

Methods of using Literatural Materials in Primary School Lessons

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ABSTRACT

This article discusses how to organize lessons in native language classes using the materials of the PIRLS international assessment program. The PIRLS international program aims to provide students with a broader understanding of the ability to read and comprehend text, to come up with new ideas, ideas about other cultures and different countries. Assessment of student achievement is based on objective tests, not on all students, but on students selected as representatives of this layer.

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Introduction

Particular attention is paid to the radical reform of the education system in our country. Great work is being done to reveal the potential of the younger generation, to raise in the hearts of the younger generation a sense of devotion and devotion to the Motherland. President of the Republic of Uzbekistan Sh. M. Mirziyoyev's Decree of February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" and the Decree of January 24, 2020 The appeal to the OliyMajlis sets tasks to properly prepare for the international assessment process in 2021. Today, there are reputable international organizations that conduct research to assess the achievements of the world's education systems and assist in the implementation of reforms. It is important that Uzbekistan's participation and results in these studies are recognized by the world community, to ensure that the younger generation is educated in new innovative ways based on international experience, and to effectively apply their knowledge in practice.

The concept of development of the public education system until 2030 emphasizes the development of students' critical thinking, independent search for information, analytical skills and competencies, general education programs that meet the requirements of a modern innovative economy and the new state education. introduction of standards, regular participation in international PISA, TIMSS, PIRLS and other programs to assess the quality of education in assessing the level of knowledge of students.

On this basis, the International Program for Assessment of Student Literacy (PISA), the International Program for Assessment of Reading Comprehension of Primary School Students (PIRLS), the development of students in mathematics and science The Level Assessment Program (TIMSS) and the International Assessment Program (TALIS) for the Study of the Teaching and Learning Environment in General Secondary Education Institutions and their Working Conditions have been launched.

For the first time, 4th graders from more than 60 countries will take part in the PIRLS international assessment program in 2021. This international program plays an important role in the development of the child as an independent person and assesses the reading comprehension skills of students in primary education on an international scale.

The PIRLS program focuses on 4th graders, which is why students typically developed reading skills during this developmental period and are now using this skill to learn other subjects. . It is well known

that reading literacy is directly related to people's learning goals. Many young students, when they are just starting to read, read mostly storytelling texts (e.g., stories or picture books) or texts that are informative and informative to students about the environment around them and answer their questions. According to the curriculum, since reading is important for learning from books and other printed materials, young students are required to develop reading literacy and study to learn. Usually, any reading objective is related to a particular type of text. For example, reading to increase artistic literacy is usually associated with reading fiction, while information acquisition and use is achieved through reading informative articles and instructional texts. However, reading objectives are not limited to a specific type of text. Biographies, for example, are usually informative or fictional, but they include both reading objectives. Texts usually differ in the way in which the ideas they reflect are organized and presented, using different ways of shaping the content understood from them. Depending on the structure and form of the texts, the written materials vary greatly from orderly placed texts to short words and phrases filled with descriptive and tabular information. Content, content, and style specific to a particular genre of text help the reader to read and understand the text closely.

The PIRLS international program aims to provide students with a broader understanding of the ability to read and comprehend text, to come up with new ideas, ideas about other cultures and different countries. Assessment of student achievement is based on objective tests, not on all students, but on students selected as representatives of this layer. Surveys are also conducted among school principals, teachers, students, and even parents to gather valuable information on factors that affect the quality of education. The PIRLS international study provides an international comparison of data on the level of reading comprehension skills of primary school students, which can serve as a public policy in the field of education in improving reading and learning. is a major international evaluation program that provides analytics.

The focus of the research is on demonstrating the ability to apply learned knowledge in new projects and situations, rather than demonstrating understanding. Only by establishing a relationship between the reader and the text can the content of the text be understood and the purpose of the reading achieved. The key to selecting texts for the PIRLS assessment program is to provide several types of text based on the reading objectives. The main goal is to create an environment for students that is similar to both in-school and out-of-school activities.

The student is an active participant in the process, observing the text and consciously choosing effective reading strategies. Each type of text helps the reader to interpret the text using the usual forms and rules. Any text can take many forms. These include traditional books, magazines, documents, and newspapers, as well as digitally written texts.

When reading fiction books, students read and enjoy a text that is full of events, locations, images, stories, characters, work environment, emotions, and ideas. In order to understand and appreciate literature, each student must imagine the knowledge of events, emotions, the art of using language, and the artistic form that take place in a text (play). Literature provides an opportunity for young students to explore situations and emotions they have not yet experienced. While the events, actions, and consequences depicted in a work of art are imaginary, they give the reader the impression that they are happening in real life and allow the reader to experience them in their imagination.

A text (or work of art) can tell the narrator of a work or its protagonist what he or she wants to do in the future. More complex texts may have more worldviews or tensions. The idea of the text and the information in it are described directly or in the form of dialogues and events. The artistic experience narrates in order of gain or by returning to the events of the work or by going back in time. The main form of literary texts used in the PIRLS international program belongs to the art genre. Due to the curricula and cultural differences in the participating countries, the selection of some literary texts as part of the PIRLS international program is an additional challenge. For example, translating texts is difficult for students, so they are not assigned to assignments.

Informative texts are written and read based on a series of tasks. Therefore, since the main function of informative texts is to provide information, writers usually approach the topic they want to cover for different purposes. In many informative texts, the facts are stated directly, such as the stages of a task or

biographical details. However, some informative texts are subjective. For example, authors can convey comments and facts to the reader through explanatory comments, motivational essays, or well-thought-out comments. The student must take a critical approach to these texts in order to form his or her own worldview. In order for the reader to better understand the goals and objectives of the text, the information in it can be presented in a different order, that is, with a change in its content, structure and form. Elementary students can read informative texts covering a variety of topics, including scientific, historical, geographical, or social texts.

Because both learning objectives are equally important to elementary school students, the PIRLS program consists of the same amount of material that assesses each goal. Each of these goals, in turn, combines four broad processes of understanding. These are:

1. Focus and find clear information;
2. Draw direct conclusions;
3. Examination and evaluation of content, language and text elements;
4. Interpret and harmonize ideas and information.

Focus and find clear information:

1. Identify and search for information related to a specific purpose of reading;
2. Search for specific feedback;
3. Search for a definition of a word or phrase in the text;
4. Determine the place and time of the story;
5. Find the main topic of the text (if clearly stated);
6. Identify specific information in the drawing.

Draw direct conclusions:

1. Contemplate how one event can cause another to happen;
2. Substantiate the actions of the protagonist;
3. Describe the relationship between the two protagonists;
4. Determine exactly which part of the text serves a specific purpose.

Examination and evaluation of content, language and text elements:

1. Discuss the completeness or accuracy of the information provided in the text;
2. Assess the probability that the events described in the text actually occur;
3. Assess the extent to which the author's reasoning can change people's minds and lifestyles;
4. Discuss the extent to which the title of the text illuminates its main theme;
5. Describe the influence of language tools, such as metaphor or methodology;
6. Identify the effects of visual aids in the text;
7. Identify approaches or inaccuracies in the text;
8. Determine the author's purpose for the central theme of the text.

Interpret and summarize ideas and information:

1. Understand the general content or theme of the text;
2. Consider alternatives to the protagonist's actions;
3. Compare and contrast the information given in the text;
4. Reflect on the spirit or essence of the story;
5. Interpret the information given in the text through life events (information);
6. Compare and contrast the information given in the texts and in general.

In short, since international assessment programs such as PIRLS, which are aimed at assessing the quality of education, are being conducted in Uzbekistan for the first time, their transparent and objective implementation imposes a great responsibility on the staff and requires careful preparation. . The PIRLS international program aims to provide students with a broader understanding of the ability to read and comprehend text, to come up with new ideas, ideas about other cultures and different countries. Assessment of student achievement is based on objective tests, not on all students, but on students selected as representatives of this layer. Surveys are also conducted among school principals, teachers, students, and even parents to gather valuable information on factors that affect the quality of education. The PIRLS international study provides an international comparison of data on the level of reading

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