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Article

Efficiency of Using Multiplatform Technologies in Teaching Primary School Students Reading and Text Comprehension

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Abstract: This article analyzes the pedagogical possibilities and effectiveness of using multiplatform technologies in teaching reading and text comprehension to primary school students. The study examined the role of electronic textbooks, audiobooks, video lessons, QR-coded tasks and interactive platforms in developing students' reading literacy and comprehension competencies. Experimental results demonstrated that multiplatform educational tools significantly increase students' motivation for reading, improve independent thinking skills and enhance deep text comprehension.

Keywords: reading literacy, text comprehension, multiplatform technologies, digital pedagogy, multimedia, interactive learning, primary education.

Introduction

In today's globalization and digitalization process, one of the most important tasks facing the education system is to develop functional literacy, especially reading and text comprehension competencies, in primary school students. Because in modern society, the acquisition of knowledge, sorting information, its analysis and application in practical activities is directly dependent on the reading comprehension skills of students [1]. Therefore, the development of reading literacy of students at the primary education stage is considered one of the priority areas of the pedagogical process.

The Law of the Republic of Uzbekistan "On Education", the "Digital Uzbekistan - 2030" strategy, and regulatory legal documents on the development of general secondary education define the introduction of modern information and communication technologies into the educational process, the use of interactive and innovative methods as important tasks. The use of multiplatform technologies is of particular importance in implementing these tasks [2].

Multiplatform means the use of various digital tools, mobile applications, electronic platforms, multimedia resources and interactive programs in the educational process on a single system. Such an approach increases students' interest in reading in accordance with their age and psychological characteristics, activates the process of perceiving and understanding the text, and develops independent thinking skills [3].

In addition to traditional methods, the use of multimedia tools, audio texts, animated stories, electronic textbooks, QR-tasks, interactive games and digital platforms in the formation of text comprehension competence in primary school students gives effective results [4]. In particular, in a multiplatform educational environment, the student

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not only reads the text, but also hears, sees, analyzes and discusses it. This enhances his cognitive activity [5].

From this point of view, the organization of experimental work to determine the effectiveness of using multiplatforms in teaching primary school students to read and understand the text is of important scientific and practical importance. Through experimental work, it will be possible to identify changes in students' reading speed, level of conscious reading, text content analysis skills, and creative [6].

Methods

The following methods were used during the study:

- analysis of scientific and pedagogical literature;
- pedagogical observation;
- interviews and questionnaires;
- diagnostic tasks;
- pedagogical experiment;
- mathematical and statistical analysis.

Experimental and test work was organized in secondary schools in Namangan, Samarkand and Fergana regions. A total of 321 students participated in the study. Of these, 166 were involved in the experimental group and 155 in the control group.

Research Results And Analysis

The learning process in the experimental groups was organized on the basis of electronic textbooks, audiobooks, video stories, QR-code tasks, Quizizz, Kahoot, Google Forms and other interactive platforms [7], [8].

At the end of the experiment, the following results were achieved:

Table 1. Results of Reading Literacy Indicators Before and After the Experiment.

Indicator	Before the experiment (%)	After the experiment **(%)**
Excellent	19	28
Good	27	49
Average	30	16
Poor	24	7

The results showed significant positive changes in students' reading literacy, text analysis, and independent thinking competencies[9], [10].

In particular:

- students' conscious reading skills developed;
- text content analysis skills were formed;
- independent thinking and creative approach increased;
- information search and processing competencies developed;
- motivation to study increased.
- In the control groups, changes were observed at a relatively low level [11], [12].

Discussion

The advantage of multiplatform educational technologies is that the student perceives the text through several channels at the same time: reads, listens, observes, and analyzes. This increases the efficiency of memorizing and understanding information [13], [14].

While audiobooks develop auditory perception, video stories form a visual representation of the text content. Interactive tasks turn the student into an active subject, developing independent research and critical thinking skills.

Also, the use of QR code tasks, online tests, and mobile applications helps develop students' digital competencies [15].

Conclusion

1. The level of development of creative skills as a result of the organized use of multiplatforms in teaching primary school students to read and understand the text and the implementation of pedagogical and professional problem-solving tasks was analyzed.

2. The organization of experimental and test work on the basis of a specific goal and the tasks set in accordance with it created the following conditions:

- the presence of a clear direction of experimental and test work;
- the effective use of available opportunities;
- the effective use of the time spent on conducting experimental and test work;
- the prediction of the expected result in advance;
- the achievement of specific results;
- the effectiveness of experimental and test work is ensured.

3. In our research, the methodology used was proven to be effective and reliable in order to theoretically and methodologically substantiate the organization of the process of using multiplatforms in teaching primary school students to read and understand the text;

4. The application of the developed methodology for the implementation of the content sequence of the use of multiplatforms in teaching primary school students to read and understand the text, types of creative independent work by level of complexity, and the development of professional creativity to the practice of the education system was scientifically substantiated.

5. Extracurricular activities for 4th grade students based on the use of multiplatforms in teaching primary school students to read and understand the text using the program called "Itillectual Journey" proved to be effective by studying the system of initial knowledge, skills, and competencies of primary school students to use multiplatforms in teaching reading and understanding the text.

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