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DIDACTIC POSSIBILITIES OF INTEGRATED EDUCATIONAL TECHNOLOGIES IN DEVELOPING FUNCTIONAL LITERACY OF PRIMARY SCHOOL STUDENTS

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Abstract:

This article examines the didactic possibilities of integrated educational technologies in developing the functional literacy of primary school students. In contemporary education, functional literacy is regarded as a key indicator of a learner's ability to apply acquired knowledge, skills, and competencies in practical life situations. In primary education, this process is especially significant because it forms the basis for further intellectual development, independent thinking, and active participation in the learning process. The study is grounded in the idea that integrated educational technologies create favorable pedagogical conditions for combining subject content, strengthening interdisciplinary relations, and organizing learning activities in a meaningful and learner-centered way. The article analyzes the essence of functional literacy, its structural components, and the pedagogical significance of its development in the early stages of schooling. Particular attention is given to the didactic potential of integrated educational technologies, including problem-based learning, project work, interactive methods, digital tools, and competency-oriented tasks. These technologies are interpreted as effective means for improving reading comprehension, mathematical reasoning, communicative ability, critical thinking, and the capacity to solve real-life educational tasks. The



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research emphasizes that integration in teaching not only enhances subject knowledge but also increases learning motivation, cognitive activity, and the practical orientation of the educational process. The article argues that integrated technologies help teachers design holistic lessons where knowledge is not presented as isolated information but as a connected system relevant to real experience. As a result, students develop the ability to analyze information, compare facts, draw conclusions, and apply learned concepts across different contexts. The findings support the view that integrated educational technologies possess broad didactic opportunities for increasing the effectiveness of primary education and for forming a stable foundation of functional literacy in young learners.

Keywords: Functional literacy, integrated educational technologies, primary education, didactic possibilities, interdisciplinary learning, learner-centered approach, critical thinking, educational effectiveness..

Introduction

BOSHLANG‘ICH SINIF O‘QUVCHILARIDA FUNKSIONAL SAVODXONLIKNI RIVOJLANTIRISHDA INTEGRATSIYALASHGAN TA‘LIM TEXNOLOGIYALARINING DIDAKTIK IMKONIYATLARI

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Annotatsiya:

Mazkur maqolada boshlang'ich sinf o'quvchilarida funksional savodxonlikni rivojlantirishda integratsiyalashgan ta'lim texnologiyalarining didaktik imkoniyatlari tahlil qilinadi. Zamonaviy ta'lim tizimida funksional savodxonlik o'quvchining egallagan bilim, ko'nikma va kompetensiyalarini real hayotiy vaziyatlarda qo'llay olish darajasini ifodalovchi muhim ko'rsatkich sifatida baholanadi. Boshlang'ich ta'lim bosqichida ushbu sifatni shakllantirish alohida ahamiyat kasb etadi, chunki aynan shu davrda keyingi intellektual rivojlanish, mustaqil fikrlash va ta'lim jarayonidagi faol ishtirokning poydevori yaratiladi. Tadqiqot integratsiyalashgan ta'lim texnologiyalari fanlararo aloqalarni kuchaytirish, o'quv mazmunini uyg'unlashtirish va ta'lim faoliyatini mazmunli hamda o'quvchiga yo'naltirilgan asosda tashkil etish uchun qulay pedagogik sharoit yaratadi, degan g'oyaga tayangan. Maqolada funksional savodxonlikning mohiyati, uning tarkibiy komponentlari hamda uni boshlang'ich sinflarda rivojlantirishning pedagogik ahamiyati yoritiladi. Shuningdek, muammoli ta'lim, loyiha asosida o'qitish, interfaol metodlar, raqamli vositalar va kompetensiyaga yo'naltirilgan topshiriqlar kabi integratsiyalashgan ta'lim texnologiyalarining didaktik salohiyati keng tahlil qilinadi. Mazkur texnologiyalar o'qish savodxonligi, matematik tafakkur, kommunikativ faollik, tanqidiy fikrlash va real o'quv vaziyatlarini hal etish ko'nikmalarini rivojlantirishning samarali vositasi sifatida talqin etiladi. Tadqiqotda integratsiya ta'lim mazmunini chuqurlashtirish bilan birga, o'quvchilarning o'qishga bo'lgan motivatsiyasini, bilish faolligini va ta'limning amaliy yo'nalganligini kuchaytirishi asoslab beriladi. Maqolada integratsiyalashgan texnologiyalar yordamida dars mazmuni alohida bilimlar yig'indisi sifatida emas, balki real tajriba bilan bog'langan yaxlit tizim sifatida tashkil etilishi mumkinligi ko'rsatib beriladi. Natijada o'quvchilarda axborotni tahlil qilish, faktlarni taqqoslash, xulosa chiqarish va turli vaziyatlarda bilimni qo'llash malakalari shakllanadi. Tadqiqot natijalari integratsiyalashgan ta'lim texnologiyalari boshlang'ich ta'lim samaradorligini oshirish hamda o'quvchilarda funksional savodxonlikning mustahkam asoslarini shakllantirishda keng didaktik imkoniyatlarga ega ekanini tasdiqlaydi.

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Kalit soʻzlar: funksional savodxonlik, integratsiyalashgan taʼlim texnologiyalari, boshlangʻich taʼlim, didaktik imkoniyatlar, fanlararo integratsiya, oʻquvchiga yoʻnaltirilgan yondashuv, tanqidiy fikrlash, taʼlim samaradorligi.

Introduction

The rapid transformation of contemporary society has significantly changed the requirements placed on the education system. In the context of globalization, technological progress, and the expansion of information flows, schools are expected not only to transmit academic knowledge but also to prepare learners for active and effective participation in everyday, social, and future professional life. This educational demand has increased the importance of functional literacy as a strategic outcome of schooling. Functional literacy is commonly understood as the ability of learners to use acquired knowledge, skills, values, and modes of thinking in real-life situations, solve practical problems, interpret information critically, and communicate meaningfully in different contexts. At the primary level, the foundations of this ability begin to form, making early schooling a decisive stage in the development of a competent, independent, and socially adaptable individual.

Primary education occupies a special place in the general structure of lifelong learning because it shapes the learner's first stable attitudes toward knowledge, cognition, communication, and self-expression. At this stage, students acquire the initial skills of reading, writing, counting, observing, comparing, and reasoning. However, modern didactics increasingly emphasizes that the simple mastery of these operations is not sufficient. The educational process must also ensure that these skills become functionally meaningful and applicable beyond the classroom. In this regard, the issue of developing functional literacy among primary school students has become one of the leading pedagogical priorities. It requires the search for such instructional approaches and technologies that would connect learning content with real experience, activate the learner's thinking, and encourage the transfer of knowledge from one context to another.

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One of the most promising directions in this field is the use of integrated educational technologies. Integration in education is based on the idea of interrelating subject content, methods, and forms of teaching in order to create a holistic view of the world and deepen the practical significance of learning. In traditional schooling, disciplines are often presented separately, and students may find it difficult to understand the connections between them. As a result, knowledge remains fragmented and is not always transferred into practical action. Integrated educational technologies help overcome this limitation by organizing teaching around meaningful links between language, mathematics, nature study, social understanding, art, and digital learning experiences. Through such integration, learners are exposed to tasks that require them to read, analyze, discuss, calculate, compare, and draw conclusions in one unified educational process.

The didactic value of integrated educational technologies lies in their ability to make learning more coherent, active, and learner-centered. These technologies create conditions for problem solving, inquiry, collaboration, creativity, and reflection. They also support the formation of cross-curricular competencies that are closely related to functional literacy. When students participate in integrated lessons, project-based activities, situational tasks, and interactive learning environments, they begin to understand knowledge not as isolated facts but as tools for interpreting and transforming reality. This strengthens motivation, improves comprehension, and supports the development of practical reasoning. Therefore, the study of didactic possibilities of integrated educational technologies in developing functional literacy of primary school students is both theoretically important and pedagogically relevant. It allows educators to rethink the organization of the teaching process and identify more effective ways of preparing children for meaningful participation in learning and life.

Methods

This study was conducted on the basis of a qualitative and pedagogical-analytical approach aimed at identifying the didactic possibilities of integrated

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educational technologies in the development of functional literacy among primary school students. The methodological foundation of the research was formed by modern theories of competence-based education, learner-centered pedagogy, interdisciplinary integration, and functional literacy development. The selection of these methodological positions was determined by the nature of the research problem, which requires the consideration of functional literacy not as an isolated academic outcome, but as an integrated personal and educational quality formed in the process of meaningful learning activity.

The research applied a combination of theoretical and empirical methods. At the theoretical level, the study involved analysis, comparison, systematization, and generalization of pedagogical, psychological, and didactic literature related to functional literacy, integrated instruction, and primary education technologies. Scientific publications, methodological guidelines, educational standards, and conceptual works devoted to the renewal of primary education content were examined in order to clarify the conceptual essence of the key notions and reveal their pedagogical interdependence. The comparative method made it possible to identify different scholarly approaches to understanding integrated educational technologies and to determine their role in fostering practical literacy skills among young learners.

At the empirical level, the study relied on observation of educational practices, analysis of lesson structures, and interpretation of pedagogical experience associated with integrated teaching in primary classrooms. Particular attention was paid to those forms of instructional organization in which different subject elements were combined within a single educational task. These included integrated reading and language lessons, mathematics-based practical tasks connected with real-life situations, thematic learning modules, project activities, and interactive classroom exercises supported by digital tools. Through the analysis of such practices, the study sought to identify which didactic conditions most effectively promote the development of students' ability to comprehend information, use knowledge in context, communicate ideas, and solve practical problems.

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The research process was structured in several stages. At the first stage, the conceptual and terminological basis of the study was clarified through an examination of scientific sources. At the second stage, the structural components of functional literacy relevant to primary school students were identified. These components included reading comprehension, communicative expression, basic mathematical reasoning, problem-solving ability, critical thinking, and the capacity to transfer knowledge into new situations. At the third stage, integrated educational technologies used in primary instruction were classified according to their didactic functions. These functions included content integration, activity integration, method integration, and assessment integration. At the fourth stage, the pedagogical potential of these technologies was analyzed in terms of their influence on the development of functional literacy.

A systemic approach was used to interpret the relationship between educational content, teaching methods, student activity, and learning outcomes. This approach made it possible to consider functional literacy as the result of interconnected didactic influences rather than as a product of one subject or one teaching method alone. In addition, an activity-based approach was applied because functional literacy develops most effectively when students are engaged in purposeful action, discussion, interpretation, experimentation, and reflection. The learner-centered approach was also essential in the study, since integrated technologies are most productive when they take into account the age characteristics, cognitive interests, and individual learning needs of primary school students.

The research materials were interpreted through qualitative analysis. Rather than measuring learning outcomes statistically, the study focused on identifying pedagogically meaningful patterns, recurring instructional mechanisms, and methodological advantages that emerge when integration is used intentionally in the learning process. This qualitative focus is justified by the aim of the study, which is to reveal didactic opportunities and pedagogical conditions rather than to test a narrow experimental hypothesis.

Thus, the methodology of the study ensured a comprehensive examination of integrated educational technologies as a multidimensional pedagogical means of

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developing functional literacy in primary education. The chosen methods allowed for the identification of both conceptual foundations and practical mechanisms through which integrated teaching can contribute to more meaningful, applicable, and competency-oriented learning outcomes.

Results

The results of the study demonstrate that integrated educational technologies possess broad didactic potential in the development of functional literacy among primary school students. The analysis of pedagogical practices and theoretical positions showed that the integration of subject content, teaching methods, and learning activities contributes to a more meaningful and practice-oriented educational process. In contrast to fragmented subject instruction, integrated learning environments allow students to perceive knowledge as an interconnected system, which significantly improves their ability to apply acquired concepts and skills in real and simulated life situations.

One of the most significant findings is that integrated educational technologies create favorable conditions for strengthening reading comprehension as a key component of functional literacy. When language instruction is combined with elements of environmental studies, mathematics, art, or social themes, students do not merely read texts for formal decoding. They begin to interpret information, identify main ideas, compare facts, draw conclusions, and express personal attitudes toward what they have understood. This type of multidimensional engagement increases both the depth of comprehension and the practical relevance of reading. As a result, learners demonstrate greater confidence in working with educational and everyday information.

The study also revealed positive didactic effects in the formation of mathematical literacy. Integrated tasks that connect numerical operations with real-life contexts, such as measuring, planning, comparing quantities, or solving situational problems, help students understand mathematics not only as a system of symbols but as a practical instrument of thinking. In such learning conditions, arithmetic operations become associated with everyday reasoning and decision-making. This improves the learner's ability to analyze conditions, choose

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suitable strategies, and justify answers logically. The integration of mathematics with language and environmental content was found to be especially effective in promoting accuracy, attentiveness, and practical calculation skills.

Another important result concerns the development of communicative literacy. Integrated educational technologies encourage students to participate in discussion, collaborative problem solving, oral explanation, and presentation of ideas. In integrated lessons, students are more frequently placed in situations where they need to listen to others, formulate opinions, ask questions, respond logically, and cooperate in completing shared tasks. Such communicative activity supports not only language development but also the broader functional ability to use speech for social interaction and learning purposes. The results indicate that integrated teaching environments stimulate more active classroom participation and reduce passivity among learners.

The research further showed that integrated educational technologies enhance critical and reflective thinking. When students work with tasks that combine several subject perspectives, they are required to compare information, establish relationships, identify causes and effects, and consider alternative solutions. These intellectual operations are directly related to functional literacy because they prepare learners to deal with complex and non-standard situations. The results suggest that integrated instruction supports the transition from reproductive learning to interpretive and constructive learning, where the learner becomes an active participant in meaning-making.

In addition, the study found that the use of integrated educational technologies increases learning motivation and emotional engagement. Students tend to respond more positively to tasks that are meaningful, diverse, visually rich, and connected to real experience. Integrated lessons often include stories, games, projects, digital resources, and practice-oriented assignments, all of which make the educational process more dynamic and attractive. Increased motivation, in turn, improves persistence, concentration, and readiness to complete cognitively demanding tasks.

Overall, the results confirm that integrated educational technologies function as an effective didactic means of developing functional literacy in primary

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education. They support the formation of reading, mathematical, communicative, and critical thinking skills in a unified pedagogical process. Most importantly, they help transform knowledge into action, which is the central criterion of functional literacy.

Discussion

The obtained results make it possible to state that integrated educational technologies should be viewed not simply as an alternative instructional format, but as a pedagogically grounded means of restructuring the entire logic of primary education in accordance with the demands of functional literacy development. The significance of this conclusion lies in the fact that modern schooling increasingly requires a shift from subject-centered transmission of information toward the formation of flexible, transferable, and practically applicable competencies. In this context, integration becomes not only a methodological principle but also a didactic mechanism that brings educational content closer to the real cognitive needs of the child.

From a didactic perspective, the value of integrated educational technologies is determined by their capacity to overcome the fragmentation of knowledge that is often characteristic of traditional classroom instruction. In many cases, primary school students successfully reproduce rules, definitions, or algorithms within one subject area, yet experience difficulty when they are expected to apply the same knowledge in another context. This gap between learning and application is one of the central problems of contemporary education. The discussion of the study findings indicates that integrated teaching can reduce this gap by presenting knowledge in interconnected forms and by placing learners in situations where intellectual operations naturally cross disciplinary boundaries. Such organization of learning supports the development of meaningful educational transfer, which is one of the core indicators of functional literacy.

Another important point emerging from the discussion is that integration strengthens the activity-based nature of learning. Functional literacy cannot be formed solely through memorization or passive reception of information. It develops through active engagement with tasks that require interpretation,

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decision-making, communication, reflection, and practical use of knowledge. Integrated educational technologies create precisely these conditions because they typically involve problem situations, contextual tasks, collaborative exercises, projects, and inquiry-based activities. As a result, students do not remain recipients of ready-made content; they become active participants in constructing educational meaning. This shift in the learner's position is especially important in primary education, where motivational and cognitive foundations are still being formed.

The findings also suggest that integrated technologies are particularly effective because they correspond to the psychological and developmental characteristics of younger schoolchildren. At the primary level, children tend to perceive the world holistically rather than in sharply separated academic categories. Their cognitive activity is often stimulated by vivid impressions, thematic unity, emotional involvement, and practical relevance. Therefore, lessons that combine language, mathematics, natural observation, creative activity, and social communication are more likely to reflect the natural way in which children experience and interpret reality. In this sense, integrated teaching not only improves educational effectiveness but also aligns pedagogical design with child development logic.

At the same time, the discussion should acknowledge that the implementation of integrated educational technologies requires substantial methodological readiness on the part of the teacher. Integration is not achieved merely by combining several subject elements in one lesson. It demands thoughtful selection of content, careful definition of learning objectives, alignment of methods and tasks, and the ability to maintain educational coherence. If integration is performed superficially, it may lead to overload, loss of subject clarity, or a decrease in methodological precision. Therefore, the didactic possibilities identified in the study can be realized fully only when teachers possess a high level of professional competence in lesson design, interdisciplinary planning, and formative assessment.

Another issue worthy of discussion concerns assessment. Traditional assessment models in primary education often focus on isolated subject results, while

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functional literacy requires evaluation of how learners interpret, apply, and communicate knowledge in practical contexts. Integrated educational technologies, therefore, challenge educators to rethink the criteria of learning achievement. The discussion indicates that assessment in integrated environments should include not only correctness of answers, but also the ability to reason, explain, cooperate, compare information, and solve non-standard tasks. This implies the need for broader diagnostic tools and more flexible pedagogical observation.

The broader pedagogical implication of the study is that integrated educational technologies can serve as an effective bridge between curriculum content and competence-oriented educational outcomes. Their didactic power lies in the fact that they unite knowledge, action, communication, and reflection within a common learning space. Through this unity, the educational process becomes more adaptive to the real purposes of schooling in the twenty-first century. Thus, the discussion confirms that integration is not an auxiliary method, but one of the central conditions for forming functional literacy in primary school students.

Conclusion

The development of functional literacy in primary school students has become one of the most important priorities of modern education because it reflects not only the level of academic preparedness of learners, but also their ability to apply knowledge, think independently, communicate effectively, and act meaningfully in practical situations. At the primary stage of schooling, the formation of these qualities is especially significant, since it establishes the intellectual and behavioral foundations for further educational growth. In this regard, the present study has shown that integrated educational technologies possess substantial didactic potential for improving the quality and practical orientation of learning in primary education.

The analysis conducted in the study confirms that the didactic possibilities of integrated educational technologies are expressed in several interrelated dimensions. First, they contribute to the formation of holistic knowledge by overcoming the separation of subject content and by establishing meaningful

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links between different areas of learning. Second, they increase the practical value of education because students are placed in situations where knowledge must be interpreted, connected, and applied rather than merely remembered. Third, they activate cognitive processes by encouraging comparison, analysis, reasoning, reflection, and problem solving. These characteristics directly correspond to the structural components of functional literacy and therefore make integrated technologies particularly effective in the context of primary education.

The study also demonstrated that integrated educational technologies create favorable conditions for the development of key literacy domains, including reading comprehension, communicative ability, mathematical reasoning, and critical thinking. In integrated learning environments, students work with texts, numbers, observations, speech acts, and practical tasks in a unified educational framework. This allows them to perceive learning as a meaningful and connected process, which increases both educational motivation and the ability to transfer knowledge across contexts. Such results indicate that the formation of functional literacy is most successful when teaching is organized not around isolated subject boundaries, but around active and purposeful engagement with educational content.

An important conclusion of the study is that integrated educational technologies are especially relevant for primary school learners because they correspond to the age-specific nature of children’s cognitive development. At this stage, learners tend to perceive the world in a holistic way, and their thinking is stimulated by emotionally rich, context-based, and activity-oriented tasks. Therefore, the integration of subjects, methods, and forms of learning not only improves academic outcomes but also supports natural cognitive development and enhances the learner’s involvement in the educational process. This makes integrated teaching a pedagogically justified and developmentally appropriate strategy.

At the same time, the successful implementation of such technologies depends on the professional readiness of teachers. The educational value of integration is realized only when lesson planning is methodologically sound, learning

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objectives are clearly defined, and assessment is adapted to competency-based outcomes. Therefore, one of the practical implications of the study is the need to strengthen the methodological training of future primary school teachers in the field of integrated lesson design, interdisciplinary coordination, and the assessment of functional literacy.

In general, the study makes it possible to conclude that integrated educational technologies are an effective didactic resource for the development of functional literacy in primary school students. Their application helps transform the educational process into a coherent, interactive, and practically oriented system that prepares learners not only for successful schooling but also for competent participation in everyday life. For this reason, the wider introduction of integrated approaches into primary education may be regarded as one of the important directions for improving the quality and relevance of modern pedagogical practice.

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