

ASSESSING THE KNOWLEDGE OF PRIMARY SCHOOL STUDENTS ADVANTAGES OF PIRLS IN SHAPING COMMUNICATIVE COMPETENCIES

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Abstract

This article presents data on the benefits of PIRLS in developing a culture of communication among students in assessing the knowledge of elementary school students.

Keywords: International assessment programs, PIRLS, Reading literacy, communicative competence, modern approaches.

Introduction

Today, in our rapidly developing independent country, great changes have been made in every sphere and Uzbekistan is taking on a new appearance. As a clear example of this, it is no exaggeration to call the introduction of the International Evaluation System into the education system one of the most important changes. Accordingly, it is seen as an important task that every teacher of science in today's developing society should have knowledge of the International Grading System and effectively prepare students for the PIRLS exams. Let's dwell on what PIRLS is

PIRLS (Progress in International Reading Literacy Study) is an international assessment system that assesses the quality of text-reading and comprehension levels of young people in primary grade in different settings. This type of test is designed to be done once every 5 years. In order to successfully complete the research of the PIRLS program, the student is required to respond to assignments with independent creative thinking.

Currently, according to the PIRLS definition, reading literacy is the ability to understand and use written language forms that are required and valued by society, as well as the ability to derive meaning from texts in various forms. This view of reading literacy reflects many theories of reading as a constructive and interactive process. Through the communication between the reader and the text (which is why this process is called interactive), the reader creates meaning (hence the process is called constructive).

The main form of fictional texts used in PIRLS is narratives based on fictional texture.

Systematic preparation of students for international assessment of the level of reading and comprehension of the text, in turn, serves as an impetus for the development of a culture of communication among students. Because the level of literacy, communicative competence is essential for all industries. The gradual organization of the development of this competency in primary school students in the process of continuous education is not only a guarantee of continuity, but also the basis for students to receive quality knowledge throughout their lives.



Communicative competence is the ability of a student to understand the speech of others, to have his own oral and written, internal and external speech, to express thoughts appropriate to the speech situation, to be able to get out of various speech situations, to have the necessary knowledge and skills.

In preparation for the international study PIRLS-2021, 8 exercise notebooks and 24 texts were used. She also helped with such tasks as logical, critical, creative and systematic thinking, independent decision-making, creating the necessary conditions for students to express their intellectual abilities and grow up as a spiritually mature person.

Particular attention is paid to the development of communicative competence in primary grades on the basis of reading and native language. This stipulates the priority of spiritual and moral directions. On the basis of reading and analyzing the best examples of national literature, as well as world literature, students are exposed to different interpretations of good and evil, good and evil, beauty and defect, react consciously and vividly to them, on the basis of which they have the opportunity to shape and develop a complex of moral and spiritual qualities. The need to reflect their open life relationships with them plays an important factor in the development of students' oral and written speech.

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