

**PEDAGOGICAL CONDITIONS FOR DEVELOPING STUDENTS' FUNCTIONAL LITERACY IN GENERAL SECONDARY SCHOOLS****Yodgorova Firusa Muminovna**

**Abstract.** This thesis analyzes the pedagogical conditions for developing the functional literacy of students in general secondary schools. The didactic mechanisms for forming students' ability to apply acquired knowledge in everyday life and socio-economic situations, the methodological preparedness of teachers, and the role of the educational environment are examined. Pedagogical approaches aimed at the formation of functional literacy and the opportunities for their practical implementation are also discussed.

**Key words:** functional literacy, general secondary school, competency-based approach, pedagogical conditions, learning situation, contextual task, educational environment.

In the modern education system, forming students' ability to freely apply acquired knowledge in practical activities and real-life situations has become a priority, rather than merely increasing the volume of their knowledge. This process is expressed in pedagogical literature through the concept of "functional literacy." Functional literacy is an integral characteristic that encompasses a student's ability to read and understand a text, to engage in mathematical reasoning, to interpret natural-scientific phenomena, and to make decisions based on the information obtained.

International experience in the development of functional literacy (the results of the PISA, PIRLS, and TIMSS international assessment programmes) shows that students' skills in independent thinking, text analysis, and the resolution of problem situations must be formed throughout school education on the basis of a systematic and consistent approach. This, in turn, requires the creation of specific pedagogical conditions in schools.

In the course of our research, the following main pedagogical conditions for developing functional literacy have been identified:

First, the broad introduction of contextual (life-related) tasks into the learning process. Unlike traditional textbook exercises, such tasks encourage students to reason within specific real-life situations, to take several variables into account, and to draw substantiated conclusions. For example, in mathematics lessons — problems related to prices, family budgets, and planning travel routes; in native language lessons — working with texts of various genres such as advertisements, instructions, and statistical data — all serve to develop students' functional literacy.

Second, strengthening interdisciplinary connections. Real-life situations do not fit within the framework of a single subject: an ecological problem requires the combined study of mathematical calculation, natural-scientific knowledge, and social decision-making. For this reason, it is advisable for teachers to plan interdisciplinary projects, integrated lessons, and thematic modules.

Third, the pedagogical and methodological preparedness of the teacher. Designing tasks that develop functional literacy and using them effectively requires teachers to be familiar with modern assessment techniques, the competency-based approach, and activating methods (small-group work,

discussion, project-based learning). In this regard, it is important that the teacher's professional development be of a continuous nature.

Fourth, creating an educational environment that encourages students to think. A student can engage in genuine thinking activity only when a psychologically safe environment is established, in which the learner is not afraid to make mistakes and is encouraged to ask questions and put forward suggestions. A democratic communication style, respect for the student's opinion, and the opportunity for independent choice are the main features of such an environment.

Fifth, the formative nature of assessment. Functional literacy is measured not only through final tests, but also through observing the student's thinking process, rubric-based analysis, and mechanisms of self- and peer-assessment. Such assessment is aimed at helping students to see their own progress and to overcome their shortcomings.

The combined implementation of the conditions outlined above creates the foundation for developing not only the knowledge but also the skills and value-based attitudes of students. Functional literacy is inseparably linked with the 21st-century educational competencies (critical thinking, communication, collaboration, creativity), and its formation becomes one of the quality indicators of school education.

In conclusion, it can be emphasized that the development of students' functional literacy in general secondary schools is not a separate subject, but rather an integrated pedagogical system that encompasses all educational subjects and all stages of the educational process. The consistent practical implementation of the pedagogical conditions described above will significantly enhance the readiness of school graduates for life, the labour market, and lifelong education.

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