

Teaching Students to Understand and Understand Learning Texts

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Annotation. *The article focuses on the use of PIRLS International Assessment Program requirements in teaching primary school students to understand and understand instructional texts, showing the content of PIRLS international study and ways to teach PIRLS to work on text based on the requirements of the International Assessment Study.*

Keywords: *PIRLS, research, literacy, Reading, Education, text, story, work, understanding, understanding, assessment.*

Introduction.

As a result of the enormous creative work carried out in our republic, reforms, increasing economic power of our country, fundamental reforms are also taking place in the system of public education, which is considered the central link of the social sphere of society. Improving youth education, ensuring their content, continuity, is being updated with new documents, pedagogical technologies, membership in international assessment programs and preparation for them. Reforming the content of education, bringing it in line with world educational standards, ensuring the successful participation of students in international research is one of the important tasks of the day.

Within the framework of PIRLS studies, the quality of reading and the level of understanding of the read text of graduates of the 4th grade of countries with different educational systems are studied. The choice of 4th graders for these studies is remarkable in that it is in the fourth year of study that students have a high level of learning, form their ability to acquire knowledge in further education and thus contribute to their successful adaptation to the present. The PIRLS study examines reading quality and reading comprehension in 4 classes from countries with different educational systems. The choice of 4th grade students for this study deserves attention, since it is in the fourth year that students have a high level of reading, forming the ability to acquire knowledge in further education and, thus, modernize. contributes to successful adaptation.

Materials.

The term "reading literacy "refers to"literate reading" rather than reading speed checks. According to him, it is necessary for the reader to understand the Mants, to observe and evaluate their content, to be able to state his opinion. It is this aspect in readers, that is, monitoring the level of reading, that is, the international PIRLS research method.

In the course of the study, the following two types of study were studied, which are the most used by students in the lesson:

1. Reading with the aim of qualifying as a literary reader.
2. Reading with the aim of understanding the content and using it in practice.

The following four groups of reading skills are evaluated when reading artistic texts:

1. To be able to find the information given in a clear view.
2. Formation of conclusions.
3. Be able to summarize the data.
4. To analyze and evaluate the content, language feature, structure of the text.

When students read the text and answer questions, some tasks involve choosing one of the proposed options, while others require independent answers.

The procedure for assessing the results the following system is used to qualitatively and quantitatively assess the work performed at PIRLS:

- correct answers in the answer selection method are scored with 1 point;
- correct answers to mark the sequence of the topic are scored with 1 point;
- tasks that need to be answered freely are scored from 1 to 3 points, depending on the complexity of the task.

Therefore, in the process of analysis of a work of art, in order for students in elementary grades to have a deeper understanding of the content of the text, an attempt is made to reveal not the essence of the whole work at once, but the meaning of each part of the work, if it is not hajman large. Analysis of a work of art is logically necessary to be carried out in terms of completed parts.

Research and methods.

The main form of artistic texts used in PIRLS are stories based on artistic texture.

The goals and objectives of information texts will be different. While the main function of an information text is to provide information, authors often have different goals in mind when covering topics of their choice. The purpose of many informational texts is to provide direct information, such as biographical information or task completion stages, while in many cases the text also reflects the author's subjective views. For example, the author may present a brief summary of facts or explanations, try to convince the reader of his arguments, or cite different point of view.

Readers can read information texts of various forms, covering a range of information, including scientific, historical, geographical or social, and on this basis increase reading literacy.

To prepare students for the PIRLS International Assessment Program, one must first try to pass more types of work, such as increasing the child's reading speed, mastering expressive reading skills, working on the text, memorizing poetry and small-scale texts, telling what they understand. To prepare for this program and achieve a good result, teachers must teach students to work on the text in different directions.

It is extremely important to cultivate the circle of thought, consciousness, worldviews of students, to transform them from a free listener to a free participant. The teacher should become a participant, and the students who manage the lesson. The advantage of innovative activities in managing this task is in every possible way effective.

Results.

Due to the fact that primary education is the main link of secondary schools, more attention should be paid to the excellent development of the personality of the student in this process. The responsibilities of primary school teachers are unlimited. They open the way for students who have just stepped on the threshold of the school to acquire modern knowledge by creating a school life. Children's attitudes towards reading, their mental potential are formed during this period. This also shows that the role of beginner class teachers is responsible.

Upbringing of a child, the formation, development of his World Vision and reading skills, the cultivation of students' speech are developed as a separate norm in international standards. It can be seen from this that the development of reading skills of elementary grades is an important factor. In the reading classes of elementary grades, the rate of growth of students' speech is properly evoked

retelling. There are types of complete, condensed, selective and creative retelling in the school experience. It is much easier for elementary students to retell the text in full or close to the text, while other types are relatively more difficult. The teacher's question about the content of the story read in the retelling should focus on thinking about the reason-results of the connection between certain events about the details of the story. The main role in the development of the plot of the work is played by the parties involved, their behavior. Readers sh the content of the work participating in it.

Discussion.

The task of teaching correct, fast, conscious and expressive reading in elementary grades is carried out along with the formation of a text analysis skill in students. The relationship of working on the text with the formation of reading skills determines how to approach the analysis of the text.

The main stage in working on a work of art is text analysis. The main direction of the analysis of the work is to determine the exact content of the text (events and its development), its compositionality, the ethics and characteristic features of the persons involved, the idea of the work.

In reading lessons, work on the work should be organized in such a way that the analysis of the content of the work should be aimed at improving reading skills. Children should be taught to pay special attention to the events reflected in prose works, to think about the causes and habits of conflicts among the heroes involved in it, to draw independent conclusions, to understand and fluently state the spiritual experiences of the character involved in them, to the creative use of artistic means of representation in their speech when they are giving prose works.

Conclusion.

One of the methodological conditions for analyzing a work is to look at the content of the work in connection with its pictorial-expressive means. Another basic rule is the general implementation of educational tasks in the process of working on the text. These rules determine the main direction of work on the work, and also help to determine the tasks that students carry out in the process of analyzing the text and the nature of the questions asked to them for discussion.

Thus, in the study of texts of various manifestations in primary classes, it is necessary to use methods and methods, types of analysis that strongly affect the personality of the student, correspond to their level, ensure the assimilation of knowledge. Let these techniques serve to make readers understand and understand the content of the text.

LIST OF USED LITERATURES:

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