

A METHODOLOGY FOR DEVELOPING READING LITERACY IN ELEMENTARY SCHOOL STUDENTS IN THE CONTEXT OF PEIRCE'S RESEARCH.

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Abstract: This article analyzes the issue of developing reading literacy in primary school students based on the requirements of the Pearls International Assessment Research. It also highlights effective methods and techniques for developing students' skills in understanding, analyzing, and drawing conclusions from text. The importance of using modern pedagogical technologies and interactive methods in improving reading literacy is substantiated.

Keywords: PIRLS, reading literacy, primary education, working with text, international assessment, text, methodology.

Introduction

In the modern education system, the issues of developing and assessing students' reading literacy are gaining particular importance. The PIRLS (Progress in International Reading Literacy Study) program is an international standard developed in more than 50 countries around the world to assess the reading literacy of 4th grade students. This program provides valuable information not only for determining the current level of knowledge of students, but also for improving teaching methods. In the Uzbek education system, the use of approaches developed based on the PEERLS program also plays an important role in bringing students' reading skills into line with international standards. The effective use of this program in primary school native language classes helps develop students' text processing, analysis, and critical thinking skills.

Main part

Educating the growing young generation with high intellectual potential that meets the requirements of the international assessment program conducted worldwide is a requirement of today. The participation of the Republic of Uzbekistan in the PIRLS (Progress in International Reading Literacy Study) study will improve the quality of education, strengthen the country's international reputation, and bring students' knowledge to the level of international requirements. The PIRLS program was established by the International Association for the Assessment of Educational Achievement (IEA) and assesses the reading literacy of 4th grade students at the international level. The studies were conducted in 2001, 2006, 2011, 2016, and 2021 is the fifth cycle of the study. Uzbekistan participated in this international PEARLS study for the first time in 2021. According to the results of the 2016 study, out of 50 countries, Russia, Singapore, Hong Kong, Ireland, and Finland recorded high results. If we take the education systems of these countries as an example and apply them in the educational process, we believe that our country will also achieve very good results. The PEARLS International Study is a large international assessment program that allows for international comparison of data on the level of development of reading comprehension skills of primary school students, and provides analysis that can serve state policy in the field of education in improving reading and teaching.

Reading literacy is the ability of a student to read, understand, analyze, and use text. According to Peirce's interpretation, reading literacy includes the following skills:

- Finding the necessary information in the text;
- Understanding the content of the text;
- Analyzing the text;
- Drawing conclusions based on the text read.

Therefore, the reading process in primary education should not be limited to reading aloud, but should focus on deep understanding of the text.

In Peirce's study, students' reading literacy is assessed based on two main goals:

1. Reading to gain literary experience
2. Reading to obtain and use information

Texts are also divided into two types:

- Fictional texts
- Informational (informational) texts

Students' skills in working with text are determined through the following stages:

- Finding specific information from the text
- Connecting information
- Drawing conclusions
- Evaluating the content of the text

A primary school teacher must arouse students' interest in reading. To do this:

1. Choosing interesting texts;
2. Encouraging students to read independently;
3. Creating a reading environment is important.

It is also necessary to take into account the age and psychological characteristics of students during the lesson.

The following methods are used to assess students' reading skills based on the Peirce program:

Diagnostic assessment:

- determining reading speed and accuracy
- measuring the level of understanding of the content of the text
- assessing lexical wealth

Formative assessment:

- observing students' activity during the lesson
- analyzing oral and written responses

- assessing the ability to cooperate in group work

Summative assessment:

- test assignment at the end of the topic
- creative work (essay, continuation of the story)
- collecting and analyzing a portfolio

The research included tests aimed at assessing the reading literacy of students among the 4th grade students selected in the process of the study (1); a student questionnaire (2); an initial study questionnaire for parents (guardians) of students involved in the tests (3); a teacher questionnaire (4); a questionnaire for the administration of a general secondary school (5). The research materials (assessment notebooks, questionnaires, student control forms, research results, etc.) are the copyright of the IEA organization and are considered confidential.

Conclusion

In conclusion, our teachers are faced with many tasks today, including having pedagogical skills, being able to use information technologies, and using various methods to increase the effectiveness of the lesson. Drawing conclusions from these, in order to increase reading literacy, they should also prepare for Pearls questions during the lesson. In reading lessons, after reading a story or fairy tale, students should constantly listen to their independent thoughts, and this, in turn, will help the student, if he is thinking incorrectly, to draw the necessary conclusions for himself by listening to the correct thoughts of his classmates. Because each student's thinking is different. Including the development of students' thinking, it is necessary to recommend reading fiction books. First of all, when recommending reading a fiction book to students, the teacher must first read it himself. Because the textbook should not only be read, but also analyzed. The importance of Pearls in improving reading literacy is that it helps students learn to what extent they can read and understand the text, to what extent they can think, and compares the results of their foreign peers like them and tries to move forward.

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