

WAYS TO DEVELOP READING COMPREHENSION SKILLS IN PRIMARY SCHOOL STUDENTS

Majidov Jahongir Fazliddin ugli

majidovjahongir2000@gmail.com

Master's Student at the University of Economics and Pedagogy

Abstract: This article discusses ways to develop the skills of understanding and comprehension of the text in primary school students. The author emphasizes the importance of taking into account the age and psychological characteristics of students in this process, as well as the effective use of various methods and techniques. Methods for developing students' thinking through interactive approaches such as contextual understanding, identifying the main idea, question-and-answer, and role-playing games when working on the text are considered. The article also provides recommendations for improving the level of understanding of the text by forming independent thinking and teaching students to logical analysis.

Keywords: informational text, PIRLS study, comparison, logical analysis, question-and-answer method, self-development, innovative methods, anonymous questionnaire, TIMMS and PISA programs.

Annatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarida matnni tushunish va anglash ko'nikmasini shakllantirish yo'llari yoritilgan. Muallif bu jarayonda o'quvchilarning yosh va psixologik xususiyatlarini hisobga olish, turli metod va usullardan samarali foydalanish muhimligini ta'kidlaydi. Matn ustida ishlashda kontekst asosida tushunish, asosiy g'oyani aniqlash, savol-javob, rolli o'yinlar kabi interaktiv yondashuvlar orqali o'quvchilarning tafakkurini rivojlantirish usullari ko'rib chiqiladi. Maqolada, shuningdek, o'quvchilarning mustaqil fikrlashini shakllantirish va mantiqiy tahlil qilishga o'rgatish orqali ularning matnni anglash darajasini oshirishga doir tavsiyalar ham berilgan.

Kalit so'zlar: informatsion matn, PIRLS tadqiqoti, taqqoslash, mantiqiy tahlil, savol-javob metodi, o'z-o'zidan rivojlantirish, innovatsion usullar, anonim so'rovnom, TIMMS va PISA dasturlari

Аннотация: В данной статье освещены способы формирования навыков понимания и осмысления текста у учеников начальных классов. Автор подчеркивает важность учета возрастных и психологических особенностей учащихся, а также эффективного использования различных методов и подходов в этом процессе. В работе рассматриваются методы развития мышления учащихся через интерактивные подходы, такие как понимание текста в контексте, выделение основной идеи, вопросы-ответы, ролевые игры. Также в статье представлены рекомендации по улучшению уровня понимания текста у учащихся через развитие их самостоятельного мышления и обучение логическому анализу.

Ключевые слова: информационный текст, исследование PIRLS, сравнение,

логический анализ, метод вопросов и ответов, саморазвитие, инновационные методы, анонимные анкеты, программы TIMMS и PISA.

In the coming years, the development of science and technology, the increasing need for young people to acquire knowledge, and the coherence and complexity of the topics in textbooks have made the reform of education a fundamental direction of state policy.

In particular, cooperation between the State Inspection for the Control of Education Quality under the Cabinet of Ministers of the Republic of Uzbekistan and the International Cooperation and Development Organization has enabled participation in an international program for assessing students' literacy. Today, a new monitoring system based on international assessment programs is being developed to evaluate and compare the quality of education in our country. Studying international experiences in evaluating education quality, comparing and comprehensively analyzing the existing system, working closely with international and foreign organizations, agencies, and scientific research institutions in the relevant field, introducing international projects for evaluating education quality, and improving the national evaluation system to meet modern requirements have become some of the key tasks today.

Accordingly, the National Center for International Research on Education Quality Evaluation was established under the State Inspection for the Control of Education Quality under the Cabinet of Ministers of the Republic of Uzbekistan based on the decree number 997 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018, on "Measures for Organizing International Research on Education Quality Evaluation in the Public Education System." On January 25, a first official meeting was held between Ulugbek Tashkenbayev, head of the State Inspection for the Control of Education Quality, and Andrea Netton, Director of the International Association for the Evaluation of Educational Achievement (IEA) in Amsterdam, regarding Uzbekistan's participation in the PIRLS-2021 assessment system. The initiative for Uzbekistan's participation in the 2021 research of the PIRLS program was warmly welcomed by the IEA organization, and they emphasized that all necessary support and recommendations would be provided. Uzbekistan's participation in this research will not only improve the quality of education but also strengthen the country's international reputation and bring students' knowledge to the level of international standards.

The PIRLS project is created under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). Chestnut Hill (Massachusetts, USA), Boston College is responsible for organizing international research. The preparation of tasks for international research is carried out at the data center in Hamburg, Germany.

PIRLS is an international assessment system that evaluates the reading comprehension and understanding levels of primary school students in various countries. This study is conducted periodically every five years, and so far, it has been conducted five times: in 2001, 2006, 2011, 2016, and 2021. Uzbekistan participated in the 2021 study and ranked 49th with 437 points, which is an average score. It is worth mentioning that neighboring Kazakhstan ranked

38th with 504 points in the 2021 study. PIRLS allows for evidence-based decision-making to improve reading education.

Countries use PIRLS for the following purposes:

- To track trends in educational achievement at the global level.
- To monitor the impact of new or revised education policies.
- To identify weaknesses in the education system and implement reforms.
- To improve teaching and learning by researching and analyzing PIRLS data.
- To monitor fairness or conduct additional assessments in classrooms.

This helps ensure that students, starting from the primary grades, acquire essential life skills and are able to compete in the global workforce.

The PIRLS assessment evaluates two broad objectives related to primary school students' reading and extracurricular reading: "gaining literary experience" and "acquiring and using information." Each of these objectives combines four types of understanding processes, evaluating students' ability to read both literary and informational texts in four categories:

- ✓ Focusing attention and finding specific information.
- ✓ Making direct inferences.
- ✓ Evaluating and criticizing content and text elements.
- ✓ Interpreting and synthesizing ideas and information.

The complexity of texts in the study varies, with countries with lower reading literacy typically using texts with 400-500 words, while texts for other countries range from 500 to 800 words. The selected texts for PIRLS research are chosen specifically to be culturally neutral, so they are suitable for students of any nationality.

In PIRLS, the reading literacy levels are described as follows:

- Highest level (625 points and above): Students can understand the text as a whole and relate its parts. They can reference the text to support their interpretations.
- High level (550 points): Students understand the key messages of the text, make inferences based on it, and assess both the content and form of the text.
- Intermediate level (475 points): Students can extract information from the text and make conclusions based on it using some features of the text's form and language.
- Lowest level (400 points): Students can identify clear information and easily distinguish the main message.

The results of the research are assessed qualitatively and quantitatively based on the following system:

- Correct answers in the multiple-choice format are worth 1 point.
- Correct answers related to topic sequencing are worth 1 point.

- Open-ended tasks are scored between 1 to 3 points depending on the task's complexity.

Not all students participate in the study; rather, a sample of 4th-grade students from representative groups undergo objective testing. Anonymous surveys are also conducted with school principals, teachers, students, and even parents to examine factors that affect the quality of education.

Meeting the international evaluation program standards is one of the key demands of modern education. To achieve this, we must accept and convey changes in the teaching system for primary school students and prepare them for life skills. If we look at the increasingly popular Finnish education system, the main goal is to prepare students for life, not just for exams or tests. The reason behind Finland's high performance in international evaluation programs is their focus on life preparation. Similarly, it is not an exaggeration to say that good results in PIRLS will pave the way for success in TIMSS and PISA programs. Achieving this goal depends on our collective efforts.

In the teaching process, it is essential to foster critical (creative) and critical (analytical) thinking in students, enabling them to express their ideas freely. Engaging parents in this process and helping them understand the importance of raising independent thinkers is crucial. In the classroom, focusing on texts and working individually with students will allow each child to develop their own unique ideas and express themselves confidently.

One of the stories included in the 4th-grade reading literacy book, written by Muhabbat Hamidova, is titled "The Revenge of the Bee," which we will analyze. After introducing the students to the story, we will discuss its content and artistic features. To assess the students' comprehension and opinions, we will use both open and closed tests.

1. Who are the main characters of the story?
 - A) Zamira Buvi
 - B) Doctors
 - C) Sardor and O'tkir
2. Which tree did O'tkir shelter under?
 - A) Tull tree
 - B) Mulberry tree
 - C) Apricot tree
3. Why do you think the locusts ignored Sardor and chased after O'tkir?
4. What is the flight of the locusts compared to?
 - A) A leaf
 - B) An airplane
 - C) A helicopter
5. What would you have done if you were in Sardor's position?
6. Who told Sardor about the events that happened?
 - A) Doctors

- B) Zamira Buvi
C) Village children
7. Who noticed that O'tkir was lying unconscious?
A) Rahima Opa
B) Zamira Buvi
C) The guard
8. How do you interpret the statement "After all, they are also children of nature"?
9. Why did O'tkir become worried when he went to the field?
A) He saw a bee that had been sleeping in the meadow
B) His cow ran away
C) His hand was bleeding
10. Why is the story titled "The Revenge of the Bee"?

In reading literacy lessons, using such tests for each topic can not only spark students' interest but also improve their learning outcomes. Moreover, using both oral and written closed tests can help develop students' thinking abilities and allow them to express their positive opinions about the changes happening in the environment. At the same time, we will eliminate various flaws in students' speech. First and foremost, students need to be able to imagine the events happening in the text during the reading process. This will help the student avoid difficulties in analyzing the text, prevent the events from slipping their mind, and allow them to offer thoughts based on their own experiences, assuming the roles of the characters. This will lay the foundation for students' future reading and thinking abilities. The primary goal of the international PIRLS assessment program is: in addition to understanding textual information, being able to express their opinions based on the text. In conclusion, it is important to increase their interest, connect the text to real-life experiences, and create an environment for expressing opinions. Through the right approach, students will not only be able to read the text but also analyze, understand, and freely express their thoughts, which will naturally develop as a result.

References:

1. Decree No. 997 of the Cabinet of Ministers of the Republic of Uzbekistan, dated December 8, 2018, regarding "Measures to organize international research in the field of evaluating education quality in the national education system."
2. "Assessment of Reading Literacy of Primary School Students in International Researches" (Methodical manual for primary school teachers, methodologists, and field specialists) Tashkent, 2019.
3. Mamatova G.A. "Methods of organizing and evaluating students' analysis of reading in primary school classes." Methodological Manual. – Tashkent: 2006. – 95 pages.
4. Mirqosimova M. "Foundations of shaping and improving students' literary analysis skills." Monograph. – Tashkent: Fan, 2006. – 112 pages.
5. "Reading Literacy" for 4th grade: Textbook for General Secondary Education Schools, U. Aydarova, N. Azizova – Tashkent: Novda Edutainment, 2023. 80 pages.