

METHODOLOGICAL BASIS FOR PREPARING GRADE 4 STUDENTS IN PRIMARY EDUCATION FOR INTERNATIONAL PIRLS CONTROL

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ABSTRACT

This article discusses the importance of personal development-oriented education for primary school students in realizing their creative abilities through the formation of logical, analytical, critical, creative, independent thinking skills.

KEYWORDS: *PIRLS, Literary Education, Literary Analysis And Interpretation, Didactic Rule, Deduction, Induction, Critical, Creative, Independent Thinking, Creative Ability.*

INTRODUCTION

In the current context of globalization, due to the widespread introduction of innovative pedagogical technologies in the education system, the realization of creative abilities of students through the formation of logical, analytical, critical, creative, independent thinking skills is an important aspect of person-centered developmental education plays an important role in raising the younger generation to the level of meeting the requirements of world standards. In particular, the Fhe Progress in International Reading Literacy Study has a great responsibility to implement reading in the implementation of the requirements of PIRLS to monitor reading literacy in primary school loaded. [1]

The IEA is an international association for the assessment of academic achievement. is aimed at studying the most important aspects.

Although there is a significant difference in the age of students in the countries involved in monitoring the quality of reading and text comprehension in primary school by world standards (in England, New Zealand, Frinidad, Phobago, children from five years, in most countries they study from the age of six or seven) and the requirements are the same for everyone.

The main purpose of periodic study and monitoring of the quality of education, ie the quality and trends of reading literacy in accordance with the requirements of PIRLS or FIMSS is to monitor the results obtained at different times using different educational tools on the basis of different samples. comparison and drawing appropriate conclusions. From this point of view, it is important to achieve reading literacy in the education system of Uzbekistan, that is, to ensure students' oral competence, such as listening comprehension, reading, speaking and writing.

The fourth year of primary education is an important stage in children's development. During this period, students should master reading to such an extent that it will ensure the successful acquisition of knowledge and skills in the next stage of education.

Students graduating from the fourth grade of primary school in 2021 will be assessed on the basis of the PIRLS program in two types of study: in-class and out-of-school activities.² Here: to determine the level of reading in order to study the experience of mastering in the system of literary education;

Determining the level of reading associated with the acquisition and practical use of information provided in the educational process.

According to the conceptual rules of the study, the ability of students to read fiction and popular science texts is assessed by the following 4 criteria:

- determine the information provided in the text; (on the example of the analysis of popular science texts)
- interpretation and generalization of data (literary analysis);
- analysis of text content, language features and structure (literary analysis).

Analysis of popular science and art works allows students to understand the content of the work, to feel the events in the work from the heart, to perceive the work as an art of speech, to evaluate the actions of the protagonists, to draw conclusions independently and when faced with such events. prepares for self-government. Due to this, a scientific approach to the analysis of popular science and art works is required in primary education. To this end, the organization of theoretical and methodological training courses for school teachers on the literary analysis of popular science and art works, in addition to the subject "Mother tongue and children's literature" for students of the faculty of primary education "Children's literature and Theory of Literary Analysis" would be appropriate. The subject "Methods of teaching the mother tongue in primary school" prepares students - future teachers of primary education, so this issue can not be attributed to this subject. [2]

In order to prepare 4th grade students for reading under international PIRLS control on the basis of the textbook "Reading Book" and to help primary school teachers, H. Bakiyeva conducted a literary analysis of "4th grade reading lessons". The manual "Formation of skills" was created. This manual takes into account the pedagogical experience of this problem and its solution. In addition, teaching aids were recommended to teach students reading literacy, ie the analysis of popular science and art works. This is not enough.

The requirements of the international PIRLS depend, first of all, on the literary-artistic, social, spiritual, enlightenment level of the text recommended for reading and analysis.

Textbooks should include a selection of works that encourage students to think independently and creatively. The student should feel that a good work creates in the reader a variety of experiences (grief, anxiety), encourages thinking, allows you to choose your position. Assignments based on the text of the work should ensure students' reading literacy. In this regard, there are shortcomings in our textbooks.

Improving students' reading literacy depends in many ways on the teacher's knowledge and pedagogical skills in text analysis.

If you look at the text of the textbook in terms of interest, vitality, artistic height and the content of the questions given at the end of the text, you can see texts that do not stimulate the emotions of students, do not enrich their imagination, but rather extinguish their interests. For example, in HamidullaMurodov's story "New House" in the 3rd grade "Reading Book", 3rd grade students are encouraged to carry sand, bricks, and soil in construction, and they go to work on the construction site. Reading this story, the question arises as to whether the work meets the requirements of international standards. [3]

What is the meaning of the proverb in the 3rd paragraph of GozalBegim's fairy tale "Sister Rivers"? (?) What is the "power of language" in the text "The Power of Language"? Polat Momin's poem "Independence from Harmony" is based on dry advice, and there is no basis for convincing and astonishing the reader. On behalf of MuhabbatHamidova's story "Knowing the Motherland" you expect a very interesting life event, but you do not see the logic in the system of events, the plot is artificial. The book "Ona-Vatan" also lists the things that a child sees through his eyes. Events do not encourage the student to think, do not develop artistic and aesthetic taste, do not develop the personality of the student.

The textbook includes questions aimed at deep understanding of the content of the work, independent research and creative thinking, connection with life, drawing conclusions, the development of speech, but avoids tasks that require retelling the content of the work.

In the textbooks, little attention is paid to the art of the work, the language, the connection between the events of the subject, the information about the character of the protagonists, the generalized conclusions. It is important to keep in mind that preparing students for the PIRLS International Reading Literacy Test is not just a one-time event, but an important part of the future of primary education.

It is known that in the system of person-centered education in connection with the reading of works of art, the formation of artistic and aesthetic thinking of students, the focus on self-realization, the development of feelings of love for the motherland is another study. A special place is given to reading education, which is tasked with the study of children's literature as a work of art.

Today, primary school teachers need well-proven, science-based guidelines for teaching methods. The methodology will help the future primary school teacher to not only study the content of literary education and its independent, conscious approach to teaching, but also to consciously analyze the results of their activities. should be focused on ensuring that they are able to draw conclusions. [4]

The following didactic laws can be cited as the basis of teaching methods in primary school:

1. The nature of the education has a comprehensive impact on students' understanding.
2. Students have a clear understanding of the problem at hand.
3. The teacher has the ability to present new complex educational problems in the context of familiar events. Ability to connect deduction with induction in the process of literary education.

Today's literary education is to teach the younger generation to master the cultural riches created and enriched over the centuries of human history, to prepare them for real life, to make conscious career choices, to interact with people around them. demands to be educated as people with intellectual potential. To achieve this, it took into account the educational potential of students.

[5]

In each case, the methods, goals and objectives of teaching at each stage of literary education should be clearly defined.

An in-depth understanding of the specifics of a work of art as an artistic phenomenon, the application of existing literary knowledge and concepts to the analysis of planned works, ensures the quality and effectiveness of the lessons.

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