

USE OF THE PIRLS INTERNATIONAL ASSESSMENT PROGRAM IN THE TEACHING OF PRIMARY SCHOOL STUDENTS BASED ON THE NATIONAL CURRICULUM

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ABSTRACT

This article describes the reading literacy of primary school students in the international assessment system PIRLS, its definition, working with texts, text forms, methods of obtaining information in the process of application and “The National Program” is also cited as a practical skill in adapting to the PIRLS program in the education system.

KEYWORDS: *Text, Constructive, Interactive, Combination, Digital Literacy.*

INTRODUCTION

The changes that are taking place in our lives today, the innovations in the education system, and the various challenges we face in education are changing dramatically. The role of educated, experienced and modern-minded high-potential personnel in the country is invaluable through the development of their thinking skills through innovative ideas, the growth of the man-made component in their lives and careers in order to shape our young people in this field. At the heart of meeting the need for such competitive personnel is, so to speak, human capital, the glorious task of discovering its potential and mobilizing it to achieve great goals.

Now that we have moved to the National Curriculum, special attention is being paid to reading literacy in the PIRLS program in order to develop students' creative thinking. First, there is a separate definition of first reading literacy, based on a 2001 study by the IEA International Association, which states that “the ability to understand and use all forms of written language that are valued by the individual or demanded by society”. Explained.

In each study, the above definition of reading literacy could be applied to students of all ages and a wide variety of written language forms, but in today's technologically advanced world, an ever-increasing number of textual ma ' requires the retrieval of information in order to shed light on specific aspects of reading skills and experiences of young learners who have a deep sense of the importance of reading comprehension in school and in daily life. The definition of reading literacy currently used by PIRLS International is as follows: [1]

Reading literacy is the ability to understand and use all forms of written language that are valued by an individual or required by society. The reader is made up of different types of text. They study to learn, to join a community of students like themselves in school and daily life, and to spend time productively.

This approach to reading literacy reflects a variety of theories about reading literacy as a constructive and interactive process. The content of a text is based on a particular way of reading, creating a relationship between the reader and the text. The student is a person who quickly understands the meaning of the text, thinks about the text, is aware of effective reading strategies, and thinks about reading. [2]

The student can read different texts to get an idea of the world around him and himself. Each type of text consists of simple forms and rules that allow the reader to interpret the text. Any given type of text can have many forms and combinations of forms. These include traditional written forms, such as books, magazines, documents, and newspapers, as well as digital forms, which include many ways of communicating through the Internet and websites, where the text is often a variety of multimedia combined with formats.

Nowadays, reading texts or information online is a key part of the school curriculum and the most important way to access information. The new digital literacy is important for reading information online, where the student achieves the goal of reading by finding and understanding the information he or she needs. The Internet is a vast network of web pages. Getting and learning information from the Internet requires understanding what is needed in this complex information. While traditional written textual information is usually limited, online reading is about finding the information you need from an infinite number of texts that require the reader to find direction. Students first find the website they want and then use their ability to work with their own data to move from one website to another (e.g., with lots of information and additional search menus, tabs, and links) performance). [3]

In fact, using the Internet to read a piece of information requires the use of all the skills and strategies needed to read traditional written texts, but in doing so the reader is caught in a situation where more information is available. . Due to the complexity of the Internet, online reading uses different skills and strategies than those required to read traditional written texts.

Whether you read texts online or in writing, allowing students to discuss what they are reading allows them to shape the content of the text in a variety of contexts. Individual or group reading social interactions help students understand and interpret texts and other information. The social environment created in the classroom or school library allows primary school students to broaden their horizons in the learning process by sharing knowledge and experiences with their teachers and classmates. As students talk to their families and peers about information and ideas they have learned from reading, this boundary extends beyond the school. [4]

Update the scope of PIRLS research with each assessment cycle to share with the participating countries their latest ideas and the latest information on their curricula, standards, coverage and guidelines allows This will make the coverage more educationally relevant and will further improve each assessment process.

In order to broaden the horizons of students in the school environment and to prepare them for the international assessment program in our country, it is possible to conduct these tests with the books they read. As an example, below is an example of how elementary school students can be linked to reading literacy from a textbook. [5]

Familiar with the homeland

Muhabbat Hamidova

My name is Firdavs. I was born in the village. My father and mother caress me, but my grandmother and grandfather pick me up. We have a big garden. Apples, cherries, peaches, figs - all fruit trees were planted by my grandmother with her own hands.

My grandmother said that everything should be loved from an early age. Then the child's faith will become an idol, he will recognize the Motherland and appreciate it. He is also ready to defend her, they tell my father over and over again.

- "Grandpa, what is the homeland?" I ask, trying to understand the word that is ringing in my ears.
- "The homeland is the garden where I work with you every day, the street where I play with the neighboring children, the school that educates you, and, finally, the country where my relatives and my whole nation live." It is our Uzbekistan. The whole person of faith feels and respects the Motherland from the heart. She shields and protects her chest if necessary.

My grandfather's words fascinated me.

- Grandpa, if I take good care of the trees in our garden, the flowers in our flower garden, will I take care of my homeland?" I ask excitedly.
- "Of course, the homeland begins at the threshold," said my grandfather, hugging me.

Text-based tests:

1. Who cares for Firdaus more?

- a) Grandmother and grandfather
- b) Father and mother
- c) Grandmother and mother
- d) Grandfather and father

2. What fruit trees are in their large garden?

_____.

3. Who planted these fruits?

- a) Grandfather
- b) Grandmother
- c) Father
- d) Mother

4. According to Firdaus's grandfather, what kind of work does a child's faith become an idol?

_____.

5. Grandfather, what is the homeland?

_____.

6. What did grandparents talk about?

a) About fruits

b) About the garden

c) About Motherland

d) About defenders of Motherland.

The text quoted above is based on a text from this elementary school textbook. This study, conducted every five years, is a test task based on texts that are important in the development of the child as an independent person, taking into account the international assessment of reading comprehension skills of primary school students. Over the past two decades, the PIRLS survey, which assesses students' reading comprehension levels, has been combined with PIRLS survey data on the environment to enable students to master reading comprehension skills. provides valuable information on how to improve students' reading literacy. [6]

In short, all the information, texts and tests in the article will help to give good results in the upcoming research in our country, as well as help our youth to become spiritually mature and mature, to develop their worldview in all respects. most importantly, we can say that it will make a worthy contribution to the growth of our country's rating in some respects.

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