ISSN: 3060-4613

MAKTABGACHA VA MAKTAB TA'LIMI VAZIRLIGI

O'zbekiston Milliy Pedagogika Universiteti



№9(4)
2026

13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohalari va bosqichlari bo'yicha)
13.00.07 Ta'limda menejment
13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
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02.00.00 Kimyo fanlari
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09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal

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Elektron nashr. 420 sahifa,
25-sentyabr, 2026-yil.

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Pedagogika fanlari bo'yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:
• Ekspert kengashi (29.10.2024-y., №10)
• Rayosat qarori (31.10.2024-y., №363/5)
Psixologiya fanlari bo'yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):
• Ekspert kengashi (25.05.2025-y., №10)
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"Maktabgacha va maktab ta'limi" jurnali

26.09.2023-yildan

O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan **№C-5669363** reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.

Litsenziya raqami: **№136361**

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Abstract: The article describes the design of experimental work intended to test a methodological system for developing reading literacy through multimodal texts in primary school. A quasi-experimental design involving experimental and control classes and three stages (ascertaining, formative, and control) is justified. The central part of the article presents a set of six criteria for assessing multimodal reading literacy: reading fluency, locating information, integrating modes, interpretation, evaluation, and creation. For each criterion, indicators and three levels of attainment are defined, and the instruments used to measure them are described, including a multimodal reading test, an observation sheet, and a rubric for pupils' own multimodal texts. Procedures for ensuring validity, reliability, and ethical conduct are also discussed.

Key words: experimental work, quasi-experiment, assessment criteria, reading literacy, multimodal text, rubric, primary school.

Annotatsiya: Maqolada multimodal matnlar asosida o'qish savodxonligini rivojlantirishning metodik tizimini tekshirishga qaratilgan tajriba-sinov ishlarining dizayni tavsiflanadi. Tajriba va nazorat sinflari hamda aniqlovchi, shakllantiruvchi va nazorat bosqichlaridan iborat kvazieksperimental dizayn asoslanadi. Maqolaning markaziy qismini multimodal o'qish savodxonligini baholashning oltita mezoni tashkil etadi: o'qish ravonligi, ma'lumotni topish, modlarni birlashtirish, talqin qilish, baholash va yaratish. Har bir mezon uchun ko'rsatkichlar va uchta daraja belgilangan, ularni o'lchashda foydalaniladigan vositalar, jumladan, multimodal o'qish testi, kuzatuv varaqasi va o'quvchilarning o'zlari yaratgan multimodal matnlarni baholash rubrikasi tavsiflangan. Shuningdek, tadqiqotning validligi, ishonchliligi va axloqiy talablarini ta'minlash tartiblari yoritilgan.

Kalit so'zlar: tajriba-sinov, kvazieksperiment, baholash mezonlari, o'qish savodxonligi, multimodal matn, rubrika, boshlang'ich sinf.

Аннотация: В статье описывается дизайн опытно-экспериментальной работы по проверке методической системы развития читательской грамотности на основе мультимодальных текстов. Обоснован квазиэкспериментальный дизайн с экспериментальными и контрольными классами и тремя этапами: констатирующим, формирующим и контрольным. Центральное место занимает система шести критериев оценивания: беглость чтения, поиск информации, интеграция модусов, интерпретация, оценка и создание. Для каждого критерия определены показатели и три уровня, описаны инструменты измерения, включая тест на чтение мультимодальных текстов, лист наблюдения и рубрику для оценки собственных мультимодальных текстов учащихся. Также освещены процедуры обеспечения валидности, надёжности и этичности исследования.

Ключевые слова: опытно-экспериментальная работа, квазиэксперимент, критерии оценивания, читательская грамотность, мультимодальный текст, рубрика.

INTRODUCTION

A methodological system is only as convincing as the evidence of its effectiveness. In the field of reading literacy, such evidence is difficult to obtain: reading develops under many influences at school and at home, classes differ in composition, and teachers differ in their teaching styles. Moreover, outcomes of interest, such as interpretation and evaluation, are more difficult to measure than reading speed. For research on multimodal reading, there is an additional difficulty: widely used instruments assess mainly verbal comprehension and do not adequately capture the ability to integrate words and images or to create multimodal texts.

For these reasons, the design of experimental work deserves as much attention as the methodological system itself. The aim of this article is to present the design, stages, and assessment criteria of experimental work intended to test a system for developing reading literacy through multimodal texts in primary school and to explain the decisions taken to ensure the trustworthiness of its results.

LITERATURE REVIEW

The design was developed on the basis of the general methodology of educational research (Cohen et al., 2018; Creswell & Creswell, 2018), the PIRLS framework for reading comprehension processes (Mullis & Martin, 2019), and research on assessing visual and multimodal literacy (Callow, 2008).

Because random assignment of individual pupils to conditions is not possible in a school setting, a quasi-experimental design with intact classes was chosen. Such designs are widely accepted in educational research, provided that the non-equivalence of groups is acknowledged and controlled through pre-testing and careful comparison (Shadish et al., 2002).

Experimental classes are taught using the multimodal methodological system, whereas control classes follow the standard programme using the same textbooks and the same number of lessons. Both groups are assessed with identical instruments before and after the formative stage.

RESEARCH METHODOLOGY

The selection of classes follows three conditions: a comparable grade level (second to fourth grade), a comparable school type and location, and teachers' willingness to participate. Teachers of experimental classes receive a short preparatory course and methodological materials. Teachers of control classes are offered the same materials after the end of the experiment, ensuring that no group is permanently disadvantaged.

ANALYSIS AND RESULTS

The experimental work is organised into three stages. The ascertaining stage establishes the initial level of pupils' multimodal reading literacy and ensures the comparability of the experimental and control classes. The formative stage, lasting one school year, implements the methodological system in the experimental classes through multimodal texts selected according to explicit criteria, the "See – Understand – Create" lesson sequence, and a system of tasks for comprehension, interpretation, and evaluation. The control stage repeats the assessment and compares the changes observed in both groups. The key question for the assessment is what exactly should change. Based on the components of reading literacy and the specific features of multimodal texts, six criteria were defined (Table 1).

Table 1: **Criteria and indicators of multimodal reading literacy**

Criterion	Indicators	Instrument
Reading fluency	Accuracy, pace and expressiveness of reading aloud	Timed reading, observation sheet
Locating information	Finds explicitly stated information in words, pictures, tables	Test items
Integrating modes	Combines information from text and image into one answer	Test items requiring both modes
Interpretation	Draws inferences, explains characters' feelings and motives	Test items, oral interview
Evaluation	Judges the choices of author and illustrator, supports opinion with evidence	Open test items
Creation	Produces a simple multimodal text that conveys the meaning of the source	Rubric for pupils' products

For each criterion, three levels are described. At the high level, the pupil performs the operation independently and correctly with texts of grade-appropriate complexity. At the medium level, the pupil performs the operation with occasional errors or with the help of guiding questions. At the low level, the pupil does not perform the operation or does so only with substantial assistance. Describing the levels in terms of independence rather than scores makes them applicable both to research and to everyday classroom observation. Three instruments are used. The first is a multimodal reading test consisting of a narrative text and an informational text, each accompanied by images, with items distributed across the criteria of locating, integrating,

interpreting, and evaluating. Items that require integration are constructed so that they cannot be answered using the words or the image alone. The second is an observation sheet for assessing reading fluency and participation in discussions. The third is a rubric for assessing the multimodal texts created by pupils, with descriptors covering correspondence to the source, clarity of the image–word relationship, and completeness of meaning. An example illustrates how integration items are constructed. The informational text describes how a silkworm makes a cocoon but does not state how long the process takes; a small diagram beside the text shows the stages, with the number of days indicated under each stage. The item asks: "How many days pass from the moment the silkworm starts spinning until the cocoon is ready?" The answer requires the pupil to identify the relevant stage in the text and read the corresponding number from the diagram. A narrative item works similarly: the text states that the boy "went home quietly," while the picture shows him with a drooping head and a torn kite; the item asks why he was quiet. General principles of reading-test construction, such as avoiding items that can be answered using background knowledge alone, were observed throughout (Alderson, 2000).

The creation criterion requires particular care because it is the least traditional. Pupils are asked, for example, to create a three-frame picture plan of a story with one sentence under each frame or a small poster summarising an informational text. The rubric does not evaluate drawing skill; rather, it evaluates whether the product conveys the key meaning of the source and whether words and images work together rather than simply duplicating each other. This focus follows the view that creating visual texts is a way of demonstrating understanding rather than an artistic exercise (Serafini, 2014). To ensure content validity, the test and rubric were reviewed by experienced primary school teachers and methodologists, and items that did not correspond to the intended criteria were revised. The reliability of open-ended item and rubric scoring is ensured through double scoring of a sample of the work by two independent raters and discussion of disagreements. The results of the ascertaining and control stages are compared using standard statistical procedures for independent and related samples, such as Student's t-test for mean scores and the chi-square test for the distribution of pupils across levels. Data collection is organised so that it does not disrupt normal teaching. The test is administered in two sessions of approximately thirty minutes on different days, fluency is assessed individually during regular reading lessons, and pupils' multimodal products are collected as part of ordinary classwork. Qualitative data complement the quantitative results and include short interviews with selected pupils about how they answered integration items, teachers' reflective notes, and lesson observation records. These data help explain why particular changes occurred and identify difficulties that the quantitative results alone would not reveal.

The proposed design has several strengths. Using identical instruments in the experimental and control classes allows changes attributable to the methodological system to be distinguished from normal development over the school year. The six criteria make it possible to determine not only whether reading literacy improves but also which components change most. This is important because the multimodal system is expected to have its strongest effects on integration, interpretation, and creation, while fluency may develop similarly in both groups. A pattern of this kind would itself provide evidence that the effect is specific to the methodology rather than a general effect of increased teacher attention. The design also has limitations that should be stated openly. Intact classes may differ in ways not captured by the initial assessment; this issue is partly addressed by comparing initial levels and, where necessary, analysing change scores rather than final scores. The teacher effect cannot be fully excluded; it is reduced by providing experimental teachers with standardised materials and by observing a sample of lessons in both groups. Finally, a one-year formative stage demonstrates short-term effects; assessing long-term effects would require follow-up measurements. Ethical requirements are an integral part of the design. Parents are informed about the aims of the study and provide consent; pupils' results are recorded using codes rather than names; assessment tasks are presented as ordinary classroom activities and do not affect pupils' official marks. These measures protect children and, at the same time, reduce test anxiety that could distort the results. The criteria described here are also useful beyond the experiment. Teachers can use the levels and indicators to plan lessons, monitor pupils' progress, and provide formative feedback, in line with the view that assessment is most effective when it informs subsequent teaching (Black & Wiliam, 1998).

CONCLUSION

The experimental work on multimodal reading literacy is organised as a quasi-experiment involving experimental and control classes and comprising three stages. Six criteria, namely reading fluency, locating information, integrating modes, interpretation, evaluation, and creation, together with their indicators and three performance levels, define what is expected to change. A multimodal reading test, an observation sheet, and a rubric for pupils' products serve as the main instruments, while procedures for ensuring validity, reliability, and ethical compliance are incorporated into the design. This framework provides a basis for reliably assessing the effectiveness of the proposed methodological system.

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MAKTAB TA'LIMI SCHOOL EDUCATION ШКОЛЬНОЕ ОБРАЗОВАНИЕ

13.00.00 Pedagogika fanlari
13.00.01 Pedagogika nazariyasi. Pedagogik ta’limotlar tarixi
13.00.02 Ta’lim va tarbiya nazariyasi va metodikasi (sohalar bo‘yicha)
13.00.03 Maxsus pedagogika
13.00.04 Jismoniy tarbiya va sport mashg‘ulotlari nazariyasi va metodikasi
13.00.05 Kasb-hunar ta’limi nazariyasi va metodikasi
13.00.06 Elektron ta’lim nazariyasi va metodikasi (ta’lim sohalari va bosqichlari bo‘yicha)
13.00.07 Ta’limda menejment
13.00.08 Maktabgacha ta’lim va tarbiya nazariyasi va metodikasi
13.00.09 Ijtimoiy pedagogika
07.00.00 Tarix fanlari
19.00.00 Psixologiya fanlari
01.00.00 Fizika-matematika fanlari
02.00.00 Kimyo fanlari
03.00.00 Biologiya fanlari
09.00.00 Falsafa fanlari
10.00.00 Filologiya fanlari
11.00.00 Geografiya fanlari

MAKTABGACHA VA MAKTAB TA'LIMI

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2026. №9(4)

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"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan
O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi
Axborot va ommaviy kommunikatsiyalar agentligi tomonidan
№C–5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzilimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.