

# **PEDAGOGICAL EFFECTIVENESS OF REAL-LIFE ORIENTED TASKS IN THE DEVELOPMENT OF FUNCTIONAL LITERACY IN PRIMARY GRADES**

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## **Abstract**

The article analyzes the pedagogical effectiveness of real-life oriented tasks in the formation and development of functional literacy in primary grade students. The study highlights the role of real-world situation-based tasks in the development of students' reading literacy, logical thinking, problem solving, practical calculation, and communicative competencies. Mechanisms for integrating real-life tasks into the lesson process, methodological recommendations and expected results are also justified. This approach is shown in scientific and practical terms as an important factor in increasing students' motivation for education, the formation of skills in applying knowledge in everyday life.

**Keywords:** Functional Literacy, Real-Life Oriented Tasks, Primary Education, Competency Approach, Problem Solving, Reading Literacy, Applied Mathematics, Integrative Education.

## **Introduction**

Today, one of the priorities in the education system is the formation of skills not only to memorize knowledge, but also to apply it in practice, make the right decisions in different life situations, analyze information and communicate. The development of functional literacy, especially in the primary grades, serves as the foundation for a student's successful learning and adaptation to social life in later stages.

Functional literacy is a student's ability to apply basic skills such as reading, writing, and numeracy with everyday life needs, to understand and use information. An important tool in developing this literacy is real-life focused

assignments that take the learner from "acquiring knowledge" to "using knowledge."

Functional literacy in primary education is manifested in the following areas:

- Reading literacy (ability to understand, analyze, draw conclusions);
- Written speech literacy (logical presentation of ideas, texturing);
- Mathematical literacy (practical calculus, measurement, comparison);
- Information literacy (table, diagram, character understanding);
- Communicative literacy (communication, cooperation, exchange of ideas).

To develop these skills, the learning process is brought closer to real-life situations, and the learner's learning acquires "life value".

Real life oriented tasks are educational activities that are connected with the student's everyday life experience, aimed at solving practical situations, encouraging the student to think independently.

Such assignments are distinguished by the following symptoms:

- built on the basis of a vital problem or situation;
- leads the reader to practical decision-making;
- integrates multiple science elements;
- includes the stages of understanding-analysis-application;
- supports the student's independence and creative thinking.

The pedagogical effectiveness of real-life assignments is explained by the following factors:

The reader finds the answer to the question "why do I need this knowledge?" For example, tasks such as shopping in a store, getting information from a schedule, reading traffic signs, keep the reader interested and ensure active participation.

In traditional assignments, the student often seeks to find only the "right answer."

And in real-life assignments, the learner:

- that understands problem,
- sorts data,
- consideration of solution options,
- justifies the result.

Real assignments teach the student to reason, to compare, to determine cause and effect. For example, questions such as "Why is this answer correct?" or "Which way is more economical?" deepens the reader's thinking.

Real situations often require working in a group, exchanging ideas, discussing. This will develop a collaborative skill.

For example, in the assignment on the topic "market", elements of mathematics (accounting), native language (text composition), education (economy) are combined.

The stages of creating an assignment are:

1. Choice of life situation (school, home, shop, library, transportation).
2. Goal setting (reading, numeracy, writing, problem solving).
3. Clear and simple formulation of the assignment clause.
4. Determination of evaluation criteria (correctness, justification, logic).
5. Reflexion (what did the student learn? where does he apply?).

Sample real-life assignments can be given in Reading Literacy, Education, Science and other lessons:

### **Task 1 (Reading Literacy)**

**Text:** "Family members went for a walk on Sunday. They walked 4 stops on the bus..." Questions

- Where might the family have gone?
- How much important information did you find in the text?
- Sarlavha qo‘ying.

### **Task 2 (Mathematical Literacy)**

**Situation:** "1 kg of apples 12,000 soums, 1 kg of bananas 18,000 soums, 2 kg of apples and 1 kg of banana were taken in the store."

**Task:** calculate the total price, how much refund can you get with UZS 50,000?

### **Task 3 (Information literacy)**

**Table:** weekly weather indicators are given.

**Task:** Identify the hottest and coldest day, find the difference.

### **Task 4 (Communicative Literacy)**

**Role Play:** "Getting a Book in the Library"

- Reader – reader
- Teacher
- Librarian

**Task:** ask for the title of a book, identify the author, agree on the deadline for returning the book.

### **Research results and analysis (based on practical observation)**

When real-life oriented tasks are systematically applied in elementary grades, the following results are achieved:

- the level of students' understanding of the text increases;
- practical calculation skills are formed;
- logical thinking and independent solution is activated;
- students' interest and motivation in the lesson increases;
- By expressing one's opinion and participating in debate, speech competence develops.

In the development of functional literacy in elementary grades, real-life focused assignments have high pedagogical effectiveness. These tasks form in students such important competencies as connecting knowledge with practice, understanding problems, analyzing, drawing logical conclusions, working in communicative cooperation. Assignments structured on the basis of real-life situations enrich the content of education and serve to prepare the student for life.

Methodologically, it is advisable to give as a recommendation:

1. Complete at least 1–2 real-life assignments on each topic.
2. Enhance interdisciplinary integration in assignments.
3. Make sure that the assessment, not just the answer, but also the solution process is taken into account.
4. More focus on group and pair work.
5. Ask the reflex questions (What did you learn? Where do you use it?) regular application.

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