

PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF USING PIRLS INTERNATIONAL RESEARCH METHODS IN ELEMENTARY SCHOOL READING CLASSES

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Abstract:In this article, the issues of organizing innovative activities aimed at ensuring the reading literacy of elementary school students according to the PIRLS program, organizing a system of pedagogical cooperation innovations, and implementing a general approach to the formation of teaching skills are covered.

Keywords:PIRLS program, reading literacy, innovative activities, skills, critical reading, active role of the learner, knowledge and skills, creative thinking, innovative activities, theory and practice.

INTRODUCTION:It is known that PIRLS (The Progress in International Reading Literacy Study) is an international evaluation system that evaluates the quality of reading and comprehension levels of primary school students in different countries. This type of test is designed to be conducted once every five years.

The International Association for the Evaluation of Educational Achievement (IEA - International Association for the Evaluation of Educational Achievement) is an international partner of national research institutes, research agencies, scientists and analysts working on the evaluation, understanding and improvement of education around the world [1]. Applying the principles of critical reading in assessing the quality of reading and comprehension levels of young elementary school students can lead to positive results.

MATERIALS AND METHODS:Critical reading is a method of language analysis that involves a deeper study of the meaning and ideas expressed in a text. Critical reading is a component of critical reading that requires critical thinking to be reflected in deep reading. Critical reading, like the practice of writing, requires connecting ideas with appropriate evidence.

Critical reading means scrutinizing the concepts used as well as the accuracy and significance of the arguments.

It is important to note the interconnected nature of reading and writing. When we read, we come across different information and opinions that make you reconsider your own opinion. Reading is an active process, and the best way to learn to read critically is to teach writing practice. Bazerman expresses the following idea about the active role of the student:

"The cure for real boredom is to find a book on the subject and become completely absorbed in reading it." The purpose of critical reading requires readers to understand the author's purpose. Each of these requires making inferences from evidence in the text: Critical reading is not simply reading carefully. means actively finding and analyzing.

RESULTS AND DISCUSSION:According to the PIRLS program, in order to ensure the reading literacy of primary school students, it is necessary to revise the principles of organizing educational and cognitive activities in the development of modern education in traditional education, to organize a system of support and stimulation of cognitive activities of the educational subject, to teach creativity, and to move to practical person-oriented education [2].

Without creative thinking and innovative activities of primary school teachers, it is difficult to organize a system of pedagogical cooperation innovations. In this case, the innovative activity of the pedagogue can be interpreted as the quality of the person, the process of creation and the result of

creative activity. A creatively productive person of a pedagogue will have wide interests, quick reading of pedagogical news.

A teacher should understand the content of education and be able to use new technologies of education that develop thinking, seek theory, professional and social experience. Any concept introduced by the teacher must change the structure of the student's previous experience. In addition to the subject-content educational result of education, reflexive understanding of the experience of research activity should be a special result.

In this case, the motives for gaining new experience, the possibilities of knowledge can be expanded. In the researches of N.Azizkho'jaeva, U.Nishonaliev, R.Joraev, Kh.Ibragimov, M.V.Klarin, V.A.Slastenin, a number of requirements for the innovative process in education were considered [1,2,3,4].

According to the PIRLS program, we identified a number of conditions for the organization of innovative activities aimed at ensuring the reading literacy of primary school students:

- Student's ability to express his personality, learning process orientation of the student's personality prevails in the organization of preparation for innovative activities;
- The student is creative in the process of acquiring knowledge and skills to expand the freedom of choice as the right of expression;
- Development of reflexive processes, etc.

This problem is characterized by the identification and understanding of new pedagogical problems, criticism and self-criticism in the analysis of theory and practice, the choice of non-standard ways in education, upbringing and development of the student's personality, and the rejection of dogmas in style and methodology.

CONCLUSION:In conclusion, it can be said that, according to the PIRLS program, the organization of innovative activities aimed at ensuring the reading literacy of primary school students, the implementation of a general approach to the formation of skills in teaching, accelerates the process of acquiring skills and turning them into skills, non-rational methods of performing certain operations that are part of complex work in students prevents formation, reduces redundant tasks of educational work, allows to solve problems of a creative nature, to strengthen attention.

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