

Date: 25<sup>th</sup> July-2025

## CONTENT AND ESSENCE OF THE CONCEPT OF FUNCTIONAL LITERACY IN PEDAGOGICAL RESEARCH

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**Abstract.** The article presents the stages of development of the concept of "literacy". The study has developed the periodicity of the change (evolution) of the concept of "functional literacy" in pedagogical theory and practice in different historical periods. It is shown how, in connection with the increasing demands of society for personal development, the concept of "literacy" has turned into the concept of "functional literacy as the basis for the development of competence". In modern pedagogy, functional literacy is considered as the basis for the development of competence.

**Keywords :** Creative thinking, natural science literacy, integrative approach, reading literacy, mathematical literacy, global competence, financial literacy.

**Abstract.** V state predstavleny etapy razvitiya ponyatiya "gramotnost". Issledovaniem razrabotana periodichnost izmeneniya (evolution) concept of "funktsionalnaya gramotnost" v pedagogicheskoy teorii i praktike v raznye istoricheskie periody. It is shown that, in connection with the growing needs of the society, the concept of "transformation of the concept" of the functional grammar is the basis of the development of competence.

**Key words:** kreativnoe mishlenie, estestvennonauchnaya gramotnost, integrativnyy pokhod, gramotnost chteniya, matematicheskaya gramotnost, globalnaya kompetentnost, finansovaya gramotnost.

**Annotation.** The article presents the stages of development of the concept of "literacy". The study developed the periodicity of change (evolution) of the concept of "functional literacy" in pedagogical theory and practice in various historical periods. In connection with the growing demand of society for Personality Development, it is shown how the concept of "literacy" has become the concept of "functional literacy is the basis of the development of competence." In modern pedagogy, functional literacy is seen as the basis for the development of competence.

**Keywords:** creative thinking, natural scientific literacy, integrative approach, reading literacy, mathematical literacy, global competence, financial literacy.

Currently, the education system in our country is developing. One of the important tasks of a modern school is the formation of functionally literate people. In the 20th century, it became clear that the problem of literacy formation is relevant not only for children, but also for the elderly population of any country, therefore, in scientific research, the content of this concept is expanding to include the aspect of activity. Functional literacy is formed throughout a person's life, as in all areas of human activity, he realizes

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the need to master new knowledge, concepts, rules and norms, and changes occur. In the current rapidly changing and information age world, functional literacy is becoming one of the main factors contributing to the active participation of people in social, cultural, political and economic activities and regular education. Thus, functional literacy is the ability of a person to enter into relations with the external environment and adapt to it as quickly as possible, and to work in these conditions. Unlike elementary literacy, which is the ability of a person to read, understand, compose simple, short texts, and perform simple arithmetic operations, functional literacy constitutes the basis of knowledge, skills, and competencies that ensure the normal functioning of a person in the system of social relations.

The concept of “functional literacy”, which is considered almost new in pedagogical science, appeared in the third quarter of the 20th century in response to the global problems of modernity associated with the transition of society to the post-industrial era. In the 50s of the 20th century, in connection with the establishment of the United Nations Educational, Scientific and Cultural Organization, the problem of population literacy began to be studied internationally. At the 10th session of UNESCO in 1958, it was recommended to consider “only a person who can read texts with understanding and write a short account of his daily life is literate, and a person who has only reading skills is semi-literate.” In studies conducted by international experts aimed at improving the literacy of society and the quality of education, various definitions of the concept of “literacy” have been given. In particular, the National Encyclopedia of Uzbekistan defines the concepts of “literacy” and “literacy” as follows :

- 1) one of the indicators of the cultural level of the population;
- 2) a person has oral and written speech skills that comply with the norms of the literary language;
- 3) ability to read and write simple texts;
- 4) possession of knowledge in a specific field (political literacy, technical literacy, medical literacy).

The meaning and essence of the concept of "literacy" changes at different stages of a society's development, depending on its social, political, scientific, cultural, and spiritual level.

The quality of education is the achievement of effective results by ensuring the fulfillment of the requirements set for the entire education system. In the field of education, quality can be viewed as a relative concept as the degree of its compliance with educational standards or classifications and consumer requirements, and the combination of the above two aspects is considered effective. The integration of our country into the world community, the development of science and technology and the competitiveness of the younger generation in a changing world require excellent mastery of subjects, which is ensured by introducing international experience and standards into the education system, including in teaching mathematics. This is also evidenced by the results of studies by a number of international organizations on education. In this regard, we can look at the studies of the Organization for Economic Cooperation and Development (OECD) - the



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Program for International Student Assessment (PISA), which aims to assess the level of literacy of 15-year-old students in reading, mathematics and natural sciences. The "assessment" in PISA aims to determine students' life skills, that is, the degree to which they can apply the knowledge they have acquired within the framework of the school program in real-life situations. This, in turn, requires students to have functional literacy.

Functional literacy requires the integration of disciplines and allows students to consciously master the school curriculum, apply it to phenomena and processes, and understand relationships. This creates favorable conditions for meaningful understanding, clarification, and deepening of facts, theories, and laws from mathematics, physics, chemistry, biology, and ecology. This directly affects the quality of education.

In modern pedagogical research, the concept of "functional literacy" is considered in the problematic area of the competency-based approach, which began to actively develop in education in connection with the transition of society from the educational paradigm of "education for life". The new educational paradigm is "lifelong learning". Most of the developers of the competency-based approach emphasize that the formation of the competencies of a developing individual should be carried out using the content of education, as a result of which the student develops abilities and has the opportunity to solve real problems in his everyday life: household, industrial and social. Educational competencies include, but are not limited to, the components of functional literacy as an integral characteristic of the student's level of preparation. As one of the indicators of the level of education within the framework of the competency-based approach, O.E. Lebedev considers functional literacy, he believes that the task of determining a person's functional literacy is to determine his ability to solve the functional problems he faces. based on such types of activities as subject study, communication, social activity, self-determination, including professional choice. To clarify this task, several areas of activity are identified. All areas of human activity are extremely complex, like life itself. The multitude of manifestations of activity formed as a result of the individual's own development leads to their infinite diversity. The same area in the life of different people can have different meanings and manifestations, but in each area there is a certain minimum, inherent invariance.

The level of functional literacy within the framework of a competency-based approach reflects the formation of the ability to act in accordance with the norms, rules and instructions accepted in society, that is, it is characterized by the ability to solve standard and non-standard problems. life tasks associated with the implementation of social functions of a person. Today, special attention is paid to documenting the introduction of a competency-based approach at all levels of education. The documents being developed and implemented (fund of assessment tools, competency passport, competency cluster, etc.) define the structural composition of each competency, and also indicate the criteria for assessing the maturity of competencies at a certain level. However, such information is rarely provided directly to students, therefore, the student, as a subject of education, is deprived of the opportunity to track the path of development of his abilities and make timely adjustments to his educational direction. This, in turn, poses a threat to the



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formation and development of functional skills that form the basis of functional literacy, since the student's state of "indifference" to the results of his own educational activities can lead to the motivational and reflexive components of functional abilities. literacy y is not sufficiently expressed. Accordingly, special attention should be paid to the development of students' ability to understand their educational needs, to make short-term and long-term plans in accordance with their ideas about their real capabilities, goals and conditions. One of the means to achieve this goal may be the introduction of methodological developments aimed at self-control of the formed competencies.

Based on the results of the research, the following scientific and methodological recommendations were developed:

- 1) study international experiences , taking into account that they do not contradict our national values, conduct experiments, and incorporate effective experiences into the educational process;
- 2) tasks presented in international studies are developed based on the curricula of the participating countries and the requirements of the 21st century. study the curricula of leading countries, compare them with our national curriculum;
- 3) start the formation of functional literacy from an environment close to the student, and then expand the scope of applying knowledge in an analogous way;
- 4) in order to organize the quality of education in general education schools based on international requirements, introduce innovative ways to successfully implement practical methodological tasks, such as the transition from the classroom system to project-based activities, the transfer of fundamental knowledge to functional literacy, the search for new ways to solve problems at the intersection of disciplines through the process of active application in practice, and, if necessary, directing them to discovery;
- 5) improving the activities of websites where training courses are organized;
- 6) preparing video lessons and videos related to practical processes and posting them on YouTube channels.

Thus, at present, researchers unanimously agree that the formation of a person's functional literacy does not end with the end of school, since in the information society this process continues throughout life due to constantly occurring changes in various spheres of activity, and a person is faced with the need to master new norms and rules of life. The developed periodization helps to systematize scientific views on the evolution of the concept of "functional literacy" in pedagogical theory and practice in different historical periods. The attention of modern society is focused on further studying the phenomenon of functional literacy in connection with various spheres of human activity. Functional literacy, as a new pedagogical concept, is becoming the subject of in-depth study in connection with the increasing demands of society on the level of education of a person and is considered as one of the components of the continuous upbringing of a developing personality.



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