiluvchi) berilgan axborotning mazmunini hosil qiluvchi so‘zlar va ular o‘rtasidagi bog‘lanishni aniqlay olishi lozim. Matnni idrok qilishdagi pog‘onalilik leksemalarning alohida ma’nosidan boshlanib, butun ifodalar ma’nosini tushunishga, undan matnning umumiy ma’nosini anglashga o‘tishda ko‘rinadi. Matnni tushunish natijasida o‘quvchi ongida voqealar tasviri (proyeksiyasi) hosil bo‘lishi kerak.

O‘qib tushunish o‘quvchidan quyi va yuqori darajadagi qobiliyatlar ichki bog‘liqliklarining ochiq va yashirin integratsiyasini talab qiladi. Bunda asosan bir nechta bilimlar: harflarni o‘ylash va talaffuz qilish, ya’ni fonologik bilim; harflarni yozish va og‘zaki ayta olish, ya’ni orfografik bilim va gapning kichik ma’noli qismlarini o‘rganuvchi morfologik bilimlar o‘quvchining o‘qib tushunish qobiliyatini yaxshilashda muhim hisoblanadi.[10] Mazkur grammatik bilimlar *“metalingvistik qobiliyatlar”* deb nomlanadi.

So‘nggi davrlarda olib borilgan tadqiqot natijalari va Xalqaro o‘qish savodxonligi dasturi talablarini o‘rganish, e’tiborga olish natijasida 2020-yilda taqdim etilgan Milliy o‘quv dasturida o‘qib tushunish faoliyatiga jiddiy e’tibor

[9] Matthew J.T., Morton A.G. Handbook of psycholinguistics. 2nd edition. Department of Psychology, University of California at Davis, Madison, USA. 2006. – P. 1111.
[10] Elizabeth Tighe. Assessing the direct and indirect effects of metalinguistic awareness to the reading comprehension skills of struggling adult readers. Springer Nature B.V. 2018. 5.

berilganini koʻrish mumkin. Jumladan, matnni oʻqib tushunishni ta’minlash va aniqlash uchun dalillarni eslash, umumiy mazmunni tushunish, muallif fikri bilan oʻz fikrini taqqoslash, matn mavzusi asosida hikoya tuzish, matn mazmuniga oʻz munosabatini bildirishga undovchi topshiriq va vazifalar[11]; oʻquvchi yoshiga mos holda turli mavzulardagi matn, e’lon, soʻrovnoma, jadval koʻrinishidagi ma’lumotlar va ularning tushunilish darajasini aniqlovchi savollar, topshiriqlar[12] berilgan.

Yangi avlod darsliklari bilan birga darslik uchun yozilgan oʻqituvchi kitoblari ham nashr etilgan boʻlib, ular maktab oʻqituvchilari uchun ham yangilik hisoblangan tilning toʻrt koʻnikmalarini rivojlantirishda yordamchi vazifasini bajaradi.

Bu vazifalarni amalga oshirish, oʻquvchilarda amaliy koʻnikmalarni shakllantirib, malaka darajasiga yetkazish uchun, avvalo, oʻqituvchilarning oʻzlari tavsiyalarga amal qilishlari va vazifalarni tushuntira olishga tayyor boʻlishlari lozim.

Oʻqib tushunish jarayoni faqatgina pedagogga bogʻliq boʻlgan ta’limiy jarayongina emas, balki retsipiyentning psixologik va psixofiziologik holatiga ham bogʻliq boʻlgan murakkab psixolingvistik aqliy jarayondir.

“Ona tili ta’limida oʻqib tushunish koʻnikmasini rivojlantirish metodikasi” deb nomlangan ikkinchi bobda oʻqib tushunish koʻnikmasini rivojlantirish strategiyasi, mazkur koʻnikmani rivojlantirishda matn tanlash mezonlari va algoritmik topshiriqlar hamda mazkur koʻnikmani rivojlantirishning zamonaviy yondashuvlari bayon qilingan.

Kognitiv topshiriq va metodlar mazmunli va sifatli matnlar asosida yaratiladi, ular esa, oʻz navbatida, darsning oʻquvchilar uchun foydali va qiziqarli boʻlishini ta’minlaydi. Ma’lumki, matn tuzilishi va mazmuniga koʻra bir nechta turlarga boʻlinadi. Matn tilshunosligi, matniy birliklar masalasi boʻyicha olib borilgan tadqiqotlarda matnning funksional turlari sifatida: rivoya-matn, tasvir-matn va muhokama-matn keltiriladi. Mazkur matn turlari voqea-hodisaning tasvirlanish usuliga koʻra farqlanadi. Xorij tilshunosligida (matnshunosligida) esa matnlar ma’no-mazmuniga koʻra 5 turga boʻlinadi:

* *Tavsifiy (hikoya) matn.*
* *Sabab va oqibat (natija) mazmunidagi matn.*
* *Taqqoslash va zidlash mazmunidagi matn.*
* *Xronologiya / Ketma-ketlik mazmunidagi matn.*
* *Muammo va yechim mazmunidagi matn.* [13]

Mazkur matn turlari nomlanishiga koʻra urgʻu berilgan jihatning ustuvorligi jihatidan bir-biridan farqlanadi, ya’ni tavsifiy yoki hikoya matnida voqea-hodisa odatiy usulda ifodalanadi, unda ma’lum bir jihatga urgʻu berilmaydi. Bu tur boshqa turlarga qaraganda nisbatan oson boʻlgani bilan birga, boshqa ba’zi tuzilmalarni (sabab-oqibat, xronologiya) ham oʻz ichiga olishi mumkin.

Yuqorida nomi keltirilgan matnlarda bayon qilinadigan voqelikni toʻgʻri va oson tushunish oʻqish strategiyalarini oʻrganish orqali amalga oshiriladi. Oʻqib tushunish koʻnikmasi – oʻqishdan oldingi, oʻqish davomida va oʻqishdan keyingi

[11] Mahmudov N. va b. Ona tili. 5-sinflar uchun darslik. – Toshkent: Gʻafur Gʻulom, 2020.
[12] Mavlonova K.M. va b. Ona tili. 6-sinf uchun darslik. – Toshkent: Respublika ta’lim markazi, 2022.
[13] https://www.readingrockets.org/classroom/comprehension/teaching-text-structure

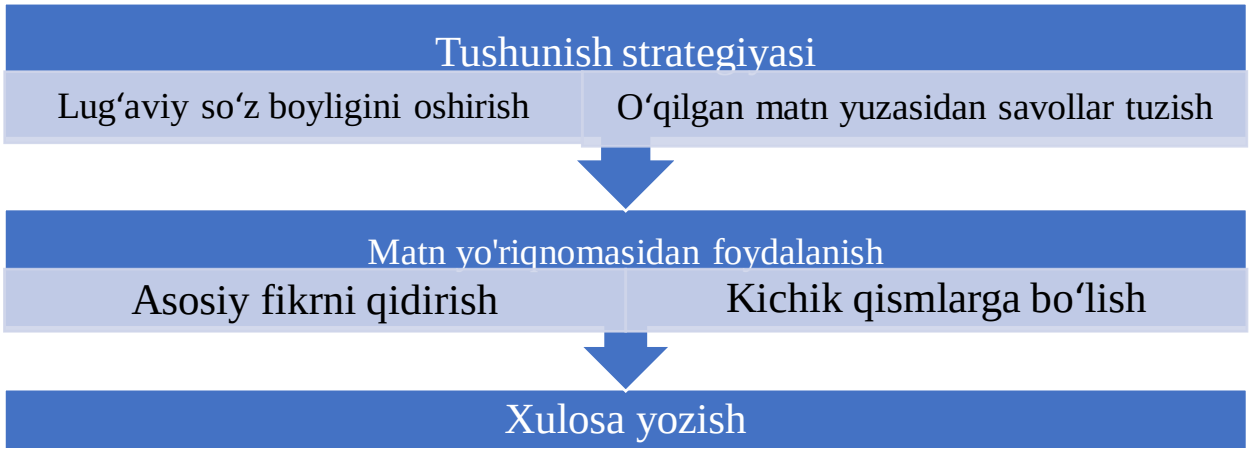
strategiyalardan foydalanishni talab qiladigan murakkab jarayon. (Bu haqida dissertatsiyada batafsil ma’lumot berilgan)

Yuqorida keltirilgan ma’lumotlarga asoslanib, o‘qib tushunish ko‘nikmasini rivojlantirish bosqichlari sifatida quyidagi zanjirli bog‘lanishni hosil qildik:

Tushunish bosqichlari:

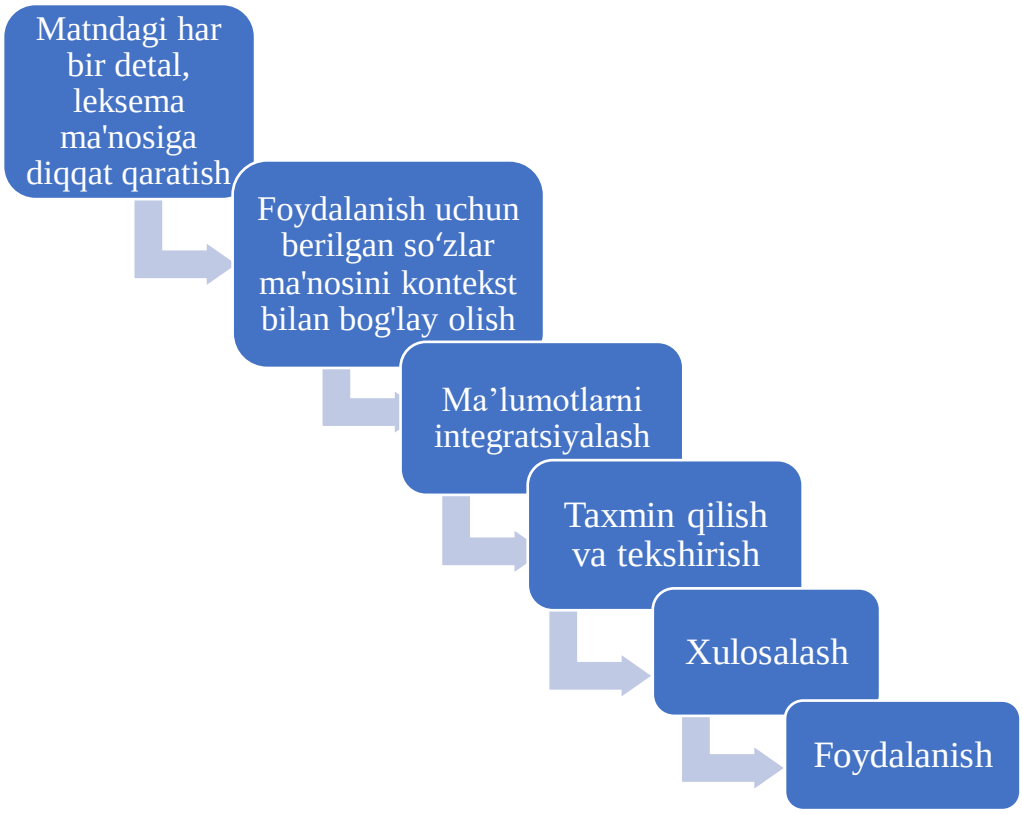
- monitor tushunish (so‘z, frazalarni tekshirish, so‘zlarni his qilish);
- kalit so‘zlarni aniqlash;
- vizuallashtirish;
- savol berish va taxmin qilish;
- matn tuzilishi, xususiyatlari va uslubini aniqlash;
- mavjud bilim bilan yangi ma’lumotni integratsiyalash;
- xulosalash (maslahatlarga amal qilish).

Mazkur ko‘nikmalarni rivojlantirish maqsadida tadqiqotchilar bir nechta strategiyalarni (usul) taklif qiladilar. Bu usullardan xabardor bo‘lish va qo‘llash o‘qib tushunish jarayonidagi muammolarning oldini olishga, o‘qishdan zavqlanish va xabarni tezroq qabul qilishga yordam beradi:



PISA va PIRLS xalqaro baholash dasturida matnni o‘qib tushunish ko‘nikmasini rivojlantirishdan maqsad sifatida ma’lumotni tushunish, undan foydalanish, baholay olish, talqin qilish, munosabat bildirish, mulohaza yuritish hamda jamiyatda o‘z o‘rnini topish kabilar ko‘zda tutilgan. Mazkur jarayonlarni amalga oshirish uchun tadqiqot jarayonidagi tajribalar asosida o‘quvchilarga berilgan matnlar tahlil qilinib, *“Topshiriqlar bilan ishlash algoritmi”* ishlab chiqildi. Ushbu topshiriq turi uchun ilmiy-ommabop uslubdagi “Maqol va matal: farqi nimada?” sarlavhali matn ustida bajarilgan topshiriq natijalari tahlil qilindi. (Matn va topshiriqlar dissertatsiyaning ilova qismida berildi) “Mantiqli so‘z” yoki bo‘sh o‘rinlarni to‘ldirish topshirig‘i. Bu topshiriq turi matndan aynan ajratib olingan gaplar bilan emas, balki *semantik transformatsiya* (mazmuni saqlangan holda boshqa so‘zlar bilan qayta hikoyalash) shaklida berilib, u orqali o‘quvchining matn mohiyatini tushunib yetgani yoki aksincha ekani oson aniqlanadi. Sababi o‘quvchi vazifada berilgan so‘z, jumlalarni matn tarkibidan aynan topa olmaydi, to‘g‘ri javobni topgan o‘quvchi mohiyatni anglagan sanaladi.

Bu topshiriq orqali tushunish va mulohaza yuritish ko‘nikmalarini rivojlantirish ko‘zda tutilib, bajarish algoritmi quyidagicha namoyon bo‘ladi:



Ta’lim jarayonida matnni to‘g‘ri tanlash muhim bo‘lganidek, natijalarni to‘g‘ri baholash ham jiddiy masaladir. Shu sababli biz ona tili darslarida rivojlantirilishi maqsad qilingan ko‘nikmalarni quyidagi jadvalda berilgan mezonlar asosida baholashga harakat qildik:

1-jadval

T.r.	**Kognitiv jarayon**	**Baholash indikatori**	**Ball**
1	Tushunish – 1	*so‘ralayotgan ma’lumotga oid qidiruvni amalga oshira olish*	1
	Tushunish – 2	*matnda mavjud bo‘lgan so‘z yoki iboraning ma’nosini tushunish*	1
2	Mulohaza yuritish – 1	*matnning muayyan qismi hamda matnning umumiy mazmuni uchun xulosalar chiqara olish*	1
	Mulohaza yuritish – 2	*matnning mazmuniy tuzilishini tushunish (mavzuni, asosiy fikrni aniqlash)*	2
3	Mulohaza yuritish – 3	*muallifning matndan ko‘zlagan maqsadini aniqlay olish*	3
4	Munosabat bildirish	*matnning turli qismlarida berilgan ma’lumotlarni o‘zaro taqqoslash yordamida xulosalar chiqarish*	2
5	Talqin qilish – 1	*nisbatan yashirin ifodalangan mazmunni tushuna olish*	2

	Talqin qilish – 2	*matn tarkibidagi ma'lumotlar orasidan isbot va dalillarni ajrata olish*	3
6	Xulosa chiqarish	*turli matnlardagi ma'lumotlarni integratsiya qilish yordamida xulosalar chiqarish*	3
7	Foydalana olish	*matnda mavjud axborotlar va real hayotda mavjud bo'lgan axborotlar o'rtasida aloqani aniqlagan holda muayyan amaliy vazifani oldindan mavjud bo'lgan bilimlarni qo'llagan holda bajara olish*	3

Yuqorida berilgan ko'nikmalarning o'quvchilarda qay darajada shakllanganini tajriba-sinov darslari davomida kuzatdik. O'quvchilar talqin qilish, munosabat bildirish, mulohaza yuritish, baholash va foydalanish bilan bog'liq savol va topshiriqlarda muayyan qiyinchiliklarga uchraganlar. Shu sababli keyingi metodik tavsiyalarni mazkur ko'nikmalarni rivojlantirishga mos holda ishlab chiqishga harakat qildik. Quyidagi metod va usullar o'qib tushunish ko'nikmasini rivojlantirishga xizmat qilishi tajriba-sinov jarayonida isbotlandi: "Tafakkur qilamiz", "Kalit so'zlar" usuli, "Debat" metodi, "Insert" texnologiyasi, "Matn "rezyume"sini tayyorlash", "Test" topshirig'i, "Matn skeleti" usuli, "Yelpig'ich" texnologiyasi. Shu kabi usullar o'quvchilarda o'qib tushunish ko'nikmasini shakllantirish va rivojlantirishda o'ziga xos ahamiyatga ega bo'lib, ular orqali darslarni tashkil etish davomida o'qib tushunish bilan bog'liq jarayonlarga o'quvchini tayyorlab borish mumkin.

O'qitish usullarining mazmuni, qo'llash o'rinlari va qo'llashdan maqsad kabi masalalar til o'qitishga oid yondashuv va tamoyillarda o'z aksini topadi. Aynan shu xususiyatiga ko'ra ularni ikki guruhga ajratishni o'rinli deb topdik: umumdidaktik va xususiy.

Hozirga qadar o'zbek (ona) tili metodikasi va nazariyasida o'rganilgan, dars o'tish jarayonida qo'llanadigan (ba'zilari qisman qo'llanishi mumkin) mavjud yondashuv va tamoyillarni umumdidaktik yondashuvlar guruhiga kiritish mumkin. Sababi, ular til ta'limiga oid barcha masalalar, o'qitish usullarida ishtirok etadi. K.Mavlonova o'z tadqiqot ishida tilga oid bir qancha yondashuvlarni keltiradi:[14] kommunikativ, farqli yondashuv, funksional-semantik yondashuv, modulli ta'lim yondashuvi, pragmatik yondashuv, ongli yondashuv, kashfiyotchilik yondashuvi, kognitiv yondashuv, integrativ yondashuv va boshqalar.

Gazeta matnlarining tushunilishini psixolingvistik jihatdan o'rgangan I.Azimova[15] kvantitativ, kognitiv, psixologik va psixolingvistik yondashuvlarni; D.Yuldasheva[16] kognitiv-pragmatik yondashuvni o'zining o'rganish obyektiga aloqador jihatlarini talqin qilgan.

[14] Mavlonova K.M. Ona tili darslarida matn tuzilishini o'rgatish metodikasi. Ped. fan. d-ri … diss. – Toshkent, 2023. – B. 73–94.

[15] Azimova I.A. O'zbek tilidagi gazeta matnlari mazmuniy persepsiyasining psixolingvistik tadqiqi. – Toshkent: Navoiy universiteti, 2019. – B. 19.

[16] Yuldasheva D.N. O'zbek tilini o'qitish metodikasi (kognitiv-pragmatik yondashuv asosida). Darslik. – Buxoro: Sadriddin Salim Buxoriy, 2021.

O‘qib tushunish bir necha faoliyatli murakkab aqliy jarayon bo‘lgani bois yuqorida qayd etilgan ba’zi asosiy yondashuvlar va bir qancha xususiy yondashuvlarga asoslanadi. O‘qishdan maqsad uni anglash bo‘lgani bois jarayon birinchi navbatda kognitiv yondashuvni talab qiladi.

Tushunish jarayonini aniqlash uchun turli xil topshiriqlardan foydalaniladi, ularni to‘g‘ri bajarish uchun matniy ma’lumotlarni tahlil qilish lozim. Bu esa matnga lingvistik jihatdan yondashib, so‘zlar, jumlalarni bog‘lovchi qo‘shimcha va boshqa birliklarning vazifasini tushungan holda muallif ko‘zda tutgan maqsadni anglashni talab qiladi.

O‘quvchilarning o‘qish savodxonligini oshirish maqsadida taqdim etiladigan matnlar tarkibi nafaqat badiiy, balki ilmiy, rasmiy, so‘zlashuv va publitsistik uslubdagi, turli sohalarga oid mavzularda bo‘lishi lozim. Bundan maqsad shuki, o‘quvchida o‘qiladigan har qanday xabarni tushuna olish ko‘nikmasini shakllantirish. Ona tili darslarida kimyo, fizika, geografiya, tarix kabi o‘quv fanlariga oid ma’lumotlarning berilishi, ya’ni fanlararo integratsiyani (integrativ yondashuv) qo‘llash maqsadga muvofiqdir.

Ma’lumotni o‘qish o‘zi xabardor bo‘lish yoki kimgadir tushuntirish maqsadida amalga oshirilishi mumkin, ya’ni muloqot maqsadga ko‘ra o‘rnatiladi. Bu esa faoliyat kommunikativ yondashuv asosida sodir bo‘lishidan dalolat beradi. Yozuvchi va o‘quvchi o‘rtasidagi muloqotning samarali amalga oshishi – o‘quvchining yozuvchi aytmoqchi bo‘lgan fikrni anglay olishi bilan aniqlanadi.

Anglash jarayonida qiyinchilik kuzatilayotgan o‘quvchilar bilan ishlashda falsafiy yondashuvga tayanish[17], ya’ni voqealarni sabab-oqibat, imkoniyat-voqelik kategoriyalari; ayniylik, asoslarning yetarlilik qonuni kabi mantiq qonunlarini amalda qo‘llash yaxshi samara beradi.

Xususiy yondashuvlar. Xorij metodikasida til o‘qitish bilan bog‘liq yana bir nechta yondashuvlar mavjud bo‘lib, ularning har biri til ko‘nikmalarini rivojlantirishdagi ahamiyatiga ko‘ra ilmiy-nazariy hamda amaliy jihatdan asoslab beriladi: konstruktivistik yondashuv, liberatsionistik yondashuv, sokratik yondashuv, integral yondashuv [18] va b. Ushbu strategiyalar o‘qituvchilar tomonidan o‘quvchilarni jalb qilish, chuqur tushunish va tanqidiy fikrlashni rag‘batlantirish maqsadida qo‘llanadigan bir qator amaliyot va taktikalarni qamrab oladi.

Konstruktivistik usul o‘quvchilarning o‘z tajriba va munosabatlari orqali bilimlarni faol ravishda yaratishga e’tiborni qaratadi; hamkorlikdagi usul talabalarning hamkorligi va ijtimoiy aloqalarini rivojlantiradi; reflektiv usul o‘z-o‘zini anglashni o‘rgatadi; integral yondashuv bir nechta o‘rganish va qarashlarni birlashtirsa, so‘rovga asoslangan usul talabalarni faol bo‘lishga undaydi.

Nutqiy ko‘nikmalarni rivojlantirish muloqot madaniyatini shakllantirishning asosi bo‘lib, ta’lim jarayonida ularning barchasi bilan birdek ishlash, kerakli strategiyalarni odatiy amallarga aylantirish, o‘z ustida ishlash, matn tarkibini tahlil qilish va baholash kabi murakkab ko‘nikmalarni shakllantirish har bir ta’lim oluvchining vazifasidir.

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[17] Юсупова Ш. Тил таълими ва фалсафа. Ҳозирги ўзбек адабий тилини ўқитиш учун ўқув-услубий қўлланма. – Тошкент, 2009.

[18] https://www.linkedin.com/pulse/exploring-innovative-pedagogical-approaches-social-sciences-chauhan

Dissertatsiyaning **“Umumiy o‘rta ta’lim o‘quvchilarida matnni o‘qib tushunish ko‘nikmasini rivojlantirishning tajribaviy tadqiqi”** deb nomlangan uchinchi bobida 9-sinf o‘quvchilari uchun tayyorlangan tajriba-sinov materiallari va tajriba darslarini o‘tkazish parametrlari bayon qilingan.

Tajriba-sinov ishlari pedagogik eksperimentning aniqlov, shakllantiruvchi hamda xulosalovchi bosqichlari asosida tashkil etildi.

Tajriba-sinov jarayonida Respublikamizning uch hududi: Toshkent shahri Chilonzor tumanidagi 114-maktab (O‘qituvchilar: Abdullayeva Shahodat, Ro‘zmetova Sanobar), Buxoro viloyati Romiton tumanidagi 18-maktab (O‘qituvchilar: Karimova Muhabbat, Islomova Gulmira), Namangan viloyati Chust tumanidagi 39-maktablarning (O‘qituvchilar: Axmedova Barno, Soliyeva Shoira) 9-sinf o‘quvchilari ishtirok etdi. Tajriba nazorat va tajriba guruhlarida olib borildi.

Matnning tushunilishini aniqlash va rivojlantirish uchun bir o‘quv yili davomida o‘tkazilgan tajriba-sinov ishlarining birinchi (aniqlovchi) hamda uchinchi (xulosalovchi) bosqichlarida o‘quvchilarning tushunish darajasini ko‘rsatuvchi matn natijalari tahlil qilinib, sabablari aniqlandi. Tajriba-sinov ishlari haqida yanada aniqroq tasavvur uyg‘otishi uchun quyida Buxoro viloyati Romiton tumani 18-sonli maktab 9-“A” sinf o‘quvchilarining tajribadan oldin va keyin olingan matn natijalari tahlilini keltirib o‘tamiz. O‘quvchilar soni – 26 nafar.

Birinchi matn (tajriba darslaridan oldingi) publitsistik uslubdagi “Bir pas necha daqiqa?” va “Fuqarolar deyish to‘g‘rimi?” mavzularidagi qisqa matnlar berildi (Ozod Vatan saodati; Erkin Vohidov 5-jild, 2013-yil, 12-bet).

Ikkinchi matn (tajriba darslaridan keyingi) “Madina va madaniyat” mavzusidagi publitsistik uslubdagi matn berildi (Ozod Vatan saodati; Erkin Vohidov 4-jild, 2013-yil). Ikkala matn bo‘yicha berilgan topshiriqlarni quyidagi guruhlarga ajratdik:

1. Eksplitsit (ochiq ifodalangan) ma’lumotdan xulosa chiqarish (muqobil javobli test).
2. Matn mazmunidan chiqarilgan hukmning to‘g‘ri yoki noto‘g‘ri ekanini aniqlash (belgilash)
3. Moslashtirish metodi, ya’ni matn qismlariga mos sarlavhani tanlash (bu yerda to‘g‘ri variantlardan tashqari 2 ta ortiqcha variant berildi).

2-jadval

Tajriba natijalari:

Topshiriq turi	**Savollar soni**	**Tajribadan oldingi nazorat matnlaridagi to‘g‘ri javoblar soni va foizi**		**Tajribadan keyingi nazorat matnlaridagi to‘g‘ri javoblar soni va foizi**	
1. Muqobil javobli test	2 ta	17 ta	**68 %**	22 ta	**84 %**
2. Hukm	3 ta	16 ta		21 ta	
		14 ta	**61 %**	22 ta	**81 %**
		16 ta		19 ta	
3. Moslashtirish	5 ta	22 ta	**45 %**	22 ta	**88 %**

Natijalardan koʻrinib turibdiki, tajriba darslaridan oldingi mavjud bilimiga koʻra, oʻquvchilar javob berishda, xulosa chiqarishda qiyinchilikka duch kelgan oʻrinlarda tajriba darslaridan soʻng yaxshi natijalarni koʻrsatishgan. Har bir hudud oʻquvchilarining tajribadan oldin va keyingi ishlari ushbu tartibda tahlil qilindi, mavjud muammolar aniqlandi. Mazkur muammolarni hal etishga qaratilgan metodik ishlar amalga oshirildi hamda xulosalovchi nazorat ishlari tashkil etildi.

Oʻtkazilgan tajriba-sinov natijalariga asoslangan holda umumiy oʻrta ta'lim oʻquvchilarida matnni oʻqib tushunish koʻnikmasini rivojlantirish darajasi samaradorligini aniqlash uchun Styudentning matematik-statistika metodi yordamida tahlil qildik. Tajriba-sinovda jami tajribadan oldin 570 nafar va tajribadan keyin 570 nafar oʻquvchilar qatnashdi. Tajribadan oldin ham xuddi shunday tajriba oʻtkazildi. Tajriba guruhining tajribadan oldingi va keyingi oʻzlashtirishlarini statistik tahlil qilamiz.

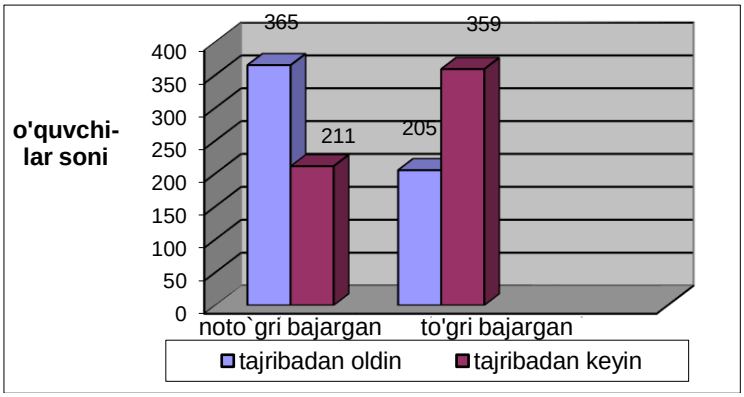
Yuqoridagi jadvallar asosida tajribadan oldingi va keyingi oʻquvchilar oʻzlashtirishlari samaradorligini koʻrsatuvchi H_1 gipoteza va unga zid boʻlgan H_0 gipotezani tanlaymiz, shuning bilan birga natijani quyidagi jadvalda aks ettiramiz.

3-jadval

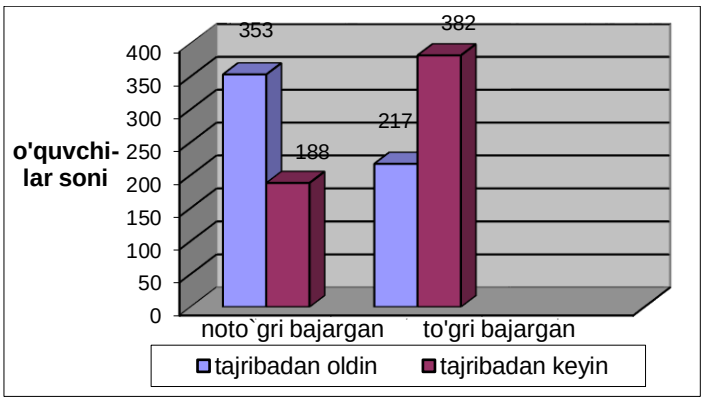
Tajriba-sinov natijalari boʻyicha oʻquvchilarda matnni oʻqib tushunish koʻnikmasini rivojlantirish darajasi samaradorlik koʻrsatkichlari

Nazorat matnlari	**Oʻtkazilgan vaqti**	**Oʻquvchi-lar soni**	**Oʻzlashtirish darajalari sonda**	
			To'g'ri bajarganlar	Noto'g'ri bajarganlar
Publitsistik matn	Tajribadan keyin	570	359	211
	Tajribadan oldin	570	205	365
Badiiy matn	Tajribadan keyin	570	382	188
	Tajribadan oldin	570	217	353
Ilmiy-ommabop matn	Tajribadan keyin	570	353	217
	Tajribadan oldin	570	182	388

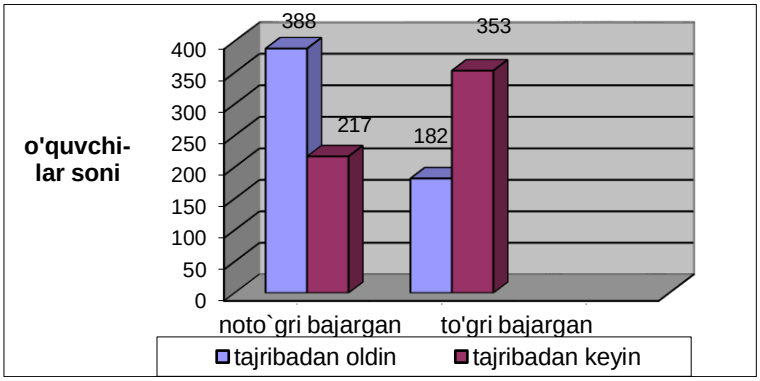
Bu tanlanmalarga mos kelgan diagrammalar quyidagicha koʻrinishni oladi:



1-rasm. **Publitsistik matn boʻyicha**



2-rasm. **Badiiy matn bo‘yicha**



3-rasm. **Ilmiy-ommabop matn bo‘yicha**

Olingan natijalarga asoslangan holda matematik statistik tahlil qilinib, tajriba yakunidagi holat uchun topilgan natijalardan o‘rtacha kvadratik chetlanish, tanlanma dispersiya, variatsiya ko‘rsatgichlari, Styudentning tanlanma mezoni, Styudent mezoni asosida erkinlik darajasi va ishonchli chetlanishlari topildi. Bular quyidagi jadvalda aks etgan (1-satr – statistik tahlil natijalari ko‘rsatkichlari, 2-satr – publitsistik matn bo‘yicha, 3-satr – badiiy matn bo‘yicha, 4-satr – ilmiy-ommabop matn bo‘yicha):

$\overline{X}$	$\overline{Y}$	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	Δ_x	Δ_y
1,63	1,36	0,2331	0,2304	1	1	9,64	1137,05	0,04	0,04
1,67	1,38	0,2211	0,2356	1	1	10,36	1142,86	0,04	0,04
1,62	1,32	0,2356	0,2176	1	1	10,71	1127,27	0,04	0,04

Demak, tajriba yakunida o‘quvchilarda matnni o‘qib tushunish ko‘nikmasini rivojlantirish darajasi yuzasidan tajribadan keyin tajribadan oldingiga nisbatan publitsistik matn bo‘yicha 13,5 foizga, badiiy matn bo‘yicha 14,5 foizga va ilmiy-ommabop matn bo‘yicha 15 foizga oshgan.

Yuqoridagi natijalarga asoslanib tajriba-sinov ishlarining sifat ko‘rsatkichlarini hisoblaymiz.

Publitsistik matn bo‘yicha:

Bizga ma’lum $\overline{X}$ =1,63; $\overline{Y}$ =1,36; $\Delta_x = 0{,}04$; $\Delta_y = 0{,}04$ ga teng.

Bundan sifat ko‘rsatgichlari:

$$К_{усб} = \frac{(\overline{X} - \Delta_x)}{(\overline{Y} + \Delta_y)} = \frac{1,63 - 0,04}{1,36 + 0,04} = \frac{1,59}{1,4} = 1,14 > 1;$$

$$К_{бдб} = (\overline{X} - \Delta_x) - (\overline{Y} - \Delta_y) = (1,63 - 0,04) - (1,36 - 0,04) =$$
$$= 1,59 - 1,32 = 0,37 > 0;$$

Badiiy matn bo‘yicha:

Bizga ma’lum $\overline{X}$=1,67; $\overline{Y}$=1,38; $\Delta_x = 0,04$; $\Delta_y = 0,04$ ga teng.

Bundan sifat ko‘rsatgichlari:

$$К_{усб} = \frac{(\overline{X} - \Delta_x)}{(\overline{Y} + \Delta_y)} = \frac{1,67 - 0,04}{1,38 + 0,04} = \frac{1,63}{1,42} = 1,15 > 1;$$

$$К_{бдб} = (\overline{X} - \Delta_x) - (\overline{Y} - \Delta_y) = (1,67 - 0,04) - (1,38 - 0,04) =$$
$$= 1,63 - 1,28 = 0,35 > 0;$$

Ilmiy-ommabop matn bo‘yicha:

Bizga ma’lum $\overline{X}$=1,62; $\overline{Y}$=1,32; $\Delta_x = 0,04$; $\Delta_y = 0,04$ ga teng.

Bundan sifat ko‘rsatgichlari:

$$К_{усб} = \frac{(\overline{X} - \Delta_x)}{(\overline{Y} + \Delta_y)} = \frac{1,62 - 0,04}{1,32 + 0,04} = \frac{1,58}{1,36} = 1,16 > 1;$$

$$К_{бдб} = (\overline{X} - \Delta_x) - (\overline{Y} - \Delta_y) = (1,62 - 0,04) - (1,32 - 0,04) =$$
$$= 1,58 - 1,28 = 0,3 > 0;$$

Olingan natijalardan o‘qitish samaradorligini baholash mezoni birdan kattaligi va bilish darajasini baholash mezoni noldan kattaligini ko‘rish mumkin. Bundan ma’lumki, tajribadan keyingi o‘zlashtirish tajribadan oldingi o‘zlashtirishdan yuqori ekan.

Demak, umumiy o‘rta ta’lim o‘quvchilarida matnni o‘qib tushunish ko‘nikmasini rivojlantirish darajasi samaradorligini aniqlash bo‘yicha o‘tkazilgan tajriba-sinov ishlari samarador ekanligi statistik tahlildan ma’lum bo‘ldi.

XULOSA

1. O‘qib tushunish ko‘nikmasini shakllantirish va rivojlantirish o‘qituvchi tomonidan tashkillashtiriladigan pedagogik muhit va o‘quvchi tomonidan faollashtiriladigan psixik holat bilan chambarchas bog‘liq. Anglash ko‘nikmasini rivojlantirishda o‘qish texnikasidan, ya’ni grafemani uning fonemasi bilan to‘g‘ri bog‘lay olish faoliyatidan boshlab, matnning umumiy mazmunidan xulosa chiqarishgacha bo‘lgan murakkab jarayonlarning talab darajasida amalga oshishi uchun o‘quvchiga taqdim qilinadigan kognitiv topshiriqlar muhim ahamiyatga ega.

2. O‘qib tushunish jarayoni ham o‘qish, ham tushunishdan iborat bo‘lgan ikkita faoliyat bo‘lib, uni muvaffaqiyatli amalga oshirish uchun o‘quvchi bir nechta psixofiziologik amallarni bajarishi lozim. Mazkur faoliyatlar aqlan sog‘lom shaxslarda ma’lum bir faoliyatga diqqat qaratish va iroda kuchini sarflab o‘zlashtirish ko‘rinishida namoyon bo‘ladi.

3. O‘qib tushunish jarayoniga diqqatning kamligi, xotiraning sustligi, o‘ziga nisbatan ishonchning kamligi, uyalish hissi, motivatsiyaning mavjud emasligi, matnning o‘quvchi yoshiga mos kelmasligi, o‘qishga, matnga bo‘lgan munosabat, o‘qiladigan manbaga qiziqmaslik kabi bir qator omillar to‘siq bo‘ladi. Ijodiy

yondashuv, shaxsiy samaradorlik va rag‘batning mavjudligi nafaqat matnni o‘qib tushunishdagi xavotirlarni kamaytiradi, balki matnni o‘qish paytidagi muammo va qiyinchiliklarni bartaraf etishda ham yordam beradi. Psixologik omillarni hisobga olgan holda darsni tashkillashtirish ta’limdan ko‘zlangan maqsadga erishishga yordam beradi.

4. O‘quv faoliyatida foydalaniladigan darslik, qo‘shimcha adabiyotlar hamda metodik qo‘llanmalar yangi bilimlarni o‘zlashtirishda birlamchi manba hisoblangani bois ular o‘quv dasturi va davlat ta’lim standarti talablariga mos holda nutqiy kompetensiyalarni rivojlantirishga qaratilishi, zamon talabi darajasidagi ma’lumotlarni integratsiya qilgan ko‘rinishda tuzilishi lozim.

5. O‘qitish usullari, ularni qo‘llash o‘rinlari va qo‘llashdan maqsad kabi masalalar til o‘qitishga oid yondashuv va tamoyillarda o‘z aksini topadi. Qo‘llanish doirasiga ko‘ra, ular umumdidaktik va xususiy yondashuvlarga ajratiladi. Umumdidaktik yondashuvlarga kommunikativ, farqli, funksional-semantik kabilar mansub bo‘lib, ular til ta’limiga oid barcha masalalar, o‘qitish usullarida ishtirok etadi. Xususiy yondashuvlar qo‘llanish doirasining chegaralanmagani bilan (istalgan fan o‘qituvchisi o‘z fani doirasida qo‘llashi mumkin) umumiy yondashuvlardan farqlanadi. Reflektiv, sokratik, liberatsionistik kabilar mazkur guruhga mansubdir.

6. O‘qib tushunish ko‘nikmasini rivojlantirishga mo‘ljallangan matnlarni tanlashda uning yaxlit, informativ xarakterda bo‘lishi, matn hajmi o‘quvchilarning yoshi, lug‘at boyligi va aqliy salohiyati darajasiga mosligi, ma’lumotlarning dalillanishi, xabarni yetkazish tili ravonligi, mazmuniy va shakliy tuzilmasi mukammal bo‘lishi, voqelikning qiziqarli, ishonchli ifodalanishi uchun matnda kreollashtirilganlik, interpretativlik va mantiqiy tuzilish kabi psixolingvistik xususiyatlarning bo‘lishi, matnlarni ilmiy jihatdan o‘rganilgan mezon (omil)larga asoslanish maqsadga muvofiq.

7. O‘qib tushunish ko‘nikmasini shakllantirish o‘qishdan oldin, o‘qish davomida va o‘qishdan keyin bajariladigan strategiyalardan foydalanish, tushunish strategiyasiga amal qilish bilan boshlanib, uni rivojlantirish zanjirli bog‘lanishni hosil qiluvchi bir qancha kognitiv bosqichlarni bajarishni talab qiladigan murakkab jarayon sanaladi. Mazkur jarayonlar har qanday turdagi matnlar bilan ishlash davomida amalga oshirilsa, matn mohiyatini tushunish, muallif maqsadini tezroq anglashga yordam beradi.

8.Topshiriqlarni to‘g‘ri bajarish undan nima so‘ralayotganini anglashdan boshlanadi. Buning uchun kitobxon tushunish strategiyasi va bosqichlarini o‘zlashtirgani holda topshiriqlar bilan ishlash algoritmiga ham amal qilishi lozim. Har bir vazifaning bajarish algoritmi mavjud bo‘lib, ular tushunish faoliyatidan boshlab munosabat bildirish, mulohaza yuritish, talqin qilish, foydalanish, xulosa chiqarish, baholash kabi aqliy jarayonlarni rivojlantirishga xizmat qiladi.

9. Tajriba-sinov natijalariga ko‘ra, “Tafakkur qilamiz”, “Kalit so‘zlar”, “Debat”, “Insert”, “Matn “rezyume”sini tayyorlash”, “Matn skeleti”, “Yelpig‘ich” kabi texnologiya va usullar o‘quvchilarning o‘qib tushunish ko‘nikmalarini rivojlantirishga xizmat qiladi.

10. Tadqiqotning tajriba-sinov jarayoni natijalarga ko‘ra, 9-sinf o‘quvchilarini PISA xalqaro baholash dasturiga tayyorlash metodikasini takomillashtirish

yuzasidan nutqiy kompetensiyalarni shakllantirishda matn mazmuni ustida ishlash mezoni bo‘yicha o‘qish savodxonligini rivojlantirish kompetensiyalarning shakllanganlik, matn g‘oyasini anglash mezoni bo‘yicha kompetensiyalarning shakllanganlik, mantiqiy xulosa chiqarish mezoni bo‘yicha rivojlanganlik darajasi 14% ga (matn turlari bo‘yicha o‘rta hisobda) yuqori ekani tadqiqotning ilmiy-pedagogik jihatdan muvaffaqiyatli tashkil etilganini tasdiqladi.

Tadqiqot natijalari asosida quyidagi tavsiyalar ishlab chiqildi:

sinflar kesimida o‘qib tushunish ko‘nikmasini rivojlantirishga oid maxsus tadqiqotlar olib borish;

o‘qib tushunish ko‘nikmasini rivojlantirishga mo‘ljallangan qo‘llanma va mashq daftarlarini ishlab chiqish;

dars mavzusi, o‘quvchilar qiziqishi, lug‘at boyligiga muvofiq, tarbiyaviy-estetik ahamiyatga ega matnlar to‘plamini yaratish;

matn va topshiriqlar ustida ishlash jarayonini shu yo‘nalishda ish olib borilgan ilg‘or tadqiqotlar, ilmiy isbotlangan yangiliklarni o‘rganish hamda anglash strategiyalarini ta’lim jarayonida tizimli qo‘llash.

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TASHKENT STATE UNIVERSITY OF UZBEK LANGUAGE AND LITERATURE

SHAROPOVA FERUZA VALIYEVNA

THEORETICAL AND METHODOLOGICAL BASIS FOR THE DEVELOPMENT OF READING COMPREHENSION SKILL IN MOTHER TONGUE EDUCATION

13.00.02 – Theory and methodology of education and training (Uzbek)

ABSTRACT OF DISSERTATION
FOR THE DEGREE OF PHILOSOPHY (PhD) IN PEDAGOGICAL SCIENCES

Tashkent – 2025

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The dissertation is available at the Information Resource Center of Tashkent State University of Uzbek language and literature named after Alisher Navoi. (Registered with No 356). (Address: Address: 100100, Tashkent, Yakkasaroy district, Yusuf Xos Hojib street, 103. Tel.: (99871) 281-42-44; fax: (99871) 281-42-44, www.tsuull.uz.

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INTRODUCTION (Abstract of Doctor of Philosophy (PhD) dissertation)

Relevance and necessity of the dissertation topic. At the global level, research is being conducted to prove that, based on the socio-cognitive learning theory, students with high self-confidence demonstrate superior interest in learning and better comprehension compared to others. According to the analysis of this theory, it is emphasized that it is crucial not only to develop learners' grammatical literacy but also to comprehensively foster the core components of communicative competence, such as listening comprehension, reading literacy, and speaking and writing skills. It is also important to integrate language skills in the teaching process, to develop effective mechanisms for forming 21st-century skills through text comprehension, and to identify and monitor students' cognitive abilities in mother tongue and reading literacy in accordance with international assessment programs.

The overwhelming abundance of news and information in the world, along with the increasing intensity of attention-grabbing factors, has created a situation where individuals are required to respond appropriately when hearing or reading texts, not only because of the dissemination of accurate information but also due to attempts to justify misinformation. The sole condition for this is the correct understanding of information. Numerous studies have demonstrated that succeeding in society, achieving professional success, communicating effectively with others, expressing opinions, finding solutions in problematic situations, and being active in cognitive processes such as analysis are primarily dependent on understanding the environment. Based on the results of the PISA tests assessing reading literacy, it has become necessary during mother tongue lessons not only to work with fictional texts but also to engage with texts from all functional styles of literary language, as well as to learn and apply strategies for understanding the information being read.

In our country, efforts are underway to improve the methodology of teaching the mother tongue using innovative technologies within the framework of educational content reform. The creation of the Mother Tongue Teaching Concept, the draft National Curriculum, and a new generation of "Mother Tongue" textbooks based on communicative and cognitive-pragmatic approaches serve as examples of these efforts.

This dissertation research, to a certain extent, contributes to the implementation of the tasks outlined in the following normative-legal documents: the decree of the president of the Republic of Uzbekistan no. pf-4797, dated May 13, 2016, "On the establishment of Tashkent State University of Uzbek Language and Literature named after Alisher Navoi"; the decree no. pf-5313, dated January 25, 2018, "On measures to radically improve the system of general secondary, secondary special, and vocational education"; the decree no. pf-5712, dated April 29, 2019, "On approval of the concept for the development of the public education system of the Republic of Uzbekistan until 2030"; the decree no. pf-5850, dated October 21, 2019, "On measures to radically enhance the prestige and status of the Uzbek language as the state language"; the decree no. pf-6084, dated October 20, 2020, "On measures to further develop the Uzbek language and improve language policy"; the decree no. pf-134, dated May 11, 2022, "On approval of the national program for the development of public education for 2022–2026"; the resolution of the president no. pq-2909, dated April 20, 2017, "On

measures to further develop the higher education system"; as well as other normative-legal acts related to this field of activity.

Relevance of the research to the priority directions of the development of science and technology in the Republic. This dissertation work is aligned with the priority direction of the development of science and technology in the Republic, specifically with the "Formation and implementation of a system of social, legal, and economic innovative ideas in an information society and a democratic state"

Degree of study of the issue. In our country, issues related to improving the effectiveness of students' educational activities, language education and philosophy, the development of speech skills, teaching text creation and its structure, and improving the content of native language tasks have been addressed in the research of methodological scholars[19] such as Sh. Yusupova, A. Bobomurodova, N. Qosimova, M. Saidov, Sh. Yuldasheva, T. Ziyodova, N. Alavutdinova, N. Bekniyazova, A. Nisanbayeva, G. Asilova, K. Mavlonova, G. Hamroyev, M. Asqarova, Sh. Abdiraymov, N. Jo'rayev. The psychological and psycholinguistic foundations of text comprehension have been studied by linguists such as M. Hakimov, D. Khudoyberganova, Sh. Usmonova, S. Boymirzayeva, F. Haydarov, I. Azimova, among others.

The issue of developing reading comprehension skills has also been the focus of attention of many researchers and teachers[20].

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[19] Юсупова Ш.Ж. Ҳозирги ўзбек адабий тили дарсларида ўқувчилар тафаккурини ўстиришнинг илмий-методик асослари (академик лицейлар мисолида). Пед. фан. д-ри … дисс. – Тошкент, 2005; Юсупова Ш. Тил таълими ва фалсафа. – Тошкент: Мумтоз сўз, 2009; Бобомуродова А.Я. Она тили таълими жараёнида ўйин-топшириқлардан фойдаланиш. Пед.фан. номз. … дисс. – Бухоро, 1995; Қосимова Н.А. Она тили таълими жараёнида ўқувчилар нутқини сўз маънодошлари билан бойитиш. Пед. фан. номз. … дисс. – Тошкент, 1998; Юлдашева Ш.Ш. Давлат тили таълимида ўқувчилар нутқий малакаларини ўстиришнинг илмий-методик асослари. (Таълим қорақалпоқ тилида олиб бориладиган академик лицейлар мисолида). Пед. фан. номз. … дисс. – Тошкент, 2008; Зиёдова Т.У. Она тили таълими жараёнида ўқувчиларнинг сўз бойлигини ошириш жараёни: пед. фан. номз. ... дисс. – Тошкент, 1995; Алавутдинова Н.Г. Она тили дарсларида ижодий фикрлаш кўникмасини шакллантириш методикаси (5-синф мисолида). Пед. фан. номз. ... дисс. – Тошкент, 2008; Бекниязова Н.И. Бошланғич синфлар она тили дарсларида ўқувчиларни матн яратишга ўргатиш методикаси, монография. – Тошкент: Фан ва технология, 2012; Нисанбаева А.К. Ўзбек тили дарсларида матн воситасида ўқувчилар нутқини ўстиришнинг методик асослари. Пед.фан. номз. … дисс. – Тошкент, 2008; Саидов М. Ўзбек мактабларининг 5-синфларида она тили таълими жараёнида тафаккурни ривожлантирувчи ўқув топшириқлари ва улардан фойдаланиш методикаси. Пед. фан. номз. … дисс. – Тошкент, 2000; Мавлонова К.М. Она тили фанини адабиёт фани билан бадиий матн орқали интеграциялаб ўқитиш методикасини такомиллаштириш. Пед. фан. док. ... дисс. – Тошкент, 2019; The same author. Ona tili darslarida matn tuzilishini o‘rgatish metodikasi. Ped. fan. d-ri … diss. – Toshkent, 2023; Asqarova M.A. Ona tili va o‘qish savodxonligini o‘qitish jarayonida xalqaro baholash dasturlaridan foydalanishning metodik asoslarini takomillashtirish (PISA va PIRLS misolida). Ped. fan. d-ri … diss. – Chirchiq, 2024; Asilova G., Achik F. Nutqiy ko‘nikmalarni rivojlantirish asoslari. Metodik qo‘llanma. – Toshkent, 2024; Abdiraimov Sh.S. Ona tili ta’limida o‘qib tushunish malakasini baholashning ilmiy-metodik asoslari. Ped. fan. dok. (PhD) ... diss. – Toshkent, 2022; Жўраев Н.С. Кичик мактаб ёшидаги ўқувчиларда ўқиш мотивларини шакллантиришнинг психологик хусусиятлари. Пед. фан. номз. … дисс. – Тошкент, 2009; Зиёдова Т. Тилни тизимли ўрганишда ўқувчиларда коммуникатив саводхонликни ошириш босқичлари. Халқ таълими. 2015. 3-сон; Азимова И. Ўзбек тилидаги газета матнлари мазмуний персепциясининг психолингвистик тадқиқи. Монография. – Тошкент, 2019; Боймирзаева С.Ў. Ўзбек тилида матннинг коммуникатив-прагматик мазмунини шакллантирувчи категориялар. Фил. фалс. док. ... дисс. – Тошкент, 2010; Ҳайдаров Ф.И. Қишлоқ мактаблари ўқувчиларида ўқиш мотивларини шакллантириш. Пед. фан. номз. … дисс. – Тошкент, 1996; Ҳакимов М. Ўзбек илмий матнининг синтагматик ва прагматик хусусиятлари. Фил. фалс. номз. ... дисс. автореф. – Тошкент, 1992; Худойберганова Д. Матннинг антропоцентрик тадқиқи. Монография. – Тошкент, 2013; Усмонова Ш. Психолингвистика. – Тошкент, 2014.

[20] Azimova I. Ona tili ta’limida lisoniy malakani rivojlantirishning psixolingvistik asosi // Global ta’lim va milliy metodika taraqqiyoti. III an’anaviy respublika ilmiy-amaliy konferensiyasi materiali. – Toshkent, 2019; Mavlonova K. O‘quvchilarda matnni o‘qib tushunish malakasini shakllantirish. Global ta’lim va milliy metodika. Respublika ilmiy-amaliy konferensiyasi materiallari. – Toshkent, 2020; Mavlonova K., Xakimova N. Ona tili

Various aspects of text comprehension and working with texts have been studied by scholars from CIS countries such as S. Sorokoumova, N. Matveyeva, Y. Abramova, M. Kuznetsova, N. Moldavskaya, L. Mosunova, T. Yegorov, and others[21].

Abroad[22], researchers such as J. Cheryl Gowie, P. David Pearson and G. Cervetti, Smuck, Melissa, P. Bloom, J. Chall, C. Snow, D. Namara, N. Anderson, J. Herrity, L. Diane and D. Fisher, M. Habibian, K. Yazdanpanah, M. Mustikasari, E. Tighe, Kim Wells, and J. Shivers have conducted research on ways to develop and enhance reading comprehension skills, assessment methods, and traditional and new strategies for understanding.

While a number of articles have been published on the development of students' reading comprehension skills in mother tongue education, a comprehensive study focusing specifically on the content, assessment criteria, methodology for designing

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darslarida o‘qish savodxonligini egallash imkoniyatlari. Ўзбек тилшунослигини ривожлантиришнинг долзарб муаммолари: конференция материаллар тўплами. – Тошкент, 2020; Abdiraimov Sh. Ona tili va adabiyot fanlari o‘qituvchilarining badiiy matnni o‘qib tushunish malakasini baholash // O‘zbekiston: til va madaniyat. Metodika. – Toshkent, 2021; Tursunov Sh. Ona tilida o‘qib tushunish malakasini summativ baholashning tajribaviy tadqiqi // O‘zbekiston: til va madaniyat. Metodika. – Toshkent, 2021; Abdijamilova M. Boshlang‘ich sinf o‘quvchilarining o‘qib tushunish ko‘nikmasini shakllantirishning mazmuni // Ta’lim-tarbiya sifatini oshirishda ilmiy-innovatsion texnologiyalarni amaliyotga joriy etish masalalari. Xalqaro ilmiy-nazariy onlayn anjuman materiallari. – Nukus, 2021; Normuminova D. O‘qish savodxonligining rivojlanishiga ta’sir etuvchi omillar // Lingvodidaktikaning dolzarb masalalari. Xalqaro konferensiya materiallari to‘plami. – Toshkent, 2022; Tursunova D. O‘qib tushunish ko‘nikmasini rivojlantirishning ahamiyati // Lingvodidaktikaning dolzarb masalalari. Xalqaro konferensiya materiallari to‘plami. – Toshkent, 2022; Bekchanova Z.A. Boshlang‘ich sinflarda matnni o‘qish va tushunish sifatini o‘rganish (PIRLS baholash mezoni asosida). Экономика и социум. № 3(94)-2 2022; Baymenova K. O‘quvchilarni xalqaro tadqiqotlarga tayyorlashda matn bilan ishlashning ahamiyati // Academic research in educational sciences, volume 2 | issue 5 | 2021; G‘ulomova X., Bakiyeva H. Boshlang‘ich ta’limda 4-sinf o‘quvchilarini xalqaro PIRLS nazoratiga tayyorlashning metodik asoslari. Pedagogik ta’lim klasteri: muammo va yechimlar. – Chirchiq, 2020.

[21] Сорокоумова Е.А. Формирование познавательной активности младших школьников через понимание текста, канд. психол. наук, автореф., – Нижний Новгород, 1995; Матвеева Н.В. Механизмы формирования смысла и содержания текста в процессе его понимания, канд. филол. наук, автореф., – Уфа, 2004; Абрамова Е.К. Когнитивно-прагматические аспекты непонимания текста, канд. филол. наук, автореф., – Оренбург, 2009; Кузнецова М.И. Особенности формирования читательской грамотности в контексте международного сравнительного исследования PIRLS-2021. Материалы конференции. – Москва-Ташкент, 2020; Молдавская Н.Д. Литературное развитие школьников в процессе обучения [Текст] / Н.Д. Молдавская. – М.: Педагогика, 1976; Мосунова, Л.А. Структура и психологические условия развития смыслового понимания художественных текстов [Текст]: дисс. д-ра психол. наук / Л.А. Мосунова. – Москва, 2006; Егоров Т.Г. Психология овладения навыком чтения. Издательство академия педагогических наук РСФСР, 1953.

[22] Cheryl J. Gowie, Psycholinguistic strategies for improving reading comprehension. The elementary school Journal. Volume 79. № 2. Dec. 2015; Pearson D. va Cervetti G., The roots of reading comprehension instruction. Volume 79, 2017; Smuck, Melissa Reading is thinking: Impoving reading comprehension using reading strategies, ProQuest Dissertations Publishing, 2009; Bloom P. How children learn the meanings of words. Cambridge, MA: MIT Press, 2000; Chall J.S. Stages of reading development. – New York: McGraw Hill, 1983; Snow C. Reading for understanding: Toward an R&D program in reading comprehension. Washington, C.: Rand Corporation, 2002; Namara D.S. Reading comprehension strategies: Theories, interventions, and technologies. Mahwah, New Jersey: Lawrence Erlbaum Associates, 2007; Anderson N.J. Active skills for reading: Intro. – Canada: Thomson Heinle, 2008; Herrity J. 7 Simple Strategies To Improve Reading Comprehension. Updated March 11, 2023. – P. 2; Diane Lapp, Douglas Fisher. Handbook of research on teaching the English language arts. Third edition. 2011 Taylor & Francis.; Maryam Habibian, S. R. Idris. The role of Psychological factors in the Process of reading, faculty of Educational Studies, Universiti Putra Malaysia, 2015; Yazdanpanah K. The effect of background knowledge and reading comprehension test items on male and female performance. The Reading Matrix. 2007; Maysarah Mustikasari. Psychological barriers in reading comprehension. Jurnal Griya Cendikia, Volume 6, No. 2, Juli 2021; Elizabeth Tighe. Assessing the direct and indirect effects of metalinguistic awareness to the reading comprehension skills of struggling adult readers. Springer Nature B.V. 2018; Kim Wells. Improving student reading comprehension. Brenau University. August 2018; Jeanette Shivers. Code-based reading intervention strategy versus comprehension-based reading intervention strategy use to increase students’ reading comprehension as measured by star reading test for middle school students. December, 2007.

learning tasks, and comprehension strategies aimed at enhancing the reading comprehension skills of 9th-grade students in general secondary education has yet to be conducted.

The connection of the research with the scientific research plans of the higher education institution where the dissertation is carried out. This dissertation is carried out within the framework of the scientific research plan of Alisher Navoi Tashkent State University of Uzbek Language and Literature, under the topic "Modern Methodology of Teaching Uzbek Language and Literature.

The purpose of the research is to develop suggestions and recommendations regarding the development of reading comprehension skills in mother tongue education.

Research objectives:

to determine the pedagogical possibilities of developing the ability to read and understand texts of various styles in 9th grade students of general secondary education schools;

to determine approaches to the development of a system of rules that serve to form textual competence in students;

development of recommendations on increasing the efficiency of development of reading comprehension skills of 9th grade students of general education schools;

improving the technology of developing the reading comprehension skills of 9th grade students in mother tongue education.

The object of research is the process of assessing the reading comprehension skills of general secondary school graduates in mother tongue education.

The object of research is the process of developing the ability to read and understand the text in the 9th grade mother tongue lessons was determined, and 570 students from general education schools in Tashkent city, Namangan region and Bukhara region participated in the experimental work.

The subject of the research is the content, form, methods and means of developing the ability to read and understand the text of 9th grade students in mother tongue education.

Research methods. Theoretical (comparative, analytical), diagnostic (pedagogical observation, interview, survey, study of advanced pedagogical experiences), pedagogical experiment, proofing, mathematical-statistical analysis methods were used in the research process.

The scientific novelty of the research is:

The pedagogical possibilities for developing the skills of 9th-grade students in general education schools to comprehend journalistic, artistic, and scientific-popular texts have been substantiated based on the psycholinguistic factors and pedagogical elements that influence information perception, such as the transmission – encoding of information and its perception and comprehension – decoding.

A system of current-tactical, strategic, and variable rules aimed at forming textual competence in students has been improved in native language classes. This system encompasses comprehension strategies, conditions, and methods of understanding, as

well as communicative, cognitive-pragmatic, reflective, motivational, Socratic, and integrative approaches.

The methodology for developing reading comprehension skills has been enriched by focusing on understanding the content of tasks both verbally and visually, grasping the essence of the text, recognizing the main idea and explicit or implicit meaning, and correctly interpreting the author's intent, with an emphasis on metalinguistic abilities.

The technology for developing 9th-grade students' reading comprehension skills in native language education has been updated to include strategies such as monitoring comprehension – checking words and phrases, judging words, summarizing, identifying key points, determining the structure, features, and style of the text, asking questions and making predictions, visualizing information, and integrating new information with existing knowledge.

The practical results of the study are follows:

the technology of developing the reading comprehension skills of 9th grade students in mother tongue education is defined;

for the 7th grade "Mother Tongue" textbook of creative schools, educational tasks related to the development of reading comprehension skills in mother tongue education have been developed;

tasks that ensure the performance of cognitive, communicative tasks determining the understanding of artistic, scientific-popular and journalistic style texts have been developed.

The reliability of the research results is based on the applied approach and principles, the used methods and theoretical data obtained from official sources, the reliance on the ideas of our republican and foreign scientists, the experiences of practicing teachers, the effectiveness of the presented analyzes and experimental tests based on mathematical and statistical methods, the conclusion, proposal and implementation of the recommendations is determined by the approval of the obtained results by the competent bodies.

Scientific and practical significance of research results. The scientific significance of the study is characterized by the synthesis of perspectives on reading comprehension as reflected in linguistic and methodological literature, as well as the identification of linguodidactic foundations; the enrichment of pedagogical approaches to developing learners' knowledge, skills, and competencies in reading comprehension through scientifically substantiated methodological conclusions grounded in contemporary educational paradigms; the implementation of experimental research within the thematic framework, through which the effectiveness of instructional content and methods pertaining to reading comprehension was empirically validated; and the incorporation of mathematical and statistical analysis to support the findings.

The practical significance of the research lies in the applicability of the proposed ideas and practical recommendations to the development of general secondary education curricula, the creation of mother tongue textbooks, the improvement of teaching quality, the refinement of methodological manuals, the development of textbooks and teaching aids for specialized subjects in higher education, the teaching of specialized disciplines, and their use in professional development courses, as well as in classroom instruction by teachers of mother tongue and literature.

Implementation of research results. Based on the scientific results obtained on the methodology of developing the ability to read and understand the text in mother tongue classes:

the scientific conclusions and proposals for improvement based on their interdependence in the research institute "Makhalla and Family" are used to improve pedagogical possibilities of developing reading and comprehension skills of journalistic, artistic and popular-scientific texts in 9th graders of general education schools by considering the psycholinguistic factors and pedagogical factors such as sending information - encoding, perceiving it, understanding it - decoding, which affect the perception of information. It was used in the project JHBL-20 "Creating an electronic corpus of artistic works on the topic of family, makhalla and gender equality" carried out in 2021–2022 ("Family and Gender" Scientific Research Institute dated August 20, 2024 01-09/2104- reference number). As a result, the stages of understanding the essence of texts in different styles and the strategies of working with the tasks prepared on the text were applied in practice, and the efficiency of mastering was achieved;

the system of current-tactical, strategic and variable rules aimed at forming textual competence in the students, comprehension strategies, conditions and ways of understanding related to the skill of reading and comprehension of the text in the native language classes, the content and methodology of tasks improved on the basis of communicative, cognitive-pragmatic, reflective, motivational, Socratic and integrative approaches incorporated into mother tongue textbooks (Republic of Uzbekistan Pre-school and school Reference No. 01/11-6-397 dated July 1, 2024 of the Republican Education Center under the Ministry of Public and Pre-school Education). As a result, the content of teaching programs and textbooks in the subject of mother tongue is enriched with a system of tasks based on modern approaches;

The methodology for developing reading comprehension skills: understanding the content of tasks both verbally and visually; accurately recognizing the author’s intended purpose and grasping the essence of the text, identifying its main idea and message, comprehending explicit and implicit meanings; emphasizing metalinguistic abilities as a priority in understanding strategies and other recommendations based on these approaches have been implemented in the development of native language textbooks and teacher’s guides (according to the information letter No. 01/11-6-397 dated July 1, 2024, from the Republican Education Center under the Ministry of Preschool and School Education of the Republic of Uzbekistan). As a result, the methodological support for understanding text content and working with tasks has been improved.

the technology of developing the ability of 9th grade students to read and understand the text in mother tongue education is monitoring comprehension - checking words, phrases, feeling words; to conclude; identification of important places; determining text structure, features and style; ask questions and speculate; information visualization; innovative work types developed on the basis of integration of existing knowledge and new information were used in the project AM-FZ-201908172 "Creating an educational corpus of the Uzbek language" implemented at the Tashkent State University of Uzbek Language and Literature named after Alisher Navoi in 2021–2023 (Reference No. 04/1-2697 dated September 29, 2024 of Tashkent State University of

Uzbek Language and Literature named after Alisher Navoi). As a result, the methodology of the Uzbek language was enriched with important terms of modern linguistics, and the strategy of developing reading comprehension skills, which is a component of speech competence, was improved.

Approbation of research results. The results of the research were discussed at 4 international and 7 republic scientific-practical conferences.

Publication of research results. A total of 22 scientific works on the topic of the dissertation, including 1 monograph, 10 articles (6 in the republic and 4 in foreign journals) were published in scientific publications which recommended by the Higher Attestation Commission of the Republic of Uzbekistan to publish the main scientific results of doctoral dissertations.

The structure and scope of the dissertation. The dissertation consists of an introduction, 3 chapters, a conclusion, a list of used literature and appendices. The volume of the dissertation is 134 pages.

MAIN CONTENT OF THE DISSERTATION

The introduction says about the relevance and necessity of the dissertation topic, the purpose and tasks, object and subject of the research, the compatibility of the research with the priority directions of the development of science and technology of the Republic of Uzbekistan, the scientific novelty and practical results. The reliability of the obtained results and their theoretical and practical significance are revealed. Information on the implementation of research results, the results of approbation, published works and the structure of the dissertation is presented.

In the first chapter of the dissertation, titled **"The theoretical and practical foundations for developing reading comprehension skills in mother tongue education"** the pedagogical, psychological, and psycholinguistic aspects that serve as the basis for developing reading comprehension skills during mother tongue lessons in general secondary education schools are identified. Furthermore, the current state of fostering reading comprehension skills is examined.

The issues of developing key competencies in general education school students, primarily linguistic and speech competencies, through the integration of linguistic knowledge during the teaching of speech skills, establishing a two-way activity process, and ultimately preparing confident and knowledgeable individuals who can easily tackle life competencies are being researched.

The development of students' core competencies in general secondary schools, particularly linguistic and communicative competencies, is being studied. This includes establishing a two-way process based on integrating linguistic knowledge while teaching communicative skills. The ultimate goal is to prepare confident and knowledgeable individuals capable of successfully handling essential life competencies without difficulty.

In the context of modern education, current research focuses on developing students' core competencies in general education schools–primarily linguistic and communicative competencies – by fostering speech skills through the integration of linguistic knowledge. This involves establishing a dual-process approach to teaching

that ultimately aims to prepare creative and knowledgeable individuals equipped with essential life skills.

It is obvious that the ability to comprehend what has been read involves grasping the content of the text and sensing what the author is attempting to convey– in other words, true understanding.

According to the results of the 2018 PISA International Assessment Program conducted among students from 80 countries, 60% of the world's secondary school students (out of nearly 217 million students) did not meet even the lowest (minimum) proficiency level in reading comprehension at the time of graduating from school.[23] After that, many organizations responsible for the quality of education in various countries began research aimed at identifying the causes of this result. According to the results of the logistic regression module methodology, factors such as socioeconomic status, metacognitive strategies, ICT skills, teacher-student relationships, and satisfaction (or dissatisfaction) with reading activities were identified as significant factors affecting reading comprehension skills.

In the most recent PISA assessment conducted in 2022, more than 690,000 15-year-old students from 81 countries participated. Uzbekistan took part for the first time and ranked among the lowest-performing countries. This outcome clearly indicates that the development of this particular skill within the educational process must be regarded as one of the most urgent and essential priorities.

“The essence of text perception is the formation of a meaningful image of the text in the recipient's mind”.[24] In other words, comprehending is the process of forming an image of the information read in the reader's mind, as well as the process of re-shaping the content. This process of understanding is considered complete when the analysis of the chain of events (actions) is concluded with drawing a conclusion. If the recipient's conclusion matches the author's conclusion (either identical or similar), the text is considered to have been understood correctly; otherwise, it is determined that the process of understanding did not occur.

RAND Reading Study Group[25] defines the term "reading comprehension" as "the process of deriving and constructing meaning simultaneously through interaction with written language." Based on this, it follows that good reading requires not only the ability to recognize and distinguish between graphemes but also the ability to recall the meanings of words while reading, and then to summarize the information read in one's own words at the end of a sentence.

There are pedagogical, psychological, and psycholinguistic aspects of reading comprehension, and each of them plays a significant role in carrying out intellectual activity.

P.Blum[26] acknowledges that mastering reading skills is a significant achievement, stating: "To be able to read means to understand the message conveyed

[23] Factors Related with Underperformance in Reading Proficiency, 2018 Vianey Vazquez-Lopez and Eric Leonardo Huerta-Manzanilla. Health Psychol. Educ.2021; 11.

[24] Леонтьев А.А. Восприятие текста как психологический процесс// Психолингвистическая и лингвистическая природа текста и особенности его восприятия. – Киев, 1979. – С. 23.

[25] Handbook of research on teaching the English language arts. Third edition. Edited by Lapp D, Fisher D. 2011 Taylor & Francis.

[26] Bloom P. How children learn the meanings of words. Cambridge, MA: MIT Press. 2000. – P. 25.

by the writer. Reading is not only mastering the alphabet, but also mastering the language." The process of developing and improving this skill depends on both pedagogical factors related to the teacher and psychological factors related to the student. In organizing the lesson, the teacher must select texts that are appropriate for the students' age and psychology, explain the purpose of reading the text, and highlight the tasks (steps) that need to be completed to achieve this purpose, as well as teach the methods to reach it. Creating a calm environment for the student to engage with the task is also considered a pedagogical factor.

In some literature about text reading techniques and reading comprehension activities, it is stated that its *pedagogical basis* consists of several actions performed during reading, these actions should be taught by the teacher in the "from simple to complex" method. They are as follows:

1. Read correctly.
2. Read at normal speed.
3. Increase vocabulary.
4. Conscious reading of the source.
5. Read the text from beginning to end.

Pedagogical processes are as important as the *psychological aspects* are considered to be effective in the activity of reading and understanding the text. Interest in reading as a psychological phenomenon began in the late 1800s in Wundt's laboratory in Leipzig, Germany.[27]

The process of reading comprehension consists of two activities: reading (recognizing and pronouncing graphemes along with their phonemes using the eyes) and understanding (comprehension and grasping the meaning). To successfully carry out this process, an individual must perform several psychological actions. The first of these is *being focused*, followed by *being determined* or having willpower. All psychological processes, such as sensation, perception, memory, imagination, thinking, speech, and visualization, only occur when the person is focused and attentive.

Several psychological factors that negatively affect a student's learning activity (as obstacles for comprehension) have been identified. These include: lack of attention, weak memory, low self-confidence, emotions, motivation, age, attitude, interest, approach (mindset), encouragement, and personal effectiveness.

The process of comprehension involves the writer's intention being transformed into specific codes (language) that are received as signals (symbols), and these symbols are then re-synthesized by the reader through recognition. In science, the terms “encoding” refer to sending information, while “decoding” refers to perceiving and understanding it. For the comprehension process to take place, the recipient (the one receiving the information) must be able to identify the words that form the content of the information and the relationships between them. The process of perceiving a text begins with understanding the individual meanings of lexemes and moves toward grasping the meaning of entire expressions, which then leads to

[27] Matthew J.T., Morton A.G. Handbook of psycholinguistics. 2nd edition. Department of Psychology, University of California at Davis, Madison, USA. 2006. – P. 1111.

understanding the overall meaning of the text. As a result of comprehension, a mental image (projection) of the events should form in the reader's mind.

Reading comprehension requires the integration of both lower and higher-level cognitive abilities, with both explicit and implicit connections. This primarily involves several areas of knowledge: thinking about and pronouncing letters (phonological knowledge), writing letters and being able to speak them orally (orthographic knowledge), and learning the smaller meaningful parts of sentences (morphological knowledge). These types of knowledge are crucial for improving a student's ability to read and understand texts.[28] These grammatical skills are referred to as "metalinguistic abilities."

Recent research findings and the study of the requirements of the International Literacy Program have led to significant attention being given to reading comprehension activities in the National Curriculum presented in 2020. Specifically, tasks aimed at ensuring and assessing reading comprehension include recalling evidence, understanding the overall meaning, comparing the author's ideas with one's own thoughts, constructing a story based on the text's title, and engaging students in tasks that encourage them to express their attitude towards the text. Additionally, age-appropriate texts on various topics, such as advertisements, surveys, tables, and relevant questions that determine the level of comprehension, are provided to assess understanding.

Along with the new generation textbooks, teacher's books have also been published, which serve as helpful resources for school teachers in developing the four language skills. These books aim to guide students in their learning activities and help them correctly understand the essence of the tasks and assignments. They play a key role in supporting teachers and ensuring effective teaching.

In order to accomplish these tasks and develop practical skills in students, bringing them to a proficient level, it is essential that teachers themselves follow the recommendations and be ready to explain the tasks effectively. The success of students' learning depends significantly on the teachers' ability to guide and clarify the tasks properly.

The process of reading comprehension is not merely an pedogogical activity dependent solely on the teacher; rather, it is a complex psycholinguistic and cognitive process that is also influenced by the psychological and psychophysiological state of the recipient.

The second chapter, titled "**The methodology of developing reading comprehension skills in mother tongue education,"** outlines the strategy for developing reading comprehension skills, criteria for selecting texts for this purpose, and algorithmic tasks. It also discusses modern approaches to developing these skills.

Cognitive tasks and methods are created based on meaningful and high-quality texts, which, in turn, ensure that the lesson is beneficial and interesting for students. It is well known that texts can be categorized into several types based on their

[28] Elizabeth Tighe. Assessing the direct and indirect effects of metalinguistic awareness to the reading comprehension skills of struggling adult readers. Springer Nature B.V. 2018. 5.

structure and content. In linguistic studies, research on textual units has identified functional types of texts, such as: narrative texts, descriptive texts, and argumentative texts. These types of texts differ in the way events and situations are presented. In foreign linguistics (textual studies), texts are classified into five categories based on their meaning and content:

* *Descriptive (narrative) text.*
* *Cause and effect (result) text.*
* *Comparison and contrast text.*
* *Chronological / Sequential text.*
* *Problem and solution text.* [29]

These types of texts differ from one another in terms of the emphasis placed on certain aspects, according to their names. In a descriptive or narrative text, events are presented in a conventional manner, without highlighting any particular aspect. While this type is relatively easier compared to others, it can also encompass other structures, such as cause and effect or chronology. This flexibility allows the narrative text to integrate various elements while maintaining its primary focus on describing events.

In the texts mentioned above, understanding the described reality correctly and easily is achieved through learning reading strategies. *Reading comprehension is a complex process that requires the use of strategies before, during, and after reading. These strategies help readers effectively engage with the text at various stages of the reading process. (Detailed information on this is provided in the dissertation.)*

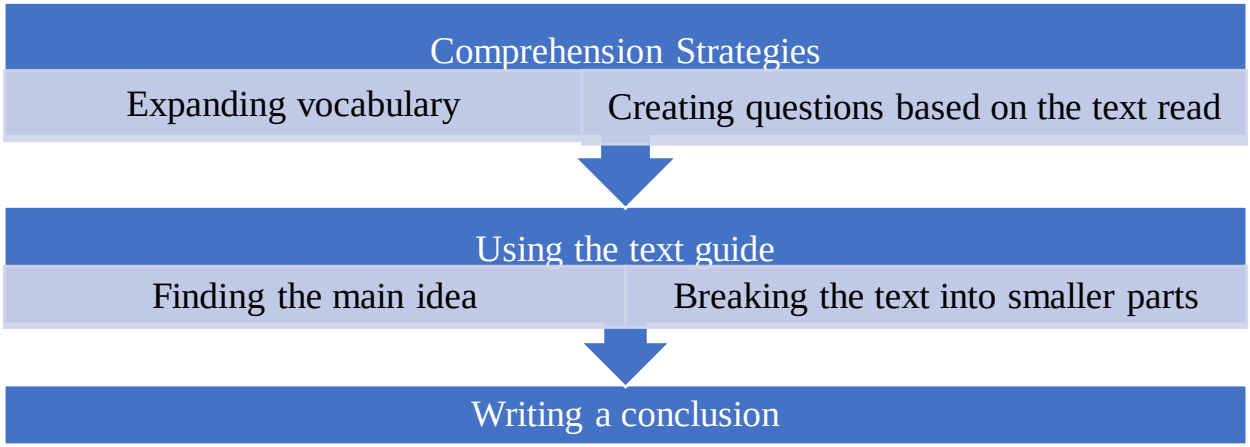
Based on the information above, we have created the following interconnected sequence of stages for developing reading comprehension skills:

Stages of comprehension:

- Monitoring comprehension (checking words, phrases, and feeling words)
- Identifying key words
- Visualization
- Asking questions and making predictions
- Identifying the structure, characteristics, and style of the text
- Integrating existing knowledge with new information
- Summarizing (following suggestions)

To develop these skills, researchers propose several strategies (methods). Being aware of and applying these methods can help prevent issues in the reading comprehension process, improve enjoyment of reading, and enable faster understanding of the message:

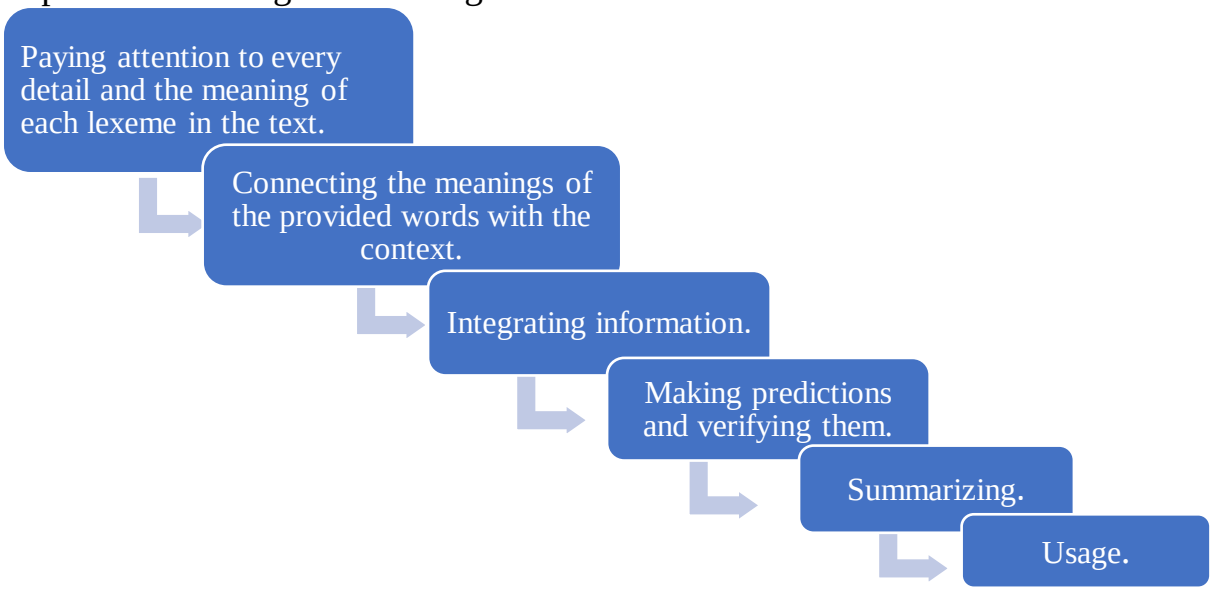
[29] https://www.readingrockets.org/classroom/comprehension/teaching-text-structure



In the context of the international assessment programs PISA and PIRLS, the goal of developing reading comprehension skills is to enable students to understand, utilize, evaluate, interpret, express opinions, engage in reasoning, and find their place in society. To achieve these objectives, texts provided to students during the research process were analyzed, and a *"Task handling algorithm"* was developed based on these experiences. For this type of task, results of the assignments conducted on a scientific-popular style text titled *"What is the difference between proverbs and sayings?"* were analyzed. (The text and tasks are included in the appendix of the dissertation).

One type of task involves "logical words" or filling in the blanks. In this type of task, sentences are not directly extracted from the text but are provided in a *semantically transformed form* (paraphrased while maintaining the meaning). This allows for an easier assessment of whether the student has understood the essence of the text or not. The reason for this is that students cannot directly locate the exact words or sentences from the text in the task. A student who selects the correct answer is considered to have comprehended the essence of the text.

This task is aimed at developing comprehension and reasoning skills, with the implementation algorithm being as follows:



In the educational process, selecting the appropriate text is as important as accurately assessing the results. For this reason, we attempted to evaluate the skills intended to be developed in mother tongue lessons based on the criteria provided in the following table:

Table 1

No	Cognitive process	Assesment indicators	Score
1	Understanding – 1	*The ability to search for and retrieve information related to the question.*	1
	Understanding – 2	*The ability to understand the meaning of a word or phrase in the text.*	1
2	Reasoning – 1	*The ability to draw conclusions from a specific part of the text as well as from the overall meaning of the text.*	1
	Reasoning – 2	*The ability to understand the structural content of the text (identifying the topic and main idea).*	2
3	Reasoning – 3	*The ability to understand the structural content of the text (identifying the topic and main idea).*	3
4	Expressing Opinion	*The ability to draw conclusions by comparing information given in different parts of the text.*	2
5	Interpretation – 1	*The ability to understand implicitly expressed content.*	2
	Interpretation – 2	*The ability to distinguish evidence and arguments within the text.*	3
6	Conclusion	*The ability to draw conclusions by integrating information from different texts.*	3
7	Application	*The ability to perform specific tasks by applying prior knowledge, identifying the connection between the information in the text and real-life scenarios.*	3

We observed the extent to which the above-mentioned skills were developed among students during the experimental trial lessons. Students encountered certain difficulties with questions and tasks related to interpretation, expressing opinions, reasoning, evaluation, and application. Therefore, we focused on developing methodological recommendations aimed at fostering these skills. The following methods and techniques were proven effective in developing reading comprehension skills during the experimental phase of the study: the "Let's think" method, the "Key words" technique, the "Debate" method, the "Insert" technique, preparing a "Text Summary," the "Test" task, the "Text skeleton" technique, and the "Fan" technique. Such methods play a significant role in shaping and enhancing students' reading

comprehension skills. By using these methods, lessons can be structured to gradually prepare students for processes related to reading comprehension.

The content of teaching methods, their applications, and objectives are reflected in the approaches and principles of language teaching. Based on this characteristic, we found it appropriate to divide them into two groups: general didactic and specific.

The approaches and principles studied in the methodology and theory of teaching the Uzbek (native) language, as well as those applied (some partially) in the teaching process, can be included in the group of general didactic approaches. This is because they are involved in all aspects of language education and teaching methods. In her research work, K. Mavlonova highlights several language-related approaches:[30] such as the communicative approach, the differentiated approach, the functional-semantic approach, the modular teaching approach, the pragmatic approach, the conscious approach, the discovery-based approach, the cognitive approach, the integrative approach, and others.

I.Azimova,[31] who studied the comprehension of newspaper texts from a psycholinguistic perspective, highlights quantitative, cognitive, psychological, and psycholinguistic approaches; D.Yuldasheva[32] explains the aspects of the cognitive-pragmatic approach in relation to her research focus.

Since reading comprehension is a complex intellectual process involving multiple activities, it relies on some of the key approaches mentioned above, as well as several specific approaches. As the purpose of reading is understanding, the process primarily requires a cognitive approach.

Various tasks are used to assess the comprehension process, requiring the analysis of textual information for accurate completion. This involves a linguistic approach to the text, understanding the function of words, connecting elements like affixes and other units, and grasping the author’s intended purpose.

To enhance students' reading literacy, the content of presented texts should include not only literary texts but also scientific, formal, conversational, and journalistic styles, covering topics from various fields. The goal is to develop the ability to comprehend any type of information. Therefore, it is advisable to incorporate information from subjects like chemistry, physics, geography, and history into native language lessons, applying interdisciplinary integration (the integrative approach).

Reading information can be done either to become informed or to explain it to someone else, meaning of communication is established based on the purpose. This indicates that the activity is carried out on the basis of the communicative approach. The effectiveness of communication between the writer and the reader is determined by the reader's ability to understand the idea the writer intends to convey.

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[30] Mavlonova K.M. Ona tili darslarida matn tuzilishini o‘rgatish metodikasi: Ped. fan. d-ri … diss. – Toshkent, 2023. – B. 73–94.

[31] Azimova I.A. O‘zbek tilidagi gazeta matnlari mazmuniy persepsiyasining psixolingvistik tadqiqi. Monografiya. – Toshkent: Navoiy universiteti, 2019. – B. 19.

[32] Yuldasheva D.N. O‘zbek tilini o‘qitish metodikasi (kognitiv-pragmatik yondashuv asosida). Darslik. – Buxoro: Sadriddin Salim Buxoriy, 2021.

When working with students who face difficulties in the comprehension process, relying on a philosophical approach[33] – such as applying cause-effect and possibility-reality categories, as well as logical laws like clarity and the law of sufficient reason–can yield good results in practice.

Specific approaches. There are several other approaches to language teaching in foreign language teaching, each of which is scientifically and theoretically justified according to its importance in the development of language skills: *constructivist approach, liberationist approach, Socratic approach, integral approach*[34] *etc.* These strategies encompass a number of practices and tactics used by teachers to engage students, stimulate deep understanding, and encourage critical thinking.

The constructivist method emphasizes the active construction of knowledge by learners through their own experiences and perspectives; the collaborative method fosters students' cooperation and the development of social interactions; the reflective method cultivates self-awareness and critical self-assessment; the integrative approach synthesizes multiple learning strategies and viewpoints; and the inquiry-based method encourages active student engagement through questioning and exploration.

The development of communicative skills serves as the foundation for cultivating communicative competence. In the educational process, it is essential to engage all of these methods equitably, internalize effective strategies as habitual practices, promote self-directed learning, and cultivate complex skills such as analyzing and evaluating text content–each of which is a fundamental responsibility of every learner.

In the third chapter of the dissertation, titled **"An experimental study on the development of reading comprehension skills in general secondary school students,"** the experimental materials prepared for 9th-grade students and the parameters for conducting the experimental lessons are presented. The experimental work was organized based on the stages of the pedagogical experiment: diagnostic (preliminary), formative, and summative phases.

During the experimental process, 9th-grade students from three regions of the Republic participated: School No. 114 in Chilanzar district of Tashkent city (Teachers: Shahodat Abdullayeva, Sanobar Ro‘zmetova), School No. 18 in Romitan district of Bukhara region (Teachers: Muhabbat Karimova, Gulmira Islomova), and School No. 39 in Chust district of Namangan region (Teachers: Barno Axmedova, Shoira Soliyeva). The experiment was conducted in both control and experimental groups.

To assess and enhance text comprehension, diagnostic and summative phases of an academic-year-long experimental study were conducted. During the first (diagnostic) and third (summative) stages, students' comprehension levels were analyzed through text-based assessments, and the underlying factors influencing their performance were identified. To provide a clearer understanding of the

[33] Юсупова Ш. Тил таълими ва фалсафа. Ҳозирги ўзбек адабий тилини ўқитиш учун ўқув-услубий қўлланма. – Тошкент, 2009.

[34] https://www.linkedin.com/pulse/exploring-innovative-pedagogical-approaches-social-sciences-chauhan

experimental process, below is an analysis of pre- and post-intervention text comprehension results of 26 students from Grade 9 “A” at School No. 18 in Romitan District, Bukhara Region.

The first text (pre-experimental lessons) included short texts in a journalistic style titled “How many minutes is a moment?” and “is it correct to say citizens?” (from Ozod Vatan Saodati; Erkin Vohidov, Volume 5, 2013, page 12).

The second text (post-experimental lessons) was a journalistic-style text titled *“Madina and Culture”* (from *Ozod Vatan Saodati*; Erkin Vohidov, Volume 4, 2013). The tasks for both texts were divided into the following categories:

1. Drawing conclusions from explicit (clearly stated) information in the text (alternative answer test).

2. Determining whether judgments derived from the content of the text are correct or incorrect (marking).

3. Adaptation method: selecting appropriate titles for sections of the text (with 2 extra, irrelevant options included alongside the correct ones).

Table 2

Experiment results:

Task type	**Number of questions**	**Number of correct answersof the assigned text during pre-experiment**		**Number of correct answersof the assigned text during post-experiment**	
1. Test	3	17	**68 %**	22	**84 %**
2. Judgement	4	16		22	
		14	**61 %**	22	**81 %**
		16		19	
3. Adaptation	6	22	**45 %**	22	**88 %**

The results clearly show that, based on their existing knowledge prior to the experimental lessons, students encountered difficulties in answering questions and drawing conclusions; however, after the experimental lessons, they demonstrated significant improvements. The pre- and post-intervention performance of students from each region was analyzed in this sequence, and existing problems were identified. Methodological interventions aimed at addressing these issues were implemented, followed by the administration of summative assessment tasks to evaluate the outcomes.

Based on the results of the experimental study, to determine the effectiveness of the development of reading comprehension skills among general secondary education students, we analyzed the data using Student's mathematical-statistical method. A total of 570 students participated in the experiment both before and after the intervention. Prior to the intervention, a similar preliminary study was conducted. We carried out statistical analysis of the experimental group's learning achievements before and after the intervention.

Based on the tables above, we formulated the alternative hypothesis (H_1) reflecting the effectiveness of students' achievement before and after the

intervention, and the null hypothesis (H_0) opposing it. The results are presented in the following table

Table 3

The effectiveness indicators of the development of text comprehension skills in students based on the experimental trial results.

Assigned texts	Time of implementation	Number of students	Level of comprehension (in numbers)	
			Correct	Incorrect
Journalistic text	Post-experiement	570	359	211
	Pre-experiement	570	205	365
Literary text	Post-experiement	570	382	188
	Pre-experiement	570	217	353
Popular science text	Post-experiement	570	353	217
	Pre-experiement	570	182	388

The diagrams corresponding to these samples will look as follows:

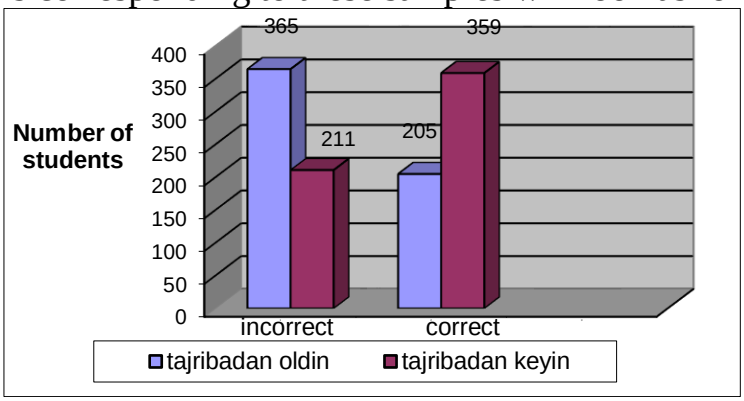


Image-1**. On the journalistic text**

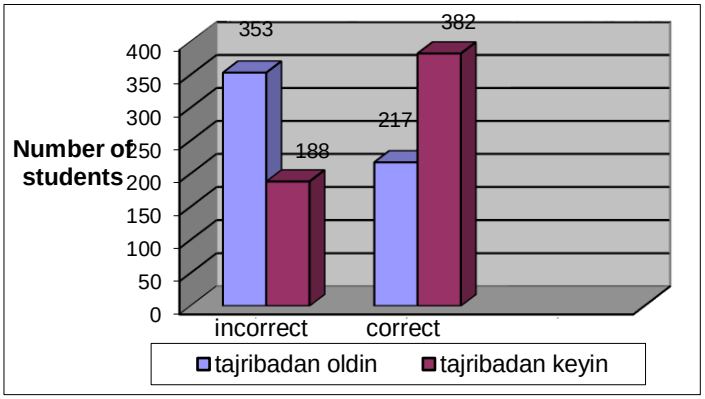


Image-2. **On the artistic text**

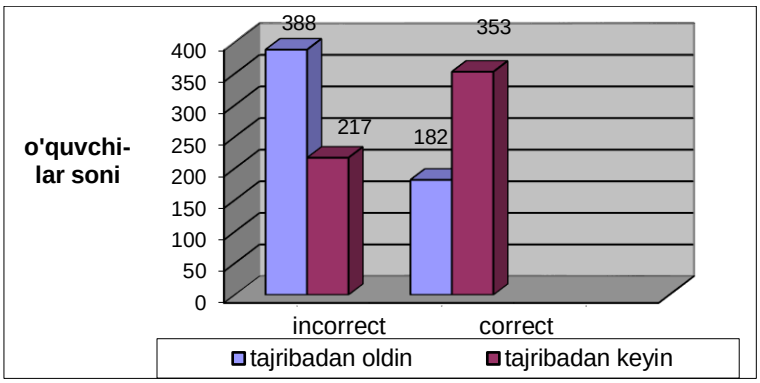


Image-3**. On the popular science text**

Based on the results obtained, a mathematical-statistical analysis was performed, and the results obtained at the end of the experiment were found to have the mean square deviation, sample variance, variation indicators, Student's sample criterion, degrees of freedom and reliable deviations based on the Student's criterion. These are reflected in the following table (row 1 - indicators of the results of statistical analysis, row 2 - for journalistic text, row 3 - for fiction text, row 4 - for popular science text):

$\overline{X}$	$\overline{Y}$	S_x^2	S_y^2	C_x	C_y	$T_{x,y}$	K	Δ_x	Δ_y
1,63	1,36	0,2331	0,2304	1	1	9,64	1137,05	0,04	0,04
1,67	1,38	0,2211	0,2356	1	1	10,36	1142,86	0,04	0,04
1,62	1,32	0,2356	0,2176	1	1	10,71	1127,27	0,04	0,04

Thus, by the end of the experiment, the level of development of text comprehension skills in students increased by 13.5% for the journalistic text, 14.5% for the artistic text, and 15% for the popular sciencepopular science text, compared to the pre-experiment results.

Based on the above results, we will calculate the quality indicators of the experiment.

For the journalistic text:

Known values equal $\overline{X}$ =1,63; $\overline{Y}$ =1,36; $\Delta_x = 0{,}04$; $\Delta_y = 0{,}04$.

Quality indicators of these:

$$К_{усб} = \frac{(\overline{X}-\Delta_x)}{(\overline{Y}+\Delta_y)} = \frac{1{,}63-0{,}04}{1{,}36+0{,}04} = \frac{1{,}59}{1{,}4} = 1{,}14 > 1;$$

$$К_{бдб} = (\overline{X} - \Delta_x) - (\overline{Y} - \Delta_y) = (1{,}63 - 0{,}04) - (1{,}36 - 0{,}04) =$$
$$= 1{,}59 - 1{,}32 = 0{,}37 > 0;$$

For the artistic text:

Known values equal $\overline{X}$ =1,67; $\overline{Y}$ =1,38; $\Delta_x = 0{,}04$; $\Delta_y = 0{,}04$.

Quality indicators of these:

$$К_{усб} = \frac{(\overline{X}-\Delta_x)}{(\overline{Y}+\Delta_y)} = \frac{1{,}67-0{,}04}{1{,}38+0{,}04} = \frac{1{,}63}{1{,}42} = 1{,}15 > 1;$$

$$К_{бдб} = (\overline{X} - \Delta_x) - (\overline{Y} - \Delta_y) = (1{,}67 - 0{,}04) - (1{,}38 - 0{,}04) =$$
$$= 1{,}63 - 1{,}28 = 0{,}35 > 0;$$

For the popular science text:

Known values equal $\overline{X}$=1,62; $\overline{Y}$=1,32; $\Delta_x = 0{,}04$; $\Delta_y = 0{,}04$.

Quality indicators of these:

$$К_{усб} = \frac{(\overline{X}-\Delta_x)}{(\overline{Y}+\Delta_y)} = \frac{1{,}62-0{,}04}{1{,}32+0{,}04} = \frac{1{,}58}{1{,}36} = 1{,}16 > 1;$$

$$К_{бдб} = \left(\overline{X} - \Delta_x\right) - \left(\overline{Y} - \Delta_y\right) = (1{,}62 - 0{,}04) - (1{,}32 - 0{,}04) =$$

$$= 1{,}58 - 1{,}28 = 0{,}3 > 0;$$

Based on the obtained results, it can be observed that the criterion for evaluating teaching effectiveness is greater than one, and the criterion for evaluating the level of knowledge is greater than zero. This indicates that the post-experiment learning outcomes are higher than the pre-experiment outcomes.

Therefore, it is evident from the statistical analysis that the experimental work conducted to determine the effectiveness of developing text comprehension skills in general secondary education students has been effective.

CONCLUSION

1. The development and formation of reading comprehension skills are closely linked to the pedagogical environment organized by the teacher and the mental state activated by the student. In the process of developing comprehension skills, cognitive tasks provided to the student are crucial for carrying out complex processes, starting from the technical aspects of reading, such as linking a grapheme with its phoneme, to drawing conclusions from the overall meaning of the text.

2. The reading comprehension process consists of two activities: reading and understanding. In order to successfully carry out this process, the student must perform several psychophysiological actions. These activities manifest in mentally healthy individuals as focusing attention on a particular task and applying mental effort for mastery.

3. Several factors can hinder the reading comprehension process, such as a lack of attention, weak memory, low self-confidence, feelings of shyness, lack of motivation, the text being inappropriate for the student's age, negative attitudes toward reading and the text, and lack of interest in the source being read. Creative approaches, personal effectiveness, and motivation not only reduce the anxieties in reading comprehension but also help overcome problems and difficulties encountered while reading the text. Taking psychological factors into account when organizing the lesson helps achieve the educational objectives.

4. The textbooks, additional literature, and methodological guides used in the educational activity serve as primary sources in acquiring new knowledge. Therefore, they must be designed to develop speech competencies in accordance with the educational curriculum and state educational standards, integrating information relevant to modern requirements.

5. The teaching methods, the places where they are applied, and their objectives reflect the approaches and principles of language teaching. According to their application scope, these methods are divided into general didactic and specific approaches. General didactic approaches, such as communicative, differential, and functional-semantics, are

involved in all aspects of language education and teaching methods. Specific approaches, although not limited in their scope of application (any teacher can apply them within their subject), are distinguished from general approaches. Reflective, Socratic, and liberationistic approaches belong to this group.

6. When selecting texts aimed at developing reading comprehension skills, it is important that the text is cohesive and informative. The length of the text should align with the students' age, vocabulary, and cognitive abilities. The information should be supported by evidence, the language of communication should be fluent, and the text should feature well-structured content and form. Additionally, the text should present reality in an engaging and credible manner, incorporating psycholinguistic features such as creolization, interpretability, and logical structure. The selection of texts should be based on scientifically established criteria (factors) for optimal educational outcomes.

7. The development of reading comprehension skills involves the use of strategies before, during, and after reading. The process begins with the application of comprehension strategies, and it requires the performance of several cognitive stages that form a chain of connections. These processes, when carried out with any type of text, help in understanding the essence of the text and quickly grasping the author's intention.

8. Successfully completing tasks starts with understanding what is being asked. To do this, the reader must master the comprehension strategy and the stages involved, following the algorithm for working with tasks. Each task has a specific algorithm for completion, which includes mental processes such as understanding, expressing opinions, reasoning, interpreting, using, concluding, and evaluating.

9. According to the experimental results, technologies and methods such as "Critical Thinking," "Key Words," "Debate," "Insert," "Text Summarization," "Text Skeleton," and "Conceptual Mapping" serve to enhance students' reading comprehension skills.

10. Based on the results of the experimental process, it was confirmed that the methodology for preparing 9th-grade students for the PISA international assessment has been successfully organized in terms of improving reading literacy. According to the criteria for working with the content of the text, competencies related to understanding the text's main idea and making logical conclusions were found to have improved by 14% (on average for text types), confirming the successful scientific and pedagogical organization of the research.

Based on the research findings, the following **recommendations** have been developed:

1. Conducting special studies on the development of reading comprehension skills in different grade levels.

2. Developing guides and exercise notebooks aimed at improving reading comprehension skills.

3. Creating a collection of texts with educational and aesthetic value, tailored to the lesson topic, students' interests, and vocabulary development.

4. Studying advanced research and scientifically proven innovations in working with texts and tasks, as well as systematically applying comprehension strategies in the educational process.

РАЗОВЫЙ НАУЧНЫЙ СОВЕТ DSc.03/30.12.2019.Fil.19.01 ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ ТАШКЕНТСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ

ТАШКЕНТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ УЗБЕКСКОГО ЯЗЫКА И ЛИТЕРАТУРЫ ИМЕНИ АЛИШЕРА НАВОИ

ШАРАПОВА ФЕРУЗА ВАЛИЕВНА

ТЕОРЕТИЧЕСКИЕ И МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ НАВЫКОВ ПОНИМАНИЯ ПРОЧИТАННОГО В ИЗУЧЕНИИ РОДНОГО ЯЗЫКА

13.00.02 – Методика и теория обучения и воспитания (узбекский язык)

АВТОРЕФЕРАТ
ДИССЕРТАЦИИ ДОКТОРА ФИЛОСОФИИ (PhD)
ПО ПЕДАГОГИЧЕСКИМ НАУКАМ

Ташкент – 2025

Тема диссертации на соискание ученой степени доктора философии по педагогическим наукам (PhD) зарегистрирована за номером B2022.2.PhD/Ped3688 в Высшей аттестационной комиссии при Кабинете Министров Республики Узбекистан.

Диссертация выполнена в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои.

Автореферат диссертации доступен на трех языках (на узбекском, английском и русском (резюме)), размещен на веб-странице Научного совета (www.tsull.uz) и на Информационно-образовательном портале «Ziyonet» (www.ziyonet.uz)

Научный консультант:	**Мавлонова Кларахон Махмутовна** доктор педагогических наук, профессор
Официальные оппоненты:	**Юсупова Шохидахон Жалолиддиновна** доктор педагогических наук, профессор
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Ведущая организация:	Национальный институт Воспитательной педагогики имени Кори Ниязи

Защита диссертации DSc.03/30.12.2019.Fil.19.01 состоится в разовом научном заседании Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои в 2025 году «13» 05 в 10:00. (Адрес: 100100, г. Ташкент, ул. Юсуфа Хос Ходжиба, дом 103. Тел.: (+99871) 281-41-44, факс: 281-427-44; www.tsuull.uz; e-mail: monitoring@navoiy-uni.uz).

С диссертацией можно ознакомиться в информационно-ресурсном центре Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои (зарегистрирован под номером 35). Адрес: 100100, г. Ташкент, ул. Юсуфа Хос Ходжиба, дом 103. Тел.: (+99871) 281-41-44, факс: 281-427-44; www.tsuull.uz; e-mail: monitoring@navoiy-uni.uz.

Автореферат диссертации разослан: «28» 04 2025 года.

(Объявление 1 цифрового реестра в «28» 04 2025 года)

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ВВЕДЕНИЕ (аннотация докторской диссертации (PhD))

Цель исследования – разработать предложения и рекомендации по развитию навыков понимания прочитанного при обучении родному языку.

Объектом исследования был определен процесс развития умения читать и понимать текст на уроках родного языка в 9 классе, а в экспериментальной работе приняли участие 570 учащихся общеобразовательных школ города Ташкента, Наманганской области и Бухарской области.

Научная новизна исследования заключается в следующем:

доказаны педагогические возможности развития навыков чтения текстов публицистического, художественного и научно-популярного стиля у учащихся 9 классов общеобразовательных школ на основе взаимозависимости психолингвистических факторов и педагогических факторов, таких как передача информации – кодирование, ее восприятие, понимание – декодирование, которые влияют на восприятие информации;

усовершенствована система текущих-тактических, стратегических и вариативных правил, направленных на формирование текстовой компетенции учащихся на основе стратегий понимания, условий и способов понимания, коммуникативного, познавательно-прагматического, рефлексивного, мотивационного, сократического и интегративного подходов, которые включает в себя навыки понимания прочитанного на занятиях по родному языку;

обогащено методика развития навыка чтения и понимания текста на основе вербального и наглядного понимания содержания заданий, понимания сути текста, наведения на правильное понимание основной мысли, идеи, явных и выраженный в нем имплицитный смысл, а также цель автора, заложенная в тексте, отдавая приоритет метаязыковым способностям;

обновлена технология развития навыков понимания прочитанного у учащихся 9 классов при обучении на родном языке мониторным пониманием – проверкой слов, словосочетаний, чувственных слов; путем вывода; определением важных мест; определением структуры, особенности и стиля текста; задаванием вопросов и размышлением; визуализацией информации, основанный на интеграции новой информации с существующими знаниями.

Внедрение результатов исследований. На основе полученных научных результатов по методике развития умения читать и понимать текст на занятиях родным языком:

педагогические возможности развития навыков чтения и понимания публицистических, художественных и научно-популярных текстов у 9 классов общеобразовательных школ, психолингвистические факторы и педагогические факторы, такие как передача информации – кодирование, ее восприятие, понимание ее – декодирование, влияющие на восприятие информация из научных выводов и предложений по совершенствованию на основе их взаимозависимости было использовано в проекте JHBL-20 «Создание электронного корпуса художественных произведений на тему семьи, махалли и гендерного равенства», реализуемом в 2021-2022 годах в НИИ «Махалля и семья». (Справка № 01-09/2104 от 20 августа 2024 г. НИИ «Семья и гендер»). В

результате были использованы на практике этапы понимания сути текстов в разных стилях и стратегии работы с подготовленными над текстом заданиями, достигнута эффективность усвоения;

система текущих, стратегических и вариативных правил, направленных на формирование текстовой компетентности у учащихся, стратегии понимания, условия и способы понимания, связанные с навыком чтения и понимания текста на занятиях по родному языку, совершенствуются содержание и методика выполнения заданий на основе коммуникативного, когнитивно-прагматического, рефлексивного, мотивационного, сократического и интегративного подходов, заложены в учебники родного языка (Справка №01/11-6-397 от 1 июля 2024 года Республиканского образовательного центра при Министерстве дошкольного и школьного образования Республики Узбекистан). В результате содержание учебных программ и учебников по предмету «Родной язык» обогащается системой задач, основанной на современных подходах;

из методики развития навыка чтения и понимания текста: из рекомендаций по вербальному и наглядному пониманию содержания задания, пониманию сути текста, руководству к правильному пониманию основной мысли, идеи, явного и скрытого смысла, выраженного в ней, и предполагаемой авторской цели из текста, из рекомендаций по способам понимания, основанных на приоритете металингвистических способностей было использовано при разработке учебников родного языка и учебников для учителей. (Справка №01/11-6-397 от 1 июля 2024 года Республиканского образовательного центра при Министерстве дошкольного и школьного образования Республики Узбекистан). В результате это послужило улучшению понимания содержания текста и методическому обеспечению работы с заданиями;

технология развития умения учащихся 9 классов читать и понимать текст при обучении на родном языке – контроль понимания – проверка слов, словосочетаний, чувствования слов; сделать вывод; определение важных мест; определить структуру, особенности и стиль текста; задавать вопросы и размышлять; визуализация информации; инновационные виды работы, разработанные на основе интеграции имеющихся знаний и новой информации, использованы в проекте AM-FZ-201908172 «Создание учебного корпуса узбекского языка», реализуемом в Ташкентском государственном университете узбекского языка и литературы имени Алишера Навои в 2021-2023 гг. (Справка №04/1-2697 от 29 сентября 2024 года Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои.) В результате методика изучения узбекского языка была обогащена важными терминами современного языкознания, а также усовершенствована стратегия развития навыков понимания прочитанного, являющегося компонентом речевой компетентности.

Структура и объем диссертации. Диссертация состоит из введения, 3 глав, заключения, списка использованной литературы и приложений, ее объем составляет 134 страниц.

E’LON QILINGAN ISHLAR RO‘YXATI
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