

# METHODOLOGY OF USING PIRLS ASSIGNMENTS WHEN WORKING ON TEXT IN READING LESSONS

**Xusanboyeva Xafiza Abduvaxobovna**

Tashkent State Pedagogical University named after Nizami

2nd year master's degree

**Annotation:** This article describes the theoretical foundations of the methodology of using assignments based on the international system PIRLS in working on the text in the process of reading lessons in general secondary schools.

**Keywords:** reading lesson, primary education, methodology, PIRLS, education system.

After the independence of the Republic, new programs and textbooks for primary school were created. Curricula have focused on text-based work and the use of different types of text-based assignments and techniques.

**PIRLS** (*Progress in International Reading Literacy Study*) is an international assessment system that assesses the quality of text reading and comprehension levels of primary school students in different countries. This type of test is designed to be conducted every 5 years, and the participation of Uzbek students in the research for 2021 will place a great responsibility on primary school teachers. Carrying out this important task requires a teacher to take a new approach to education, to be active. At this point, the question of how to prepare a student for the PIRLS, which determines the level of international assessment, is of great concern to many. Extracurricular reading, reinforcement, revision lessons, and clubs play an important role in the systematic preparation for *PIRLS*. In this case, it is important to expand the student's worldview, independent thinking, the development of figurative thinking. Of course, parents have a role to play. As adults in the family read books, the child will gradually follow them. It is helpful to follow the teacher's advice when delivering age-appropriate books. In his spare time, a child can watch not only TV series and cartoons, but also logic-rich films for children, shows about the world of animals and plants.

*The work of art is analyzed on the basis of the following important*

***methodological rules:***

1. The analysis of the content of the work and the formation of accurate, fast, conscious, expressive reading skills go hand in hand.
2. Explaining the ideological and thematic basis of the work through its images, plot line, construction and visual aids ensures the general development of students as individuals, the growth of connected speech.
3. Classroom reading is a means of activating students' cognitive activities and expanding their knowledge of the environment.

The emotional impact of the work should also be taken into account when analyzing the work. Let the reader not only read the text, but let the author be excited about the exciting story. Encourage students to analyze the text and develop their aesthetic taste. The Primary Reading Book contains popular art and science articles in a variety of genres. As you know, in a work of art, life is represented through images. At its center is man, his relationship to nature and society. The rules of depiction of existence, reality in the work of art through images, objective content and subjective assessment in concrete material are of great theoretical and practical importance for the methodology. First of all, the teacher's attitude to the events described in the work is the focus of the teacher's work. Students will gradually begin to understand the specifics of depicting reality through images. Second, any work of art depicts specific historical events. Only a historical approach to the events in the work can give a true assessment of the work. Third, it is worthwhile to introduce the writer's life and views to the age of the students. Fourth, in analyzing a work of art, it is important to teach students to understand the ideological direction of the work. *Younger students have two different attitudes toward a literary hero:*

***1. Emotional attitude to the literary hero.***

***2. Elementary analysis.***

Students use their own insights to evaluate the participants. They lack vocabulary and experience to evaluate other qualities of a hero. The teacher's task is to show the qualities that the students did not notice and to introduce them into

the students' speech. There is one more thing to consider:

1. Students do not take into account the circumstances in which they acted in relation to the protagonist.
2. They do not understand why the protagonist should do so, for which they must act in accordance with the purpose.

### **Qualities of reading skills and ways to improve them:**

In order to fully meet and implement the requirements of the program, it is first necessary to acquire and improve reading skills correctly and thoroughly. Reading skills are formed in the process of teaching literacy and improve in the later stages of teaching. Qualities of *reading skills* include accurate, fast, conscious and expressive reading of the text of a work of art. Reading lessons shape and improve students' reading skills. The qualities of reading skills are interrelated, the main of which is conscious reading: whether the student reads the text quickly and correctly, or does not read consciously, or reads it quickly as a result, if others do not understand the content of the text, read it correctly, read it very slowly, and do not pay attention to the pauses between the units of speech, the idea expressed in the text will not be understood. Reading at a certain speed and correctly serves conscious reading; accurate, fast, and conscious reading is the foundation of expressive reading.

Acquisition of reading skills is an important condition for successful mastering of all subjects taught in school. Reading is a major type of activity and provides a great opportunity for students to develop ideologically, politically, mentally, aesthetically and verbally. This process requires systematic and purposeful work on the development and improvement of reading skills. Learning skills are more complex and take longer to develop. Psychologist *T.G.Yegorov* in his book "Essays on the psychology of learning children" divides the process of formation of reading skills into three stages: the analytical stage, the synthetic stage and the automated stage. The analytical phase coincides with the period of literacy training, in which the skills of word-for-word analysis and syllable reading are formed. For the synthetic stage, the word is read aloud; in which the perception

of a word by sight and its pronunciation are largely consistent with the comprehension of the meaning of the word. Reading is about understanding the meaning of words. Students enter the synthetic phase in 3rd grade. In the years to come, reading will become more automated. Reading lessons should be organized in such a way that the analysis of the content of the work is aimed at improving reading skills.

**Proper reading** means reading without making mistakes, that is, correct reading without breaking the phonetic structure of the word, grammatical forms, sound or syllable in the word. is to read without dropping the syllable, adding the suffix, substituting the letters, pronouncing them clearly, and emphasizing the word correctly. M. Odilova and T. Ashrapova note that "all the requirements for the norms of literary pronunciation also apply to the ability to read correctly." Yakovleva, a Russian Methodist, described the correct reading as: "Proper reading is the sound-smooth and smooth copying of material." So, correct reading is reading on the basis of literary and orthoepic norms without violating the phonetic structure and grammatical form of the word. Primary school students make reading mistakes because they do not have a clear synthesis between comprehension, pronunciation, and comprehension. This makes it difficult to understand the content of the text. Correct reading depends on the length of the word, the vocabulary of the reader, ie how much he knows the lexical meaning of the word, and the syllable and morpheme structure of the word. *Students often make mistakes for the following reasons:*

1. Because there is no careful synthesis between pronouncing a word and understanding its meaning, the child sees the sound side before the word and rushes to pronounce it. It ignores the meaning of the word.
2. Due to the complexity of the syllable structure of the word. If a word has many syllables, the child will make a mistake if he has not heard it before.
3. Makes a mistake by not knowing the meaning of a word.
4. Makes the mistake of reading fast.
5. Proper reading also depends on the light and the fall of the light.

6. Consonant sounds are difficult to read with closed syllables in the middle and at the end of the word.

**Here are some things to keep in mind to avoid misreading:**

1. Explain the lexical meaning of words that make it difficult to understand the text before reading it.
2. Make tasks clear and understandable
3. Create conditions for them to read the text carefully.
4. Indoor teaching first, then speaking aloud.
5. Regularly check students' reading.
6. Warn students where mistakes can be made.
7. Using a letter stick.
8. Incorrect reading also depends on the student's personal perception.

It is best for the teacher to teach the students in a chorus by pre-writing complex words on the board or cardboard in syllables. An error made by a student can be corrected in two ways: 1) If a student misreads the suffix at the end of a word, correct the mistake without stopping the student from reading. can rot; 2) If the content of the sentence is violated by incorrect reading, the method of re-teaching is used.

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