



## **PIRLS TASKS AND FORMS AND TOOLS FOR TEACHING THEM TO PERFORM**

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<b>Article history:</b>	<b>Abstract:</b>
<b>Received:</b> 30 <sup>th</sup> September 2023	This article highlights such issues as the competencies noted in the standards of international assessment programs, the analysis of tasks presented in international assessment programs of previous years, the formation of skills for developing course developments based on innovative methods embodied in international assessment programs.
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One of the reforms in education can be seen in the adoption of a program based on a competent approach and the qualification requirements for students in primary education based on international experience. [1] The introduction of competencies for analyzing a piece of art that is close to the requirements of PIRLS international research: it can understand the meaning of words and phrases in the text; can be influenced by the content of the poem; can distinguish between folk art; can distinguish between the names, author, content and heroes of the works studied; can react to the heroes of the poem; can answer questions and assignments related to the content of the read poem. Beginning in the current academic year, the National Curriculum, implemented in grades 1-4 of secondary schools, aims to adapt practical tasks designed to work with texts that meet the requirements of an international evaluation program aimed at developing a student's logical thinking and practical skills, and to develop skills for understanding, analyzing, critical thinking, and reacting to texts. In previous curriculums, the evaluation process only determines the amount of knowledge you remember, and the new program evaluates the skills that students have developed.

Reading is directly related to oral discourse that helps to develop expressive reading skills, interact among students by discussing and analyzing the information in the text. In elementary schools, logical thinking has not evolved the same as in adults, so they employ more visual imagination. By gaining a visual understanding of what is found in the text, animals, or predictions, and then regularly reflecting on them, logical thinking begins to develop in the students.

In developing reading skills, we should not lose sight of four qualities: correct and flawless reading, fluent reading, understanding, and expressive reading.

When it comes to reading correctly, it is to read by observing literary standards without breaking the meaning of the word; When reading fluently, the speed at which the text is read is understood, usually referring to how many words are read in a minute; Understanding is to convey and react to the main content of the text to the listener; Expressive reading is to read with pauses and intonations following punctuation characters. Weapons of mass destruction and paintings can greatly help readers to express their heroes emotionally, to express a particular feeling, such as sadness and joy. The state of the fairy tale heroes, likening their actions, finding riddles with agility, or being affected by what happened when they read the stories also depends on the emotional state of the readers.

PirLS is important to find integrated approaches and relationships with the objects studied in the preparation of students, activating mental activity in learning, developing visual injections, finding conclusions and additional information not only in the classroom but also in everyday life. Reading literacy in the PIRLS study is also the ability to understand and use forms of written language required by society and valued by humans, as well as the ability to derivative meaning from texts in different forms. This view of reading literacy reflects many reading theories as a constructive and interactive process.

The interactive process is to create information through communication between the reader and the text in the process of the reader's work with the text.

A constructive process is based on given non-standard-looking texts that make sense to the reader. The constructive word is derived from the English word construct, which means "construct". The reader is an active participant in this process, creating meaning, meditating on the text, and consciously selecting effective reading strategies. Each type of text helps the



reader interpret the text by following the usual forms and policies. Any text can take different shapes. These also include traditional books, magazines, documents and newspapers, as well as digitally-looking written forms. [6]

Based on the PIRLS standard, it is intended to organize the level of students' reading and understanding in a classroom and extracurricular way and by the teacher evaluating students' interests, level of knowledge, and abilities. The purpose of the PIRLS assessment program is to organize the teaching process for students to gain artistic experience and obtain and use information. The main task of the teacher is to teach a child to get out of the situation and think creatively, to correct the abundance of information, to obtain and use the necessary information. The teacher should prepare the students for real life, for thinking properly, for drawing conclusions [2]

When teaching students based on the PIRLS program, it is important to be attentive to the following concepts. These are:

1. Concentrate and find clear information;
2. Draw direct conclusions;
3. Check and evaluate content, language, and text elements;
4. Interpretation and harmonization of ideas and information.  
Focus and find clearly stated information:
  1. Identify and search for information related to a specific purpose in order to read;
  2. Search for certain considerations;
  3. Search for a definition of words or phrases in the text;
  4. Determine the location and time of the story;
  5. Find the main theme of the text (if clearly explained);
  6. Identify certain information in the drawing.Draw direct conclusions:
  1. Meditate on how an incident can cause another to happen;
  2. Base the actions of the hero of Assyria;
  3. Describe the relationship between the two heroes of Assyria;
  4. Determine which part of the text serves for a particular purpose. Content, language, and text elements verification and grading:
    1. Discuss the completeness or accuracy of the information provided in the text;
    2. Evaluate the likelihood that the events described in the text will indeed happen;

3. Evaluate the extent to which the author's previous reasoning can change people's thoughts and lifestyles;

4. Discuss the extent to which the title of the text illuminates its main theme;

5. Describe the effects of language tools, such as metaphor or methodology;

6. Determine the impact of visual tools in the text;

7. Identify approaches or inaccuracies in the text;

8. Determine the author's goal in the central theme of the text. Interpretation and summary of ideas and information:

1. Understanding the overall content or theme of the text;

2. Take into account the actions of the hero of the story;

3. Compare and contradict the information provided in the text;

4. Meditate on the spirituality or nature of the story;

5. Interpretation of the information provided in the text through life events;

6. Compare and contradiction of information provided in the text itself and in a general way. [2]

In the PIRLS study, reading literacy is the ability to understand and apply forms of written language required by society and valued by humans

To understand and appreciate literature, each reader must take a look at what happens in the text, emotions, the art of using the language, and the artistic form. The reader needs to take a critical approach to these texts to shape his or her worldview. In order for the reader to better understand the purposes and functions of the texts, the information in it can be provided in a different order, i.e. by changing its content, structure, and shape. Elementary school students can read informal texts covering a variety of topics, including scientific, historical, geographical or social texts

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