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ISSUES OF DEVELOPING READING LITERACY BASED ON DIGITAL LEARNING TOOLS

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Abstract:

This article analyzes the role and importance of digital educational tools in developing reading literacy. It highlights the potential of e-textbooks, video lessons, audiobooks, interactive platforms, and multimodal texts in fostering students' abilities to search, analyze, evaluate, and apply information in real-life contexts. The methodological aspects of developing reading literacy in a digital environment are also discussed in accordance with the requirements of international assessment programs such as PISA and PIRLS.

Keywords: digital educational tools, reading literacy, multimodal text, interactive platforms, PISA, PIRLS, information analysis, digital environment, functional literacy.

Today, digital technologies are becoming an integral part of the education system. Unlike traditional teaching methods, digital educational tools - electronic textbooks, audiobooks, video lessons, interactive platforms, online libraries - make the student's learning process more convenient, fast and personalized. In particular, the role of these tools in the development of reading literacy is increasingly increasing.

- Digital tools can greatly assist in developing the following components of reading literacy:



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- Finding information (Through Google, Wikipedia, Opendata portals).
 - Multimodal learning (text+image+video+audio integration).
 - Critical thinking (comparing different sources, separating fact and opinion).
 - Written and oral expression (interactive tests, discussion forums, written comments). For example, a student watches a video lesson on a topic, then reads an electronic text, and then takes a test - this process combines all the stages of reading literacy.
 - Reading literacy includes not only reading a text, but also understanding it deeply, distinguishing the main idea, seeing the connection between ideas, analyzing evidence and conclusions, comparing different sources, and expressing one's opinion with justification. Digital tools create a wide range of opportunities for developing these skills. For example, a student watches a video lesson on a topic, then reads an electronic text on this topic, and then consolidates his knowledge through an interactive test. Through such a multi-stage, multimodal reading process, the student not only understands, but also analyzes, applies, and evaluates the results.
 - Digital learning tools are divided into:
 - Electronic texts (PDF, EPUB, HTML) – allows you to read educational materials in digital format.
 - **Video tutorials** – helps you see, hear, and understand topics.
 - **Interactive platforms** (Quizizz, Kahoot, Wordwall, LearningApps) – helps with student assessment and engagement.
 - **Audio texts and podcasts** – reading comprehension expands literacy.
- Also, one of the advantages of electronic texts is their interactivity and flexibility. The presence of links, annotations, additional explanations, images, audio and video content in electronic textbooks increases interest in the text. By clicking on each term in the text, the reader can find out its dictionary or encyclopedic



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explanation, which helps to understand the text in depth and understand the context. In particular, the combined form of reading and listening to the text (for example, using an audiobook and a text screen together) develops reading literacy through auditory and visual perception in a multi-channel way.

Video lessons also play an important role in maintaining the student's attention, increasing visual acuity, and developing analytical skills. Providing analysis, discussion, and written assignments based on video takes the student to a higher level of reading. For example, after watching a given video, the student writes down the main idea, comments on the viability of the examples provided, or suggests an alternative solution. Through this process, reading literacy is formed not only through reading, but also through complex thinking. Another effective tool is interactive platforms. Through tools such as LearningApps, Padlet, Wordwall, Quizziz, Nearpod, students complete exercises related to the text they have read, answer questions, build sentences in a logical order, continue the story, or draw a cluster. Through these types of tasks, students actively process what they have read, which ensures solid assimilation. Interactive platforms transform the student from a passive reader into an active participant. For example:

- Kahoot – finding answers to analytical questions based on quick answers
- Wordwall – learning terms and creating text-based tests
- Padlet or Jamboard – virtual whiteboard for general text analysis
- Digital educational tools also create many advantages for the teacher. First of all, the opportunities for selecting resources appropriate to the reading level of each student, implementing a differentiated approach, monitoring results in real time, analyzing and evaluating errors expand. For example, the teacher can send each student a text appropriate to his or her abilities, analytical questions can be given to strong students, comprehension and excerpt-based tasks to average



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levels, and visual and audio-assisted tasks to children with learning difficulties. This ensures that each child grows at his or her own pace.

- In addition, the assessment of reading literacy through digital tools is also taking on a new look. Interactive tests, multiple-choice questions, open-ended written tasks, text-based role-playing, expressing opinions in forum and group discussion formats - all this serves to determine the level of reading literacy. Most importantly, such assessments are carried out quickly and accurately, based on an individual approach.
- The final conclusion is that digital tools not only modernize the education system, but also create the basis for the student to become a conscious, active and critical learner. Reading literacy develops through these tools in a multi-stage, multimodal and contextual way. Therefore, teachers and educational organizers can effectively form reading literacy by using digital tools in their practice wisely and directing them towards didactic goals.
- Today's international assessment systems, in particular, such as PISA (Programme for International Student Assessment), PIRLS (Progress in International Reading Literacy Study), are not limited to reading the text, but also focus on the skills of using, analyzing and applying it to real life. That is why the use of digital tools in the development of reading literacy is an indispensable requirement of global competencies.
- In the education system of developed countries, the approach in this regard is based on more systematic and long-term strategies:
 - Finland digital literacy is integrated into the curriculum from the primary level in schools. Students work with multimodal texts every day.
 - In Singapore there are electronic textbooks and an automatic assessment system for each student through a digital platform like "My Learning Space".



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- In South Korea the state has developed digital content libraries for teachers to enrich their lessons with video lessons, quizzes, forums, and visual presentations.
- In Estonia all schools are fully digitalized, with students accessing reading assignments, electronic diaries, and text-based assessments through the “e-kool” system. These experiences show that digital tools are not just a technological convenience, but a tool that puts the student at the center of the learning process, transforming him into a creative and conscious participant.

Therefore, the Uzbek education system also needs to update its teaching methodology in line with modern international requirements, especially considering the formation and assessment of reading literacy based on digital tools as a priority. In this regard, developing digital content, training teachers in digital pedagogy, and creating multimodal learning environments for students are among the urgent issues.

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