

# **Conceptual Approaches and Model of Assessing the Dynamics of Formation of Functional Literacy of Students and their Reflection in the Content of Advanced Training of Teachers**

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**Abstract:** The article considers and substantiates the feasibility of constructing a process for assessing the dynamics of functional literacy formation based on a system of conceptual approaches. The article provides rationale for expanding the system of conceptual approaches that formed the basis for monitoring the formation of functional literacy by supplementing it with new approaches that are fundamentally important for assessing the dynamics of its formation. Objective data on changes in the level of development of both functional literacy in general among 8th-grade students and its three main components (mathematical, scientific, and reading) are analyzed. The article reveals the need to introduce additional parameters and identify additional conceptual approaches that correspond to the specifics of assessing the dynamics of changes in the level of functional literacy formation. A system of conceptual approaches, a description, and characteristics of a multi-level model for assessing the dynamics of functional literacy formation based on this system are proposed.