

TRAINING PUPILS UNDERSTANDING TEXTBOOKS IN PREPARING FOR THE PIRLS RESEARCH

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Annotation: The article considers the PIRLS international assessment program, which determines the level of reading literacy among elementary school pupils, shows the contents of the international PIRLS survey and ways of teaching pupils to work with text based on the requirements of the international PIRLS assessment survey.

Keywords: PIRLS, research, literacy, reading, education, text, history, work, understanding, assessment.

As a result of the enormous creative work being carried out in the country, reforms, increasing the country's economic power, radical reforms are taking place in the public education system, which is the central link in the social sphere of society. It is updated with new documents, pedagogical technologies, membership in international assessment programs and preparation for them, which will improve the education of young people, ensure their content and continuity. One of the most important tasks today is to reform the content of education, bring it into line with international educational standards, and ensure the successful participation of pupils in international studies.

The PIRLS study examines reading quality and reading comprehension in 4 classes from countries with different educational systems. The choice of 4th grade pupils for this study deserves attention, since it is in the fourth year that pupils have a high level of reading, forming the ability to acquire knowledge in further education and, thus, modernize. Contributes to successful adaptation.

The term "reading literacy" does not mean reading speed, but literacy. According to him, the pupil should be able to understand the mantras, observe and evaluate their content and express their opinion. PIRLS is an international research method that tracks this aspect of pupil reading.

The study examined the two most common types of reading used by pupils in the classroom:

1. Literary reading.
2. Reading to understand and apply content.

The following four groups of reading skills are assessed when reading literary texts:

1. Find clear information.
2. Formulation of conclusions.
3. The ability to summarize data.
4. To analyze and evaluate the content, language features, text structure.

Some assignments require pupils to read the text and answer questions, while others require independent answers.

Results Evaluation Procedure The following system is used to assess the quality and quantity of work performed in PIRLS:

- the correct answers in the answer selection method are evaluated at 1 point;
- the correct answers for determining the sequence of topics are rated at 1 point;
- tasks that need to be answered freely are rated from 1 to 3 points, depending on the complexity of the task.

That's why, in elementary school, in the process of analyzing a work of art, pupils try to uncover the meaning of each part of the work, if it is small, but not all at once, in order to better understand the content of the text. Analysis of a work of art should be done in logical terms.

The main form of fiction used in PIRLS is fiction.

The purpose and functions of information texts are different. Although the main function of an informational text is to provide information, authors often have different goals in covering topics of their choice. The goal of many informational texts is to provide direct information, such as biographical information or task steps, but in many cases the text also reflects the subjective views of the author. For example, an author may give a summary of a fact or explanation, try to convince the reader of his or her argument, or express various points of view.

Pupils can read a variety of informational texts that cover a range of topics, including scientific, historical, geographical, or social, and improve their reading skills on this basis.

In order to prepare pupils for the international PIRLS assessment program, it is necessary to increase the child's reading speed, expressive reading skills, work on the text, memorize poems and small texts and tell what they understand. You should try to dig. To prepare for this program and achieve good results, teachers must teach pupils how to work on text in different fields.

It is important to develop pupils' thinking, consciousness and attitude in order to transform them from a free listener into a free participant. The teacher must be a participant in the lesson. The advantage of innovation in solving this problem is effective in all respects.

Since primary education is the basis of secondary schools, more attention should be paid to the development of the pupil's personality in this process. The responsibilities of primary school teachers are endless. They help pupils who have just entered school to get used to school life and gain modern knowledge. It is during this period that the relationships and mental abilities of children are formed. This shows that the role of primary school teachers is responsible.

The upbringing of the child, the formation and development of his worldview and reading skills, the development of pupils' speech are developed as a separate norm in international standards. This shows that the development of reading skills in primary school is an important factor. In primary school reading, pupil speech growth is a well-organized retelling. School experience includes full, abbreviated, selective and creative retelling. Elementary school pupils are much easier to retell the text in full or close to the text, while

other types are relatively more complex. In the retelling, the teacher's question about the content of the read story should focus on thinking about the details of the story and the causes and effects of the relationship between the individual events. People involved in the development of the plot of the work, their behavior play a key role. Pupils better understand the content of the work, analyzing the characters and their behavior. Reading a specific work of art and applying an integrated approach to its analysis, teachers and pupils can sometimes encounter various differences. The teacher's question should focus on what the main characters did, where and under what circumstances they acted, tell the story in a consistent manner and highlight the relationship.

The task of teaching correct, fast, informed and expressive reading in primary school is carried out along with the development of text analysis skills in pupils. The relationship between working on text and developing reading skills determines how you approach text analysis.

The main stage of work on a work of art is the analysis of the text. The main direction of the analysis of the work is to determine the exact content of the text (events and its development), the composition, morality and characteristics of the participants, ideas of work.

Reading lessons should be organized in such a way that the analysis of the content of the work is aimed at improving reading skills. Children pay special attention to the events reflected in prose, reflect on the causes and habits of conflicts between the main characters, draw independent conclusions, use creative means of art in their performances, understand the mental experiences of the characters. need to be taught.

One of the methodological conditions for the analysis of work is to consider the content of the work in relation to its visual means. Another basic rule is the general implementation of training tasks in the process of working on the text. These rules determine the main direction of work on the work, and also help determine the nature of the tasks that pupils will perform in the process of analyzing the text, and the issues that they will be invited to discuss.

Thus, when studying various types of texts in elementary school, it is necessary to use methods and types of analysis that have a strong influence on the personality of the pupil, correspond to his level, ensuring the acquisition of knowledge. These methods help pupils understand the content of the text.

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