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EXTRACURRICULAR READING LESSONS AS A KEY FACTOR IN PREPARATION FOR THE PIRLS INTERNATIONAL ASSESSMENT PROGRAM

Abstract: This scientific-methodical article contains ideas and comments on the forthcoming PIRLS international research program for the assessment of reading literacy of primary school students and its preparation: taking into account PIRLS standards in the organization of extracurricular reading lessons, the use of effective methods and tools.

Key words: PIRLS, research program, speech sounds, orthoepy, pronunciation, reading literacy, information, sujet, orthography, extracurricular reading.

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Introduction

Our country is astonishing the peoples of the world with its rapid development. Further raising the prestige of our state, achieving a worthy place in the world arenas, creating a prosperous life, a bright future have become the noble goal of our people. This, in turn, is a modern rise that can compete on all fronts; to develop a young generation that is able to express their views comparatively, critically and analytically; creating conditions for them to demonstrate their talents and abilities; it is no secret that it requires a focus on shaping by qualified teachers. We all know that this issue is a topical issue today.

That is why the reforms in the education system today are based on the formation of the young generation with the intellectual potential to meet the requirements of international standards. The practical steps taken in this direction in the Republic of Uzbekistan include the adoption of a government decision on the organization of international research in the field of education quality assessment in the public education system, the International Association for the Evaluation of Educational Achievements (IEA). An example is the establishment of partnerships.

The main part

PIRLS is an international research program to assess the reading comprehension of primary school students. The program provides information on public policy in the field of education to improve the quality of teaching and learning, which can provide an international comparison of information on the level of development of reading skills of primary school students. Looking at it as a major international assessment program that provides data still represents clarity. From this, it can be understood that PIRLS is aimed at comparing the work and results on reading literacy in the national education system of different countries around the world.

Reading literacy is the ability to comprehend, observe and put into practice the forms of written language that are demanded by society and valued by thinking human beings. This means that in the age of modern development, it is important to pay special attention to the ability of students to use the information they receive from reading. The main thing is to demonstrate an understanding of the information read, in particular, how to apply the acquired information in new projects and situations, to demonstrate the ability to succeed in it.

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PIRLS is a two-pronged goal of young students in-class and out-of-class learning, which is to learn to gain artistic experience and to acquire and use information.

PIRLS also combines four broad comprehension processes in each of the learning objectives. These include: focusing and finding clear information; draw direct conclusions; interpretation and harmonization of ideas and information; evaluate and critique content and text elements. From this, it can be understood that PIRLS assesses the four comprehensive comprehension processes of 4th grade students mentioned above. It also has special normative requirements for selected texts, taking into account the age and psycholinguistic knowledge of children. Emphasis is placed on the fact that the selected works are equally understandable to the children of the world, the author and the protagonists of the work, the plot, as well as the artistic images in it to a certain extent.

It is no exaggeration to say that the participation of our country in this assessment program means that our young generation is able to compete with the children of the world in terms of intellectual development.

In this international assessment, the question of what to do to achieve a positive result of the rating of students of our country, what to enrich the teaching process with, and the search for a solution has become a key issue in today's education.

In this scientific article, I have tried to shed light on this issue. As noted above, PIRLS focuses on two broad goals for young students in-class and out-of-class.

It is known that in primary education students' reading skills are formed. The priority is to develop them into people who can not only read, but also share the information they have read, exchange ideas, communicate and rely on the knowledge they have learned in everyday life. It is advisable not only to rely on the textbook, but also to work with additional literature in the formation of reading skills. The inclusion of extracurricular activities in the curriculum in primary school is a clear proof of our opinion.

The purpose of extracurricular reading is to improve reading skills, to bring up a conscious reader who can choose a book, read a regular book, and evaluate a book correctly.

Extracurricular activities are defined in the program as follows:

- Once a week in grades 1-2;
- Held once every 2 weeks in grades 3-4;
- In the process of teaching literacy, 17-20 minutes of the last alphabet lesson of the week are allocated.

Extracurricular activities are closely related to the curriculum and help to achieve the goals and objectives. More precisely, it plays an important role

in raising students from an ordinary reader to a creative reader.

Therefore, extracurricular activities can be considered as a key activity in achieving a positive result of the PIRLS international assessment program. Because it develops the skills of reading and understanding of young readers in the study of the works and lives of great figures of children's literature. This, in turn, serves to ensure the norms, standards, and positivity of the PIRLS students' literacy test.

One of the conditions for choosing a text in PIRLS is that the work has been translated into more than 40 languages and that the author of the work is familiar to all children participating in the work. Taking into account this point, I think it is expedient to start working on the works of representatives of world children's literature in STO classes. Of course, it should not be overlooked that the content of the work of art is relevant to the scope of the lessons.

There are principles of book selection in the organization of extracurricular reading lessons, on the basis of which one of the examples of fiction for extracurricular reading is selected. In the process of this competition, it is expedient to choose the works of the world's brightest children's literature, or world literature from the examples of folklore. Getting acquainted with such works not only introduces young readers to the world of literature, but also gives them an elementary understanding of the world of children's literature, their peers' lifestyles, play activities, as well as ethnography, national and universal values, traditions and customs. This, in turn, shapes the worldview of younger readers; increases vocabulary while learning the meaning of obscure terms with the help of the teacher; shows that it is possible to achieve a positive in their spelling literacy by developing the skills of reading and writing words and phrases correctly.

For example, the African folk tale "Three, eagle, three!" let's take the fairy tale. In addition to the story of rescuing an eagle child and adding him to a flock of chickens, encouraging him to look like a chicken, caring for nature, there are details that encourage the teacher to learn more about research and literary analysis. While it is possible to reveal ecological education by covering the attitude of the shepherd who prevented the eagle from dying in the storm, the eagle is learning to live like a chicken by living with a flock of chickens; to link this situation to human development by revealing the loss of its glorious past and majestic mountains by cage, that is, to illuminate the fact that man, first of all, does not forget himself, and knows that he has more opportunities and uses than others; Development is the universe, which means that there is a good way of life, when it can be seen by flight, by action, and this can be achieved with a strong effort towards the goal and purpose. Prior to the study of the work, the way of life of the African people, that is, slavery for centuries; climatic

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conditions; racial discrimination; If the teacher gives information about the current situation, it will be easier for the children to enter the work, to share the mood of the protagonists. This, in turn, has a positive effect on the acquisition of skills such as comprehension and reinterpretation of the work, the ability to react. Explaining the meaning of words and phrases that are not clear to the reader also eliminates some misunderstandings. A picture or video based on the work, a slide can also be a key factor in achieving the objectives of the lesson.

Conclusion

In short, in the organization of extracurricular reading lessons, taking into account the above, to teach students examples of world children's literature, to be able to correctly pronounce words written on the basis of formal writing, to memorize spelling (spelling). to understand and explain foreign works, to apply them in everyday life in familiar and unfamiliar situations, which in turn leads young readers to the upcoming international assessment program - PIRLS has a positive effect on good results.

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