

Methodological Approach and Stages of Preparing Elementary Students for the International Assessment Program

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Abstract: this article covers the content of the work carried out in preparing elementary students for the PIRLS International Assessment Program, analyzes and subjectively reacts to the research of Methodist scientists who conducted scientific research on approaches such as the behaviorist approach, integrative approach, competency approach, logical approach, cognitive approach. Also, the opinions of psychologist and Methodist scientists on the stages of reading and understanding the text, its perception, assimilation are studied, and the stages of improving the methodology for preparing elementary students for the International Assessment Program are presented.

Key words: International Assessment Program, PISA, PIRLS, TIMSS, primary grade, reading and understanding of text, behaviorist approach, integrative approach, competency approach, logical approach, cognitive approach, logical thinking, inference from text.

In our country, it is participating in international assessment programs, such as PISA, PIRLS, TIMSS, with the aim of developing a high level of educational efficiency, determining the level of knowledge level of students, the breadth of their worldview, logical and critical thinking skills, as well as the level of reading and understanding of the text, positive or negative. These international assessment programs, conducted by the International Association for the assessment of achievements in education (IEA), determine the position of our state among the states participating in these programs.

In the Republic, a number of works were carried out in preparation for the PIRLS International Assessment Program. In particular, trainers were appointed from elementary school teachers, trainers were provided with seminar trainings on a regional and Republican scale, online webinars were conducted on a Republican scale, students in elementary grades on texts in training books on training for PIRLS were prepared for an International Assessment Program. Uzbekistan participated in this study in 2021 and ranked 49th among participating countries with 437 points. The study involved about 6,000 students from 180 schools across the country.

D.N. Yuldasheva's textbook "O'zbek tilini o'qitish metodikasi (kognitiv-pragmatik yondashuv asosida)" section 2 called "O'zbek (ona tili) tili ta'limining umumiy asoslari" in the modern approaches to mother tongue education section "Today three different approaches (behavioristic approach, integrative approach and competence approach) are used in mother tongue education. These approaches essentially complement each other, and the teacher should use them during the lesson, taking into account the situation.

1. Behaviorist approach.
2. Integrative approach.
3. Competency approach"[15]. These approaches, together with native language education, are instrumental in improving the content of Primary Education reading literacy. It is important that the development of these approaches in proportion strengthens the practical expression of students' oral and written monological speech, informative, axiological knowledge.

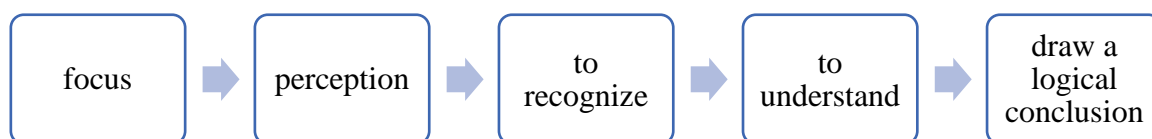
M.Urazova " ...a contextual approach determines the features of the organization of the educational process in general and the methodology for teaching special subjects"[10].

N.A. Goncharova in the abstract of her dissertation on the topic " Логический подход к формированию филологической компетенции студентов магистратуры педагогических вузов " refers to the advantage of the logical approach and cites the following opinion of T.Sh.Shixnabieva presentation in the form of a set of formulas"[7].

Researcher N. Akhmedova's research on the topic "Improving the professional training of future teachers based on an integrative approach" "In the encyclopedia "Pedagogy" the concept of "Integrative approach" is interpreted as follows: Integrative approach is a controlled object in the organization and management of the educational process a concept that implies the joint application of several approaches (situational, systematic, innovative, etc.). This term represents generalized approaches" [5], he noted.

"Cognitive approach refers to mental activity that includes thinking, remembering, learning and using language. When we use a cognitive approach to reading comprehension, we focus on clarifying information and concepts. Originally, the cognitive approach process was studied in psychology in the 1950s. It was later applied by psycholinguists Jerome Bruner and David Ausubel to the oral learning process in language learning, and more emphasis was placed on conscious thinking. Thus, a cognitive approach to language learning and teaching has been developed" [8]. The analysis of the approaches given above is the basis for developing the logical and creative thinking of primary school students in the PIRLS international assessment program.

According to N.I. Jinkin, "in order to understand speech perceptually and to control the tendency to perceive, it is necessary to study the process of transition from analysis to synthesis. According to these sources, the following stages of reading comprehension are distinguished: 1) focusing attention; 2) perception - perception; 3) recognition (letters, words, phrases and sentences in the text as a whole) - recognition; 4) understanding (information in the text in the form of an abstract noun) - somprehention" [9]. In our opinion, it is appropriate to add the stage of making logical conclusions in addition to N.I. Jinkin's four stages of speech perception in improving the methodology of training primary school students to the PIRLS international assessment program. Because the five "focusing attention-perception-recognition-understanding-making a logical conclusion" improves the reading comprehension skills of elementary school students, and these are the following:



1- picture Stages of reading and understanding the text

In the monograph of the researcher Sh. Abdurayimov entitled "Evaluation of reading comprehension skills in mother tongue education", the stages of reading comprehension, its perception and mastering the text are presented as follows:

"Step 1: recognize the graphic image and read the word;

Stage 2: understanding the meanings of words in the text;

3rd stage: understanding the information expressed in pictures, drawings, diagrams and perceiving the meaningful connection of words, the function of units in the text;

Stage 4: understanding the parts of the text and perceiving the meaningful connections between them;

Stage 5: understanding the general and hidden meanings in the text, understanding the purpose of the text, being able to use the information in the text in a real life situation;

Step 6: be able to compare the text with other texts written on the same topic”[4].

The analysis of the studied scientific sources, the results of the conducted observations and studies show that it is important to divide the stages of improving the methodology of introducing primary school students to the international assessment program into the following:

Stage 1: analysis of the didactic possibilities of the contextual approach, selection of axiologically important text;

Stage 2: teaching with text, improving informative, creative thinking, work on vocabulary, expressive teaching of text, analysis of its content;

Stage 3: analysis of the text, formation of reading literacy, subjective attitude, orientation to drawing a necessary and educationally high axiological logical conclusion from the text;

Stage 4: development of scientific and methodical recommendations and determination of their effectiveness.

The main task is to introduce elementary school students to international evaluation programs, to develop the speaking skills and thinking of the young generation, to teach them to think logically and creatively based on their speaking situation. This requires the organization of special interesting lessons on language and reading literacy and the regular and consistent development of students' logical thinking through text. The main task of reading literacy classes for elementary school students is to develop students' oral and written speech, to develop the ability to work with text, to be able to express their opinion meaningfully and coherently, to analyze the content of the text, it is to draw a conclusion from it, to obtain information from the text and use it, to make a logical conclusion by interpreting and harmonizing ideas and information.

It is important to improve the methodology of preparation of primary school students for the PIRLS international assessment program, to develop their communicative competence and speech activity at different levels, and to develop their individual characteristics through the skills of reading and understanding the text.

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