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METHODS OF TEACHING PIRLS INTERNATIONAL RESEARCH TASKS TO STUDENTS

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ABSTRACT

This article discusses methods of developing reading comprehension and listening comprehension skills based on text analysis. Information is given that reading literacy is not just reading and learning the text, but understanding its content, value, and degree of connection with life.

KEYWORDS

PIRLS, literacy, reading comprehension, skill.

INTRODUCTION

The ultimate goal of teaching reading literacy is for students to make sense of the text. That is, students will have to create new meanings, conclusions and understandings in relation to ideas or information that are not clearly explained during reading. In fact, the texts created, regardless of the genre, type, are created so that the reader can make clear or direct conclusions. The student's complete understanding of

the meaning, content and conclusion of the text depends on several components, and here the activity of the teacher becomes important.

M. Asakarova's dissertation on the topic "Development of reading and text comprehension skills in primary school students" writes the following: "Due to learning difficulties, students have a persistent

negative attitude towards learning, which affects the overall development of the individual. In such a situation, special attention and control is necessary for studying. All students develop reading skills, but not all of them have the same level of listening and comprehension skills. This shows that it is important to choose effective methods and tools for teaching students to read and understand the text. Therefore, it is necessary to solve this issue from the primary school” [2.15].

THE MAIN FINDINGS AND RESULTS

In the methodical guide created for primary school teachers, methodologists and specialists in the field called “Assessment of reading literacy of primary school students in international studies” [3.17] sample texts and methods of working with them are shown for practical teaching of reading literacy. This guide analyzes the story “A Strange Night” by Franz Hohler as an example.

The text of the story is given on page 16 of the manual. Below the text there are questions and their comments to determine the level of understanding of the text.

The text consists of 580 words, 6 of the 12 tasks determining the student's understanding level are given in the form of a test, and six in the form of a written task.

If we consider the level of difficulty of the test questions as 3 points (1 easy, 2 medium, 3 difficult), these tests can be evaluated as a test between 2 and 3 points. The reason for this is that although the level of difficulty of the questions is not very high, the fact that the author of the text is a foreigner and the events take place in another place may cause some difficulties for the students. For example, the first question of the test

is as follows: What was the first symptom of a sudden strange event? The answers to this test are as follows:

- A. Displacement of piles of magazines and newspapers
- B. That Anina saw the magazine cover
- C. The door of his room was broken
- D. Anina hearing a rustling sound

Usually, a reader can ignore the story in one reading. However, finding the answer to this test requires the student to carefully remember the subject of the text and concentrate. This is how the text of the story begins:

“Since Anina was ten years old, she could easily go from her room to the bathroom even when she was sleepy. The door to her room was usually ajar, and a lamp lit the hallway from where the telephone stood to the bathroom.

One night, Anina was passing the telephone to the bathroom when she heard a rustling sound. However, being sleepy, she didn't pay much attention to the rustling. The sound seemed to come from far away. It wasn't until she was walking back to her room that he noticed where the rustling was coming from. A pile of old magazines and newspapers lying under the table where the phone was standing was moving and this sound was coming from that very place. Suddenly, a pile of newspapers and magazines began to move to the right, left, straight, back and scattered in all directions.

Anina could not believe her eyes, because it seemed as if a crocodile crawled out from under the phone table with a screeching sound. Anina froze in place.

Anina's eyes widened in surprise when she saw the crocodile coming out of the pile of newspapers and slowly looking around. Water was dripping from the

body of the crocodile as if it had just come out of the river. Wherever the crocodile stepped on the carpet, it would be wet...” [3.17].

This test question, used to determine the level of the student’s understanding of the text, serves to perform several tasks at the same time: it reminds the student of the subject of the text, determines the sequence of events, encourages the use of imagination. The fact that the student is forced to think in order to clarify this situation can be considered as the achievement of the most important goal.

One of the shortcomings of our current teaching system is the inability to use questions that encourage the student to think and observe, especially in the conversation process related to text analysis. Usually, when most teachers are asked to formulate questions based on the passage above, “How old was Anina?”, “Where was she going to wash herself?”, “What did she see on the way?” they prefer to use easy and less important questions like that. Such questions are among the questions that require easy answers and cannot gain importance for the student's level of understanding. Where there is no understanding, there is no understanding. When there is no understanding, the outlook does not change.

In fact, all of the events in the test answer (the movement of the pile of magazines and newspapers, Anina seeing the cover of the magazine, the breaking of the door to her room, Anina hearing a rustling sound) happen in front of Anina’s eyes. Only the reader’s ability to remember which event happened first is a measure of his/her understanding of the text. Because understanding the content of the text is determined by how to understand the subject process in it.

The second test pattern is as follows: Where did the crocodile come from? The answers are based on the events in the text:

- A. From the bathroom
- B. From the magazine cover
- C. Under the bed
- D. From a nearby river

Logically, everything can be true. However, we are required to find the most correct answer based on the subject of the text. In many cases, the reader quickly reads the sequence of words and does not pay attention to the narrative and content. This makes the process of understanding the text difficult. The reader is forced to look at the text again in order to understand that “the crocodile came out of the pile of newspapers and magazines” and to find the correct answer.

The third test is “Which sentence expresses Anina’s fear?” given on the basis of the question, and the fact that this phrase is given in the text makes it easier for students to find the answer to the test. The fact that the phrase “to freeze in place” in the sentence “Anina froze in place” is equivalent to the word “to be afraid” in addition to learning the meaning of the phrase, it also ensures that the reader learns the grammar based on the context.

The fourth test is structured as follows:

4. Why did Anina think that the crocodile was going to attack?

- A. He showed his long teeth
- B. It rustled loudly

C. He screamed and made a noise

D. It moved slowly back and forth with its tail.

In the process of finding the answer to the test, the student, in addition to knowing the sequence of the content of the subject, also goes into the events. You are forced to think about what is happening. Attention to the content of the text appears to the reader. It is formed from attention and observation. This process creates a new, effective mechanism for understanding the text.

In question-task 5 related to understanding the text, it is required to show the sequence of events correctly: **“Represent the sequence of events in the story with numbers. The number 1 is set”**. The sequence of events is given in the following order:

_____ Anina saw a crocodile.

_____ The crocodile ate two flamingos.

___1___ Anina walked towards the bathroom.

_____ Anina reached her room in one jump and closed the door.

_____ Anina tried to explain to her parents why she broke the door.

The student should be able to correctly determine the sequence based on the events he/she has read and remembered.

In the tenth task, it is required to **“write one of the events that happened as a result of the incident that was difficult for Anina to explain to her parents”**. The text ends as follows: “In the morning, it was very difficult for Anina to explain to her parents where the large wet spots on the floor came from and why the door was broken. They still didn’t believe in the story

of the crocodile, despite the fact that their mother’s hat had disappeared without a trace”.

CONCLUSION

It was difficult for Anina to explain all the events that happened at night. Because these events happened only in connection with Anina herself, her inner experiences. Her inability to explain and prove what happened causes her to fall into a difficult situation.

At this point, it is appropriate that each student’s desire to justify or show Anina’s shortcomings is explained by their level of understanding of the work.

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