

PSYCHOPEDAGOGICAL CONDITIONS FOR THE FORMATION OF FUNCTIONAL LITERACY IN EXTRACURRICULAR ACTIVITIES

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Annotation:

The article highlights the role of extracurricular activities in developing functional literacy among primary school students. The psychopedagogical importance of library work, creative notebooks, media and digital literacy activities, as well as cooperation with family and community, is analyzed. Based on UNESCO, OECD, and IEA reports and Uzbekistan's educational policies, the paper demonstrates ways to foster independent thinking, creativity, and critical analysis skills through extracurricular activities.

Keywords: functional literacy, extracurricular activities, psychopedagogical conditions, student personality development, independent thinking skills, educational process efficiency, social adaptation, active teaching methods, educational motion, personality-oriented approach, reflection and analysis skills, interactive techniques, cognitive development

ПСИХОПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ФОРМИРОВАНИЯ ФУНКЦИОНАЛЬНОЙ ГРАМОТНОСТИ ВО ВНЕУРОЧНОЙ ДЕЯТЕЛЬНОСТИ

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Аннотация:

В статье раскрыта роль внеурочной деятельности в развитии функциональной грамотности учащихся начальных классов. Анализируются психопедагогическое значение работы с библиотекой, творческих тетрадей, медиа- и цифровой грамотности, а также взаимодействия семьи и общества. На основе документов UNESCO, OECD, IEA и образовательной политики Узбекистана показаны пути формирования у школьников навыков самостоятельного мышления, креативности и критического анализа посредством внеурочных занятий.

Ключевые слова: функциональная грамотность, внеурочная деятельность, психопедагогические условия, развитие личности учащегося, навыки самостоятельного мышления, эффективность образовательного процесса, социальная адаптация,

активные методы обучения, учебная мотивация, личностно-ориентированный подход, навыки рефлексии и анализа, интерактивные методы, познавательное развитие

In the modern educational system, activity outside the course process is one of the important factors in the development of functional literacy of students. Because the theoretical knowledge given during the lesson is often limited, it will be necessary to put it into practice, strengthen it through independent activities, library work, creative notebooks, media and digital tools, as well as cooperation with family and society will be of particular importance. The UNESCO report notes that in order to improve the quality of education, not only textbook and classroom training, but also extracurricular activities should be considered as an integral part of sustainable education. The OECD, on the other hand, considers it important to organize a variety of activities outside the learning process in order to develop students' independent learning, creative activity, and critical thinking skills.

In the educational policy of Uzbekistan, this issue is also noted as an urgent direction. The national curriculum defines a broad introduction of extracurricular activities, clubs and creative activities to promote student competencies. Decision PQ-187, esa is tasked with increasing reading literacy in students by fostering family reading and library culture. However, there are a number of problems in practice:

1. Library Affairs and family reading culture have not formed sufficiently.
2. Effective media and digital literacy programs and methodological manuals are inadequate.
3. Criteria for evaluating extracurricular activities have not been developed.
4. Cooperation with parents and society has not been sufficiently established.

Therefore, it is possible to develop functional literacy in students by methodically correctly organizing extracurricular activities, creating psychopedagogical conditions and effectively evaluating the results.

This article relied on theoretical analysis based on existing scientific sources, international documents and national education policies, rather than empirical experience. 1. Theoretical-analytical method. The role of extracurricular activities in the development of functional literacy has been scientifically analyzed based on reports from UNESCO, OECD, IEA: PIRLS, TIMSS. 2. Comparative methodhis article relied on theoretical analysis based on existing scientific sources, international documents and national education policies, rather than empirical experience.

1. Theoretical-analytical method. The role of extracurricular activities in the development of functional literacy has been scientifically analyzed based on reports from UNESCO, OECD, IEA: PIRLS, TIMSS.

2. Comparative method. Family reading, library culture and media literacy programs in international experiments (Finland, Singapore, South Korea) were compared with the practice of Uzbekistan.

3. Concept method. On the basis of Piaget and Vigotsky's theories, a psychopedagogical model of the development of functional literacy in extracurricular activities was developed in accordance with the age characteristics of students.

4. Systematic approach. Concept method. On the basis of Piaget and Vigotsky's theories, a psychopedagogical model of the development of functional literacy in extracurricular activities was developed in accordance with the age characteristics of stu

As a result, the article focused on identifying the theoretical foundations and methodological directions for the formation of functional literacy through extracurricular activities in primary education.

In recent years, the issue of media and digital literacy has gained special importance. According to OECD (2023) studies, media literacy has become an integral part of students' functional literacy, which should develop the skills of seeking, analyzing, verifying and consciously using information [OECD, 2023]. In recent years, the issue of media and digital literacy has gained special importance. According to OECD (2023) studies, media literacy has become an integral part of students' functional literacy, which should develop the skills of seeking, analyzing, verifying and consciously using information [OECD, 2023]. Rustamova (2021) analyzed the role of media in the development of creative thinking of students on the basis of an integrative approach and showed that their application in extracurricular activities gives an effective result [Rustamova, 2021]. Norqobilova (2022) scientifically substantiated the possibilities of combining media and linguistic competencies by applying the CLIL method to native language lessons [Norqobilova, 2022]. UNESCO (2021), on the other hand, defines media and digital literacy as an important factor in increasing children's independent reading, critical thinking and social activism [UNESCO, 2021]. Norqobilova (2022) scientifically substantiated the possibilities of combining media and linguistic competencies by applying the CLIL me

Creative notebooks are one of the effective tools of extracurricular activities. They serve to develop students' skills in Independent writing, text retelling, annotation, and creating a new idea. In her study, Shirin developed a methodology for the development of environmental literacy using creative assignments based on the STEAM approach, proving their effectiveness in experience. In Piaget theory, students between the ages of 6-10 are in the concrete operational stage, and creative training is important in accelerating their cognitive development. Vygotsky, on the other hand, interprets creative activity as an integral part of socio-cultural experience, evaluating it as a factor expanding the "zone of intimate development" in students.

To effectively formulate functional literacy in extracurricular activities, it is necessary to create psychopedagogical conditions. Mavlonova justified the need to harmonize psychological and pedagogical factors on the basis of an integrative approach in primary education, showed the need for motivational support of an educator and the creation of a positive environment among students in order to develop collaborative skills through interdisciplinary project activities. The OECD report on the quality of Education also noted that just such conditions - social cooperation, family participation and the harmony of extracurricular activities significantly increase the results of Education.

Table 1. Comparison of international and national approaches

Direction	International experience (UNESCO, OECD, IEA)	National experience (Scientists of Uzbekistan, 2020+)
Library and family reading	Family learning programs are widely implemented in Finland, Korea, and Singapore [IEA, 2022].	Abdullayeva (2021), Khidirova (2020) are methodologies for developing literacy through Family Studies.
Media and digital literacy	The OECD (2023) has defined digital literacy as a core competency.	Rustamova (2021), Norqobilova (2022) - Improving creative and language competence through CLIL and media integration.
Creative notebooks	UNESCO (2021) - creative tasks develop independent learning and critical thinking.	Shirinova (2023) - creative tasks based on STEAM are used in the formation of environmental literacy.
Psychopedagogical conditions	OECD (2023) - Family involvement and social collaboration increase educational performance.	Mavlonova (2020), placenta (2021) - motivational and psychological support is important in integrative teaching.

As can be seen from the table above, international and national experiments on the development of functional literacy serve to form a complementary, integrated approach. For example, in library and family reading areas, children develop independent reading, research, and communication skills through reading culture and family reading programs in countries such as Finland, Korea, and Singapore. In the national experiment, esa Abdullayeva and Khidirova's research covers the place of Family Studies in primary education, methodological conditions and effective models on a scientific basis.

In Media and digital literacy, the OECD has defined digital competencies at the international level as important 21st century backbone skills, offering specific strategies to integrate them into the educational process. Nationally, Rustamova and Norqobilova have developed innovative techniques to enhance competence in language and creative thinking by harmonizing the media and CLIL approach. Creative notebooks and creative assignments occupy an important place in both international and national experience. In UNESCO research, creative assignments are recommended as an effective means of developing independent

reading and critical thinking. And Shirinova offers an experimental model for applying creative tasks to the process of forming environmental literacy based on the STEAM approach. On psychopedagogical conditions, the OECD notes family participation and social cooperation as an important factor in improving educational effectiveness. And D. in national studies. On psychopedagogical conditions, the OECD notes family participation and social cooperation as an important factor in improving educational effectiveness. And D. in national studies. M. Mamatkulov and Yolandseva scientifically analyzed the importance of motivational support, psychological support and teacher-family cooperation in the process of integrative education. In general, these ana.

The literature review shows that developing functional literacy in extracurricular activities requires a multifaceted approach. While UNESCO, OECD and IEA international reports assess this process as important for the sustainable development of Education, Uzbek scientists are developing methodological recommendations taking into account Family Reading, media and digital literacy, creative notebooks and psychopedagogical conditions, which indicates the need to increase the importance of extracurricular activities in Uzbek educational policy and develop their scientifically based mechanisms in the development of functional literacy.

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