

## Content of Practices for Reading Quality in the Pirls International Comparative Research

**Babaeva Shoira Baymuradovna**

Bukhara State University, Uzbekistan

**Alimova Anastasia Nikolaevna**

Student of Bukhara State University, Uzbekistan

### ABSTRACT

The article identifies the requirements to increase the effectiveness of teaching primary school students the practical tasks of PIRLS. The PIRLS international comparative study describes the main approaches to the reading literacy criteria of primary school graduates, reveals the essence of practical tasks, considers the method of in-depth analysis of research results, and studies their data. in terms of the possibility of improving the work on reading literacy in modern primary school.

**Keywords:** effectiveness of preparation, practical tasks of PIRLS, analysis of research results, reading literacy, cycle, reading actions, differentiated work, groups of younger students, test tasks.

PIRLS is an international comparative analysis of identifying the quality of reading and text comprehension for primary school graduates, the object of assessment in which is conscious reading remains the most authoritative and qualitative, its methodology is recognized by leading experts in this field in all countries, and the results are carefully analyzed. The survey has been periodically conducted every five years, starting in 2001. This analysis considers two types of reading - designed to achieve the skill of literary reading and reading for the acquisition and application of information. That is, two sides of the reading skill are studied, which are assessed using practical and test tasks following the text of the work. To identify these data, students are provided with two works, one of which is a popular science text, and the second is a fiction text. The result of mastering the information is the students' answers to practical tasks related to the text. Tasks for texts consider four skills - information search, the ability to draw conclusions, explain and synthesize information, parsing and evaluating the content, the specificity of the linguistic structures of the work. Students are given the opportunity to read the text, followed by tasks that reveal the degree of assimilation of information and assessment of the reading.

Much attention is paid to the standardization of the research process. The PIRLS benchmarking analysis is carried out in strict accordance with the systemic guidelines and rules developed by the international focal point. Each stage of the research (formation of an excerpt, translation and adaptation of instruments, testing and questioning, observation and analysis of information) is controlled by international experts. For example, translations of tests and questionnaires have been rechecked by world-class translators. Observers were

present during testing in selected schools. Practical tasks with open, complete answers were examined by experienced expert teachers, followed by a certain batch of works (every fourth notebook) was rechecked by other expert teachers. After that, the specified part of the work in electronic form - notebooks with the students' answers were transferred to special international databases, the answers from which were double-checked by world experts in the year of testing to identify the comparability of the works of specialists from different regions, and were also controlled by national experts at another stage of the analysis to establish comparability work of national experts in different years.

The use in the educational process of prescriptions created on the principles of the results of previous cycles will allow combining the obvious achievements of the domestic methodology of working on the skill of conscious reading with modern requirements related to the development of the reading process: the formation of new types of texts, reading from the screen, data search in an open information space, and etc. associated with the need to determine, along with the advantages of the domestic teaching methodology, as well as its disadvantages, which make it possible to determine the course of improving the teaching of conscious reading of literary and informational texts in primary school. The use of a set of statistical methods and qualitative study in the analysis makes it possible to point out the objectivity of the conclusions made about the achievements and needs of the development of reading literacy in primary schoolchildren. Primary school graduates showed a good indicator of conscious reading when working with both fiction and informational texts, but the results of working with informational texts are still somewhat lower, thus, in order to ensure a competitive advantage of education in the learning process, it is necessary to pay significant attention to working with informational texts. structures.

The practice buildings of the PIRLS test contribute to the definition of the basic reading process, aimed at students' comprehension of the text (both fictional and informational). Reading actions include skills: calculate the details (information units), openly indicated in the text; draw accurate conclusions from this information; clarify and combine individual information of the text; understand the content, language and form of all information and its individual elements.

The study of the results of the students' test assignments identified certain difficulties that the students faced. In particular, he found that he was not in the habit of using the text of a work every time it was necessary to concretize certain information, leading to two characteristic problems: junior schoolchildren did not differentiate well between the data contained in the text and the information they possessed based on personal experience; they get by with approximate, indefinite subtraction of information from the text; provided that the question requires a full, detailed answer, students face difficulties associated with the very process of writing thoughts.

To eliminate these errors, there are recommendations for creating a differentiated work with different groups of younger students in accordance with their level of reading and work with data. Student support is needed from the teacher as to the interpretation of key issues and the logic of the material presented, as well as in the development of his reader's skill, mainly the ability to distinguish implicit information, is the main, make inferences. For to the student to realize rather complicated logic of informational text, understood cause-and-effect relations, accurately explained the figurative language of a literary text, learned the author's position, deepened by reading additional literature, systematic practice of working with such questions

to the text is necessary, the answer to which cannot be determined and simply written out. An incentive for the development of complex reading skills, continuous experience with difficult questions to the text should be maintained.

Training in the traditional form of developing reading techniques does not always give the desired results. In order for students to begin to get used to interactive tasks like in PIRLS, already from the first grade in literary reading lessons, work is underway to improve reading skills and methods of checking text comprehension. In the first years of study, the types of tasks have the following structure: finding accurate information - it can include the identification of the main theme and idea, establish the time and place of an artistic picture, find the meaning of a single word or a whole phrase, establish the relationship between phenomena and relationships between characters, be aware of which an object or living being is replaced by a pronoun, summarizing the overall picture of the work. Towards the end of elementary school, work assignments become more complex and have a distinctive structure. They already require more analysis of the read and work on their own conclusion. Tasks imply the development of the ability to draw an analogy and contrast information obtained from the text, practically use the knowledge and information obtained, the development of a value judgment, that is, to determine the author's message, his main theme of the work, the artistic means that the author used when creating his work, an assessment of plausibility situations of the stated phenomena.

Currently, the reading process for both adults and schoolchildren is constantly undergoing changes, the education system is developing dynamically in different regions, in these conditions, during preparation for participation in the next PIRLS cycle, it is important to pay attention to the results of previous cycles, try to learn lessons and prevent a decrease in qualities of deliberate reading skills of primary school age students.

### References:

1. Бабаева Ш. Б. Роль СМИ при обучении русскому языку в национальных группах //Молодой ученый. – 2018. – №. 9. – С. 138-141.
2. Babaeva B. S. et al. The basics of communicative competence are the guarantee of the development of speech in primary schoolchildren in the lessons of their native language //ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL. – 2021. – Т. 11. – №. 1. – С. 518-529.
3. Бабаева, Ш. Б., et al. "Работа со специальными текстами на уроках русского языка начальной школе» сборник материалов VIII Международной научно-практической конференции «Актуальные вопросы современной науки и образования» который состоялся 20 февраля 2021 года в г." Пенза МЦНС «Наука и просвещение» стр: 194-197.
4. Babaeva S. MODELING NATIVE LANGUAGE LEARNING BY DESIGNING EDUCATION //European Journal of Research and Reflection in Educational Sciences. – Т. 8. – №. 10. – С. 1-9.
5. Бабаева Ш. Б., Курбанова Н. Р. ЭКСПЕРИМЕНТ КАК ОДИН ИЗ МЕТОДОВ ИССЛЕДОВАНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ //World Science. – 2016. – Т. 4. – №. 1 (5). – С. 38-39.

6. Бабаева Ш. Б., Курбанова Н. Р. ЭКСПЕРИМЕНТ КАК ОДИН ИЗ МЕТОДОВ ИССЛЕДОВАНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ.
7. Бабаева Ш. Б., Курбанова Н. Р. ЭКСПЕРИМЕНТ КАК ОДИН ИЗ МЕТОДОВ ИССЛЕДОВАНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ.
8. Babaeva V. S. The effect of Studying Morphology in Modeling Syntactic concepts in the lessons of the native Language in Primary Grades //Middle European Scientific Bulletin. – 2021. – Т. 10.
9. Анастасия Николаевна Алимова, Шоира Баймурадовна Бабаева МЕЖДУНАРОДНОЕ ИССЛЕДОВАНИЕ PIRLS СПОСОБСТВУЕТ РАЗВИТИЮ РЕЧИ И НАВЫКА ЧТЕНИЯ У МЛАДШИХ ШКОЛЬНИКОВ // Scientific progress. 2021. №6. URL: <https://cyberleninka.ru/article/n/mezhdunarodnoe-issledovanie-pirls-sposobstvuet-razvitiyu-rechi-i-navyka-chteniya-u-mladshih-shkolnikov> (дата обращения: 30.11.2021).
10. Анастасия Николаевна Алимова, Шоира Баймурадовна Бабаева МЕЖДУНАРОДНОЕ ИССЛЕДОВАНИЕ PIRLS СПОСОБСТВУЕТ РАЗВИТИЮ РЕЧИ И НАВЫКА ЧТЕНИЯ У МЛАДШИХ ШКОЛЬНИКОВ // Scientific progress. 2021. №6. URL: <https://cyberleninka.ru/article/n/mezhdunarodnoe-issledovanie-pirls-sposobstvuet-razvitiyu-rechi-i-navyka-chteniya-u-mladshih-shkolnikov> (дата обращения: 30.11.2021).