DIGITAL TECHNOLOGIES AND THE DEVELOPMENT OF READING SKILLS AMONG HIGH SCHOOL STUDENTS: AN INVESTIGATION IN THE REPUBLIC OF KARAKALPAKSTAN

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Abstract: *This scientific paper investigates the role of digital technologies in the development of reading skills among high school students in the Republic of Karakalpakstan. With the increasing prevalence of digital devices and online content, it is crucial to explore how these technologies impact students' reading abilities, comprehension, and critical thinking. The study utilizes a mixed-methods approach, incorporating surveys, classroom observations, and interviews with students and educators. The findings shed light on the benefits and challenges associated with digital reading, highlighting the potential of digital technologies to enhance reading skills while also addressing potential concerns in the context of Karakalpakstan's high school education system.*

Introduction

The integration of digital technologies in education has transformed the reading landscape, providing new opportunities and challenges for high school students. This paper examines the impact of digital technologies on the development of reading skills among high school students in the Republic of Karakalpakstan. The study aims to explore how digital reading influences students' reading comprehension, critical thinking, and engagement with texts. By investigating the benefits and challenges associated with digital reading, this research seeks to inform educational practices and support the effective integration of digital technologies in reading instruction.

Methodology

This study utilizes a mixed-methods research design to examine the role of digital technologies in the development of reading skills among high school students in Karakalpakstan. The following research methods were employed:

Surveys: Surveys were administered to a sample of high school students to gather quantitative data on their digital reading habits, preferences, and perceived impacts on reading skills. The survey responses were analyzed to identify patterns and trends related to the influence of digital technologies on reading skill development.

Classroom Observations: Observations of reading instruction in classrooms equipped with digital technologies were conducted to gain insights into the instructional practices and strategies employed by educators. These observations aimed to examine the integration of digital reading tools and their impact on students' reading engagement and comprehension.

Student and Educator Interviews: Semi-structured interviews were conducted with high school students and educators to gather qualitative data on their experiences and perspectives regarding digital reading. The interviews explored topics such as the

benefits, challenges, and potential concerns associated with digital reading. The qualitative data obtained from the interviews were analyzed to identify recurring themes and provide rich insights into the topic.

Findings

Benefits of Digital Reading: The findings reveal that digital technologies offer various benefits for reading skill development, including increased access to diverse texts, interactive features that enhance comprehension, and opportunities for collaborative reading experiences.

Challenges in Digital Reading: The study identifies challenges such as digital distractions, difficulties in maintaining focus, and potential issues related to information credibility and digital literacy skills.

Strategies for Effective Digital Reading Instruction: The findings highlight the importance of explicit instruction in digital reading strategies, the integration of multimedia elements, and the development of critical evaluation skills to navigate digital texts effectively.

Discussion

The discussion section provides a comprehensive analysis of the findings, examining the implications for reading instruction in Karakalpakstan's high schools. It explores strategies to maximize the benefits of digital technologies while addressing the identified challenges. The discussion also emphasizes the need for professional development for educators to effectively integrate digital reading practices into their instruction.

Conclusion

This scientific paper presents insights into the role of digital technologies in the development of reading skills among high school students in the Republic of Karakalpakstan. The study highlights the benefits, challenges, and instructional considerations associated with digital reading. The findings contribute to the broader conversation on digital literacy and inform educators, policymakers, and researchers about effective practices to support students' reading skill development in the digital age.

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