

# Learning Courses in Preparation for Pirls International Research

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**Annotation:** This article discusses the role of good reading skills in preparing primary school students for the PIRLS international research.

**Keywords:** reading, good reading skills, work on text, independent thinking, international research.

## Introduction

The main role of education is to provide students with the competencies they need to succeed in society. Creative thinking is essential for the development of today's youth. Because it helps them adapt to a world that requires flexible people with 21st century skills. Teaching creative thinking allows today's students and young people to easily address current issues and develop solutions to complex local and global problems.

The PIRLS research program is one of the international assessment programs in the education system today, and it is this international research program that assesses students' creative thinking. In the research, the term creative thinking is interpreted as an increase in knowledge or effective imagery in the formation of ideas that encourage the younger generation to work with creative competencies, encourage learning and find real and effective solutions. Such an interpretation of creative thinking is consistent with the definition given by a group of strategic advisors in the field of creative thinking [1]. Similarly, the PIRLS research program is a research program that requires students to think independently, think logically, and be able to analyze and synthesize. It is well known that the PIRLS research program is an international study that measures the level of reading and comprehension of a text. preparation and identification and assessment of specific features of the education system that lead to different achievements of students. Of course, the success of such a study depends on the level of knowledge, skills and abilities of our students [5].

## Material and Methods

When reading and understanding a text, the reader's literacy comes first. Because only when the text is read correctly can the meaning be understood. This means that the child must read the given text correctly without making mistakes. It is important to focus on developing the right reading skills. The teacher should make sure that the student reads without making a sound, without dropping the sound, without breaking the structure of the word.

Second, it is important to acquire speed reading skills correctly. This is because reading too fast or too slow makes it difficult to master the text. Sometimes teachers consider how much words students can read in 1 minute, that is, encouraging them to read faster, to make it easier for children to understand the text. If these shortcomings are not addressed, it is only natural that international research assignments will be difficult for our students.

In fact, reading is called quick reading, which allows you to master the content of the work being read, to consciously comprehend the content of the text. In order to develop speed reading skills, we believe that it is better to organize reading lessons both in class and out of class, and to involve children in reading different books.

Conscious reading is the key to good reading. Conscious reading is the ability to understand the precise content of a text, the ideological direction of the work, the images and the role of the artistic means, as well as to express one's attitude to the events described in the work. Conscious reading, in turn, depends on the students' necessary life experience, understanding the lexical meaning of the word, the connection of

words in the sentence, and a number of methodological conditions. To read a text consciously, students need to be able to read correctly, at a normal pace, and not have difficulty reading.

Expressive reading is one of the qualities of good reading skills, and intonation is the ability to express the idea and charm of a work accurately, clearly, in accordance with the intentions of the writer. The basic premise of expressive reading is to explain in depth the idea and artistic value of the work being read. The analysis of the content and ideological direction of the work is connected with the teaching of expressive reading. Understanding the content of a text and expressing one's views on the events narrated by the author are key to teaching expressive reading. The teacher's expressive reading of the work is important for the development of expressive reading skills in students [4].

Because expressive reading is a great stimulus for the inclusion of events in the mind of the child. Sound features, emphasis, and the ability to articulate attitudes toward the events and participants described contribute to the long and vivid retention of the text in the reader's memory.

Therefore, in preparing students for PIRLS research, it is necessary to pay more attention to their conscious reading. Questions asked by the teacher about the text being studied, asking to tell a part of the work, and critical-analytical questions and answers about the work also help to form the quality of conscious reading.

### Results

For example, we will try to study Mahmud Murodov's text "Bir tup sada" [2, p. 109] in accordance with the requirements of PIRLS:

The text is read to the students beautifully by the teacher once. Then the students are asked to read for themselves. The teacher then asks the students the following questions. These tests and questions will be distributed to each child on a separate piece of paper. Students close the book and try to answer the questions without using it.

#### TEXT QUESTIONS

**1. Which tree grew by the stream that ran through the middle of the village?**

- A. Tol
- B. Terak
- C. Chinor
- D. Sada

**2. What do the yellow, buckwheat ears look like?**

- A. Yellow coins
- B. To the Golden Sea
- C. To the blue sky
- D. To the pool

**3. Why are the grain growers grateful to Norbobo? Write one argument.**

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**4. From whom did the boy find out that Norbobo had planted a sedan?**

- A. From his grandfather
- B. From his comrades
- C. From his mother
- D. From his father

**5. Express the sequence of events in the story in numbers.**

**Numbered with 1.**

- \_\_\_1\_\_\_ The thick, dark branches of the sada do not let the sun shine on the ground like a coin.
- \_\_\_ \_\_\_ Unable to find a stick, I hurriedly pulled out an apricot tree my father had planted.
- \_\_\_ \_\_\_ In the samovar, they relax by drinking fragrant green tea.
- \_\_\_ \_\_\_ The calf ran to the threshing floor.

**6. Why did the father tell his son to plant two saplings? Write your answer.**

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Here's how to prepare students for the **PIRLS** survey based on the story of the fox and the rooster in Grade 2 reading: [2]

*Once upon a time there used to be a rooster. One day he came across a fox and climbed on top of a plane tree.*

*The fox came under the plane tree and said:*

*“Rooster, why did you climb the plane tree?” Don't know yet?! The king said, “From now on, let all the animals be friends.” Let's take a walk together.*

*- It would be good to have more. Wait a minute, the dogs are running. When they arrive, we'll go for a walk together,” said the rooster.*

*When the fox heard this, he began to flee.*

*“Why are you running away?” Asked the rooster.*

*- Because the dogs may not have obeyed the king's order. Don't look at me again,” said the fox, looking behind him and running away.*

### **TEXT QUESTIONS**

1. Who did the rooster meet?

- A. Itga
- B. Otga
- C. Sigirga
- D. Tulkiga

2. Why did the fox invite the rooster to walk with him?

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3. Write down how the fox's lie about the king's decree was exposed.

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4. Why did the fox run away?

- A. He was in a hurry.
- B. Because he is afraid of dogs.
- C. He ran away in fear of the rooster.
- D. The fox did not want to walk.

5. Express the sequence of events in a fairy tale with numbers.

Number 1.

- 1   One day a rooster came across a fox.
- The fox looked behind him and ran away.
- The fox invited the rooster for a walk.
- The rooster crowed.

6. Give 2 examples of a fox's cunning.

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### **Discussion**

In the PIRLS international research program, the student becomes an active participant in the process, creating meaning, observing the text, and consciously selecting and applying effective reading strategies. When working with students, the teacher should focus on the student's ability to work on himself as much as possible. To do this, the teacher must pay serious attention to the full formation in the student of the qualities of correct reading, reading at a normal speed, conscious reading, expressive reading.

### **Conclusion**

Any text can take many forms. These include traditional books, magazines, documents, and newspapers, as well as digital written forms. PIRLS focuses on two broad goals in assessing elementary

students' classroom and extracurricular learning: “gaining artistic experience” and “obtaining and using information.” Each of these goals, in turn, combines four broad understanding processes.

These include: focusing and finding clear information; draw direct conclusions; evaluate and critique content and text elements; interpretation and harmonization of ideas and information. In order to perform such tasks properly, first of all, our students must be fully literate.

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