



FACTORS INFLUENCING THE DEVELOPMENT OF CONSCIOUS READING IN PRIMARY SCHOOL STUDENTS

Nematova Diyora Bakhodir kizi

Teacher of Termiz State Pedagogical Institute

muslima.malak9797@gmail.com

Samadova Mohiruza Shavkat kizi

2nd Year Student of Termiz State Pedagogical Institute

dhdhdhsh1233@gmail.com

Abstract

This article investigates the multifaceted factors influencing the development of conscious reading skills among primary school students. Conscious reading is conceptualized as an integrative literacy competence encompassing decoding accuracy, comprehension, critical reflection, and metacognitive regulation. Drawing on international research trends and the Early Grade Reading Assessment (EGRA) framework, the study examines pedagogical, cognitive, socio-cultural, and institutional factors shaping early reading development. A mixed-methods research design was employed, involving EGRA-based diagnostic assessments, classroom observations, teacher questionnaires, and semi-structured interviews. The findings demonstrate that systematic instruction, teacher professional competence, formative assessment, and family literacy environments significantly affect students' conscious reading outcomes. The study offers evidence-based recommendations for improving primary reading instruction and aligning national practices with global literacy standards.

Keywords: Conscious reading, primary education, EGRA, reading comprehension, literacy development, formative assessment.

Introduction

Reading literacy is universally recognized as a cornerstone of educational success and lifelong learning. In primary education, reading extends beyond mechanical decoding to include comprehension, interpretation, and purposeful engagement

with text. This higher-level ability, often referred to as conscious reading, enables learners to construct meaning, monitor understanding, and apply textual information in new contexts.

International large-scale assessments, including EGRA, PIRLS, and PISA, consistently emphasize early reading proficiency as a predictor of later academic achievement. However, research indicates that many primary school students demonstrate surface-level reading skills without deep comprehension. This challenge is particularly evident in transitional education systems undergoing curriculum reform.

In recent years, Uzbekistan and other developing contexts have introduced competency-based curricula aimed at improving reading outcomes. Despite these reforms, gaps remain between policy intentions and classroom practices. Understanding the factors that influence conscious reading development is therefore essential for designing effective instructional interventions. This study seeks to identify and analyze these factors through an empirical investigation grounded in international experience.

Methods

This study adopted a mixed-methods research design, integrating quantitative and qualitative approaches to obtain a comprehensive understanding of conscious reading development.

The research involved 120 primary school students from grades 2 to 4 and 20 primary teachers from urban and semi-urban schools. Students were selected using purposive sampling to represent diverse reading proficiency levels. Teachers participated voluntarily and had teaching experience ranging from 3 to 20 years.

Data were collected using multiple instruments:

- EGRA-based diagnostic tests measuring phonemic awareness, oral reading fluency, vocabulary knowledge, and reading comprehension;
- Teacher questionnaires examining instructional strategies, assessment practices, and perceptions of reading difficulties;
- Structured classroom observation protocols focusing on student engagement and instructional methods;
- Semi-structured interviews with teachers to gain qualitative insights.

The study was conducted over one academic semester. Diagnostic assessments were administered at the beginning and end of the term. Quantitative data were analyzed using descriptive statistics, while qualitative data were coded thematically. Triangulation was employed to enhance validity.

Results

The results reveal that conscious reading development is influenced by interconnected instructional, professional, and contextual factors.

Students exposed to systematic phonics instruction combined with comprehension strategies showed significant improvement in reading accuracy and understanding. Interactive techniques such as guided reading, questioning, summarizing, and prediction fostered deeper engagement with texts.

Teacher expertise emerged as a decisive factor. Educators with strong methodological knowledge and assessment literacy were more effective in supporting students' reading development. Differentiated instruction contributed to equitable learning outcomes.

Students from literacy-rich home environments demonstrated higher comprehension and motivation. Parental involvement and positive attitudes toward reading reinforced school-based instruction.

Formative assessment aligned with EGRA indicators enabled early identification of reading difficulties. Continuous feedback enhanced students' metacognitive awareness and self-regulation.

Discussion

The findings underscore that conscious reading is a complex construct shaped by pedagogical, cognitive, and socio-cultural dynamics. Consistent with international literature, the study confirms that explicit instruction in decoding and comprehension strategies is essential for developing deep reading skills. EGRA-based instruction provides a structured framework for diagnosing and addressing reading challenges at early stages.

A particularly significant finding concerns the role of teacher professional competence. Teachers who demonstrated strong pedagogical content knowledge were better equipped to scaffold students' reading processes. This aligns with global research emphasizing teacher quality as a primary determinant of literacy

outcomes. Professional development programs should therefore prioritize reading pedagogy, formative assessment, and data-driven instruction.

The socio-cultural dimension also warrants attention. Family literacy practices create a supportive environment that extends learning beyond the classroom. Integrating family engagement initiatives into school literacy programs can amplify instructional impact.

Furthermore, the study highlights the importance of formative assessment as a transformative tool. Unlike summative assessments, formative approaches provide ongoing insights into learner progress and inform instructional adjustments. When aligned with international benchmarks such as EGRA, formative assessment supports both accountability and instructional improvement.

The implications of these findings are substantial. Policymakers and educators must adopt a holistic approach to reading instruction that integrates curriculum design, teacher training, assessment systems, and family involvement. Conscious reading should be positioned as a strategic priority within primary education reform agendas.

Conceptual Framework

The conceptual framework of this study is grounded in cognitive, pedagogical, and socio-cultural theories of reading development. Conscious reading is viewed as an outcome of the dynamic interaction between instructional practices, teacher professional competence, assessment mechanisms, and the learner's socio-cultural environment.

At the core of the framework is the learner, whose conscious reading ability develops through systematic instruction that integrates decoding, comprehension strategies, and metacognitive regulation. Teacher professional competence functions as a mediating variable, shaping how instructional strategies and assessment tools are implemented. EGRA-based formative assessment provides continuous feedback, enabling early identification of reading difficulties and instructional adjustment. Family literacy environment and socio-cultural factors serve as contextual variables that reinforce or constrain school-based reading instruction. The framework assumes that the alignment of these components leads to sustainable development of conscious reading skills in primary school students.

Conclusion

This study concludes that conscious reading development among primary school students depends on a synergistic interaction of instructional quality, teacher competence, assessment practices, and socio-cultural support. Incorporating international experience, particularly EGRA-based methodologies, can significantly enhance reading outcomes. Future research should explore longitudinal impacts and intervention-based models to further advance early literacy development.

References

1. Cain, K., & Oakhill, J. (2011). Reading comprehension development from 8 to 14 years. Cambridge University Press.
2. Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. *Journal of Education*, 189(1–2), 107–122.
3. Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and Writing*, 2, 127–160.
4. Paris, S. G., & Hamilton, E. E. (2009). The development of children's reading comprehension. In *Handbook of Research on Reading Comprehension*.
5. Snow, C. E. (2002). Reading for understanding: Toward an R&D program in reading comprehension. RAND.
6. UNESCO. (2021). Reimagining our futures together: A new social contract for education.
7. World Bank. (2019). Ending learning poverty: What will it take?
8. RTI International. (2018). Early Grade Reading Assessment Toolkit.
9. OECD. (2019). PISA 2018 Results: What students know and can do.
10. Ne'matova, D. (2025). Developing students' conscious reading skills based on international experiences (using the example of EGRA studies). *Современные подходы и новые исследования в современной науке*, 4(4), 69–73.