

MECHANISMS FOR USING THE NEW TEXTBOOKS IN THE PLANNING OF PEARLS ASSIGNMENTS

Hasanova daughter of Sabohat Kamil

Student of Termiz State Pedagogical Institute

+998770839702

Abstract:

Our article focuses on PIRLS assignments and plans through new textbooks. While reading this article, you will learn how to perform tasks based on the 4K model.

Keywords: new textbooks, PIRLS assignments, planning, textbooks, primary school teacher and students, result, goal and mission.

Sufficient scientific work is being carried out on the issues of planning PIRLS tasks, which have begun to be considered as a national program in Uzbekistan, using our own national textbook in the teaching process, and considering new textbooks as the main source. When planning PIRLS tasks, the selected text should contain facts, objects and complete logic. Therefore, we should pay attention to the text we are choosing, and formulate questions correctly.

Developed countries consider the role of youth education in the development of society and human development to be important. That is why they pay special attention to the quality of education. As a result of the reforms implemented in our developing education system, huge economic growth indicators are being achieved, increasing the demand for qualified personnel and mature specialists in all fields.

This in itself requires increasing the interest of our students in lessons and increasing the attention of teachers to all-round education. At the same time, the concept of quality in the field of education has become very popular in our country. Increasing the intellectual potential of the future young generation, forming a broad worldview is important not only for a specific country, but also for the international community.

In this process, it is also appropriate to complete the tasks required by the international evaluation program. The use of PIRLS stories in reading lessons forms the scientific outlook of students. PIRLS is an international assessment system that assesses the quality of reading and comprehension levels of primary school students in different countries. It enables evidence-based decision-making to improve reading instruction.

The PIRLS international study provides an international comparison of information on the level of development of reading comprehension skills of primary school students, which can serve public policy in the field of education to improve reading and teaching. provides analysis. This evaluation program, which serves to develop many opportunities, was also considered important in the educational system of Uzbekistan and its practical application was introduced.

Accordingly, according to the current PIRLS definition, reading literacy is the ability to understand and use the forms of written language required by society and valued by humans, as well as the ability to create meaning from texts in various forms. The reader is an active participant in this process, creating meaning, reflecting on the text, and consciously choosing effective reading strategies. Each type of text follows typical patterns and rules to help the reader interpret the text.

It is no exaggeration to say that it would be inappropriate to use the PIRLS international assessment program with the popular word today. After all, large-scale work is being carried out within the framework of research. Teachers and students are in the process of adapting to the program, and they are conducting practical work on research. New textbooks are created according to the needs of the times, specific to the requirements of the international evaluation program. Their methodology is based on the 4K model and is fundamentally different from the traditional education and training system.

In the traditional education system, the scientific superiority was on the side of the teacher. Today, the idea, goals and tasks embodied in the 4K model were also guided by the teacher. In today's modernized and integrated education system, the main object is focused on students. [1; 34-p] The capabilities of primary school students were analyzed using the methodological guide developed by the author. From the obtained results, it became clear that the student is the main object of the tasks given in the PIRLS international evaluation program, and by completing these tasks, students' creative thinking, critical analysis, cooperation skills and social relations are formed. [2; 35-p]

PIRLS stories are important for modern education. By summarizing the essence of stories, it is possible to organize an educational process together with elementary school students. Creative thinking is required from teachers to implement this process. When using tasks prepared based on the requirements of the PIRLS international program, students' interest and creativity significantly increased.

PIRLS assesses elementary school students' classroom and extracurricular learning by focusing on two broad goals: "acquiring artistic experiences" and "acquiring and using information." In turn, each of these goals integrates four broad comprehension processes.

These are:

- focus and find clearly indicated information;
- draw direct conclusions;
- evaluate and critique content and textual elements;
- interpret and synthesize ideas and information.

While getting acquainted with the methodology of the 4K model, the goal of developing mature personnel in accordance with the requirements of the times is put forward. I believe that preparing primary classes from the 1st grade for international assessment program studies will help them to take high places in the future.

Most young readers' first reading is often a story (such as story collections or picture books) or informational texts that provide students with information about the world around them and answer questions. Both goals of reading literacy are important for a young student. That's why PIRLS has the main objective of evaluating texts for each type of reading.

Currently, PIRLS defines reading literacy as the ability to understand and use forms of written language that are required and valued by society, as well as the ability to make meaning from texts in a variety of ways. The reader is an active participant in this process, creating meaning, reflecting on the text, and consciously choosing effective reading strategies. Each type of text follows typical patterns and rules to help the reader interpret the text. The main form of fiction texts used in PIRLS are stories based on fiction.

This program is aimed at complementing the TIMSS program, which assesses the knowledge level of students of the 4th grade in mathematics and natural sciences, and is managed in close cooperation with the TIMSS and PIRLS International Center at Boston College, the IEA offices in Hamburg and Amsterdam.

Assessment of the achievements of students is carried out by conducting objective tests not from all students, but from students selected as representatives of this layer. Also, surveys of school principals, teachers, students, and even parents are conducted to collect valuable information on factors affecting the quality of education.

The PIRLS international study provides an international comparison of information on the level of development of reading comprehension skills of primary school students, which can serve public policy in the field of education to improve reading and teaching. is a major international evaluation program that provides analysis. Currently, PIRLS defines reading literacy as the ability to understand and use forms of written language that are required and valued by society, as well as the ability to make meaning from texts in a variety of ways.

Research focuses on demonstrating understanding of how to apply knowledge to new projects and situations. The reader is an active participant in this process, creating meaning, reflecting on the text, and consciously choosing effective reading strategies. Each type of text follows typical patterns and rules to help the reader interpret the text. Any text can have different forms. These include traditional books, magazines, documents and newspapers, as well as written forms in digital form.

REFERENCES

1. Ina V.S.Mullis va Micheal O.Martin, muharrirlar PIRLS 2021 Baholash qamrov doirasi Toshkent 2021
2. Hasanova Sabohat Komil qizi “Kichik maktab yoshidagi bolalarning o’zlashtirishida biblioterapiyaning o’rni” Ta’lim tizimida psixologik xizmatning zamonaviy tendensiyalari: Nazariya va amaliyoti Respublika II ilmiy – amaliy konferensiyasida 2023

3. Hasanova Sabohat Komil qizi "Ona tili va o'qish savodxonligi darslarida PIRLS xalqaro baholash dasturini takomillashtirish" Zamonaviy Boshlang'ich ta'lim innovatsiyalar, muammolar va rivojlantirish istiqbollari xalqaro ilmiy- amaliy konferensiyada 2023
4. Hasanova Sabohat Komil qizi "O'qish savodxonligi darslarida pirls hikoyalarini qo'llash metodikasi" "integrational conference on interdiscinlinary science" 2024
5. Kichik yong'oq daraxti |Mat|: / Hasanova Sabohat Komil qizi "KITOB NASHR" - 2024-yil. 105 b.
6. PIRLS TADQIQOTLARIGA TAYYORLOV JARAYONIDA INTERFAOL METODLARDAN FOYDALANISH for patriciation in the scientific-online conference "INTERNATIONAL CONFERENCE ON MEDICINE, SCIENCE AND EDUCATION" with an article entitled 26.03.2024 Hasanova Sabohat Komil qizi
7. O'QUVCHILARNING IJOBIY FAZILATLARINI SHAKLLANTIRISHDA PIRLS XALQARO BAHOLASH DASTURINING AHAMIYATI, INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY SCIEN 26.03.2024 Hasanova Sabohat Komil qizi
8. Turayev, A. (2023). TIMSS 2023 TADQIQOTIDA RAQAMLI TEST TOPSHIRIQLARINING TURLARI VA JAVOB FORMATLARI. Interpretation and Researches, 1(1). извлечено от <http://interpretationandresearches.uz/index.php/iar/article/view/859>
9. Djumayeva , H. ., & Turayev , A. . (2022). METHODOLOGY OF COMBINATORY PROBLEMS SOLVING IN THE TIMSS INTERNATIONAL ASSESSMENT PROGRAM IN PRIMARY CLASS MATHEMATICS LESSONS. Евразийский журнал академических исследований, 2(12), 1224–1228. извлечено от <https://www.in-academy.uz/index.php/ejar/article/view/6701>
10. Shamsiddinova, M., & Xaydarova , M. (2023). INNOVATSION PEDAGOGIK TEXNOLOGIYALARGA ASOSLANGAN INTERFAOL METODLAR. Interpretation and Researches, 1(1). извлечено от <http://interpretationandresearches.uz/index.php/iar/article/view/868>
11. Хайдарова, М. (2023). НАУЧНО-ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ ВОСПИТАНИЕ. Ижтимоий-гуманитар фанларнинг долзарб муаммолари / Актуальные проблемы социально-гуманитарных наук / Actual Problems of Humanities and Social Sciences., 3(10). <https://doi.org/10.47390/SP1342V3I10Y2023N47>
12. Murodullo o'g, T. R. A. (2024). BOSHLANG'ICH SINIF O'QUVCHILARIDA MATEMATIK TAFAKKURNI SHAKLLANTIRISH XALQARO BAHOLASH DASTURI MISOLIDA. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 4(1), 87-90.