

TEACHING ELEMENTARY STUDENTS TO ANALYZE LITERARY WORKS ON THE BASIS OF PIRLS ASSIGNMENTS

Rajabova Adolat Uktam's daughter

Jizzakh State Pedagogical University II-Courses Magistrant

Abstract

This article reflects on the importance of teaching elementary students to analyze literary works on the basis of PIRLS assignments.

Keywords: international assessment programs, education, innovation, information text, thinking, artistic text, reading literacy, survey, assignment, creative thinking.

Introduction

We know that the formation of intellectual abilities of young people, the development of their creative and creative abilities is one of the pressing issues of today. Educating young people in accordance with their worldview is one of their important tasks for educators. As a result of reforming the educational system, the promotion of new methods and technologies for lesson processes, it is possible to achieve an increase in the quality of the lesson. One of the problematic issues of today is to reflect in them the mentally mature, worldview-wide qualities that make the student youth meet the requirements of the 21st century. Therefore, the educational system refers to the application of modern technologies, new didactic tools, creative abilities of young people, etc. On the way to the future and prospects of the motherland, many greats are among the great tasks facing our youth. It is important to instill in the youth in the spirit of love for the motherland, such feelings as devotion to history, preserving the scientific and cultural heritage that we have inherited from our ancestors to us. Increasing the spiritual potential of young people, the use of advanced pedagogical technologies in education is an important process. The research process used a National Training Program, education law, thematic literature, and several other teaching aids.

Within the framework of the PIRLS assessment program, which is considered one of the international assessment programs, the potential and acquired knowledge, skills of elementary students are assessed. The PIRLS (English: Progress in International Reading Literacy Study) is an international assessment system that assesses the levels of reading and understanding of Primary School students in different countries. This International Assessment Program was first conducted in 2001. Since then, it has been held between countries 1 time every five years. The main objective of conducting the PIRLS International Assessment Programme is as follows.

- To identify deficiencies in the educational system and look for ways to eliminate them.
- The formation of the ability of students to think creatively.

- Comparative analysis of achievements and shortcomings in the mamalakats educational system.

PIRLS assignments determine to what extent readers can read artistic and informative texts and analyze it. Reading literacy is understood as the ability to perceive and analyze samples described in writing. PIRLS assignments mean an international assessment program designed for elementary grade 4 students. This study primarily evaluates students' proficiency in two types of Reading Literacy in school and extracurricular time.

1. Identification and formation of literacy of art reading students.

2. Develop the skills to absorb and use information enriched with various new information.

When determining the literacy of artistic reading, students are presented with a text that is given with artistic figurative expressions. Readers read the text and answer several questions that are relevant to the text. In the information text, however, text with new information is presented to readers. Various new information is also cited in the text. Readers get to know this text closely and look for textual answers to the questions posed. In addition to improving reading literacy for elementary students, PIRLS assignments also directly help to cultivate their creative thinking skills, creative thinking. Reading the text forms the skill of remembering it. It serves as an important factor in expanding the reader's worldview and range of thinking. The following standards are set for texts used in the PIRLS International Assessment Program.

* Length

* Subject

* Language

* Content

• Dependency and sequence the number of words in text given in PIRLS assignments is up to 1,000 words, while PIRLS is 400-500 words for countries with low reading literacy. PIRLS assignments are translated into more than 40 languages. Therefore, it is imperative that the translation be correct varavon. The content of the text should correspond to the age characteristics of students aged 9-10 years on average. Alternatively, the sequence of events reflected in the text should be given importance to the logical structure of the plots and others. It is important that the texts given as assignments should be partially closer to the topics given in the books of elementary school reading literacy and in harmony with the content. That being said, in the 2016 PIRLS International Assessment Program, analyzing the ranking of countries, the results of the Russian Federation were recorded in the highest places, and the Republic of Kazakhstan in the lowest places. In the PIRLS International Assessment Program, not only student participation is obtained, but also questionnaires from teachers and parents. When the results are recorded, the ESA is also considered to be of great importance for the same surveys obtained. In order for students to record good results in the PIRLS International Assessment Program, a reading culture must have formed in the first place among the student-youth. Because the ability of a reader who has read many books to analyze data will be formed. Therefore, book thought is the impetus for the formation of the creative thinking skill, expanding human thinking. Many book readings increase vocabulary.

In conclusion, within the framework of PIRLS international assessment programs, it is possible to carry out training in students to analyze artistic texts. In the process of reading a text, not only reading literacy and, at the same time, conscious reading literacy are formed in readers. It is also possible to train students in reading on the basis of assignments formulated under the PIRLS International Assessment Program, to achieve the formation of a reading culture. Alternatively, it is possible to develop and Polish students at a high level of free and creative thinking skills. Free and independent-minded people, the next day, it is difficult for us to contribute to the prosperity of our country with their knowledge and thinking. It is considered necessary to carry out systematic work in the implementation of these processes.

References

1. Amonova Aziza educational guide' international assessment programs in assessing the quality of Education".
2. Dilfuza Ahmad, Ikramova Feruza, Heydarova Dilbar "PIRLS sari'.
3. I. S. Khotamov, M. K. Olimov, G. R.Madrahimova, I. S. Fozilzhonov "creative thinking".
4. I. Karimov's work' high spirituality – invincible strength"
5. Ollogova boy'morphological exercises in textbooks on the native language and reading literacy " monograph
6. Ziyonet networks.