

THE TEACHER'S ROLE IN DEVELOPING STUDENTS' TEXT ANALYSIS AND COMPREHENSION COMPETENCIES

Abdug'aniyeva Masturaxon Toxirjon kizi

Kokan University, Andijan branch, primary education student, 2nd stage.

mastujonabduganiyeva@gmail.com

Abstract: This article comprehensively explores the teacher's role in developing students' competencies in text analysis and comprehension. The study emphasizes that such skills enhance not only reading literacy but also students' spiritual, cognitive, and social development. Special attention is given to the PIRLS international assessment system and modern pedagogical methods aimed at fostering critical and analytical thinking skills in primary learners.

Keywords: text analysis, comprehension competence, teacher's role, reading literacy, PIRLS, critical thinking, cognitive development.

The main goal of the modern education system is to form a student as a person who thinks independently, analyzes and can apply his knowledge in life situations. From this point of view, the competence of analyzing and understanding the text plays an important role in the intellectual development of students. In recent years, large-scale reforms have been implemented in the education system of the Republic of Uzbekistan to improve reading literacy and introduce assessment systems that meet international criteria. The results of participation in the PIRLS international assessment program in 2021–2023 showed that there are still problems in developing students' skills in analyzing and understanding the text. Today's teacher should act not only as a provider of knowledge, but also as a person who shapes the thinking culture of students, encouraging them to draw independent conclusions. Therefore, the article analyzes the role of the teacher in this process, the methods and technologies used, as well as solutions and proposals based on international experience.

Content of the competence of text analysis and comprehension

Text analysis competence is the ability of a student to analyze the information read, identify the main idea, understand logical connections and express his/her point of view. This skill develops the cognitive activity of the student and teaches them to read consciously. Recent studies (Mansurova, 2022; OECD, 2021) show that the active participation of the student in working with the text, activation of thinking through questions and answers, and discussion techniques increase efficiency.

The role of the teacher

The teacher is the main guiding force in the formation of text analysis competence in students.

He/she teaches students to:

- study the text step by step (introduction, main idea, conclusion);
- analyze it in more depth through logical questions;
- draw conclusions from the text read;
- evaluate the author's position;
- teaches independent thinking skills.

In this process, the use of methods such as INSERT, Cluster, B-B-B (I Know - I Want to Know - I Knew), and "Fishbone" gives high results (Karimova, 2023).

International experience - PIRLS system

The PIRLS (Progress in International Reading Literacy Study) international study assesses students' level of text analysis and comprehension from various aspects. The results of Uzbekistan in 2021 showed that the main problem of students is difficulty finding information in the text and interpreting it. Therefore, it is necessary to increase the methodological training of teachers and organize lessons using interactive methods.

Use of pedagogical technologies

- “Role playing” method - the student learns to understand through empathy, feeling the state of the characters of the text.
- “Analytical map” - helps to analyze the main idea, problems and solutions of the text.
- Interactive completion of reading assignments through digital platforms (Google Classroom, Nearpod, Padlet) increases students' motivation.

Problem Solution and recommendation

Teachers' lack of sufficient knowledge about PIRLS requirements Studying international assessment criteria in in-service training courses, only a reproductive approach to text analysis Using interactive and analytical methods, fear of expressing independent opinions in students Organizing "Open Thought" lessons, debates and discussions, and media literacy training for teachers with limited access to digital resources

CONCLUSION

In conclusion, the development of text analysis and comprehension competence in students is a quality indicator of education. The teacher plays a central role in this process. He instills in students not only the skills of reading, but also the skills of analyzing, evaluating, drawing conclusions, and critical thinking.

A modern teacher must be able to prepare students for life, combining digital technologies, interactive methods, and international experience.

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