

THE CHARACTERISTICS OF USING THE TYPES OF TASKS AND THE CRITERIA OF THE RIRLS INTERNATIONAL PROGRAM IN DETERMINING AND ASSESSING THE TALENT OF PRIMARY CLASS STUDENTS

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Abstract: The article provides an understanding of PIRLS, two types of reading most often used by students in the classroom, four groups of reading skills in reading literary and popular science texts. Cited.

Key words: PIRLS, gaining artistic experience, receiving and using information, advanced national and international experiences.

In the process of reforming the education system in our country, it is important to form the knowledge, skills and qualifications of students based on state educational standards and to improve the assessment system based on advanced foreign experiences, international criteria and requirements. Currently, according to the definition of RIRLS, reading literacy is the ability to understand and use the various forms of language required by society and valued by people, as well as the ability to create meaning from texts in various forms.

This study is aimed at developing students' oral and written speech, developing reading culture, and expanding their independent and creative thinking. implementation of advanced national and international experiences in improving students' communication and speech literacy; developing a methodical system from the point of view of students' interest in international studies from the subject of reading; development of electronic education for independent education of students, creation and development of a database of questions based on international studies in the field of reading; implementation of independent education in order to increase students' interest in international studies from the subject of reading.

RIRLS is a study monitoring the quality of reading in countries with different educational systems. They are research methods that allow to compare and compare the quality of reading and the level of understanding of the text of primary school students in different countries, as well as the changes in the education system of different countries.

In the framework of RIRLS research, the quality of reading and the level of understanding of the read text of the 4th grade graduates of countries with different education systems are studied. It is important to select 4th grade students for the research, so that in the fourth year of study, students have a higher level of reading, to form their ability to acquire knowledge in further education, and thus to the present time. promotes successful adaptation.

In the research process, the following two types of reading, which are most often used by students in the lesson, are studied:

1. Reading for the purpose of acquiring literary reading skills.
2. Reading to understand the content and apply it in practice.

The following four groups of reading skills are assessed when reading scientific and popular science texts:

1. Ability to find information presented in a clear form.
2. Forming conclusions.
3. Ability to summarize information.
4. To be able to analyze and evaluate the content, language features, structure of the text.

RIRLS focuses on two overarching goals for student learning, both in and out of the classroom. Learning is all about gaining experience and learning and using it. Both goals of reading literacy are important for young learners. That's why RIRLS aims to make the texts equal in evaluating each type of reading.

Gaining experience. To understand and appreciate literature, every student must understand the language and know the literary forms. For young students, this literature can provide an opportunity to explore situations and feelings that have not yet occurred. The events, actions and consequences described in the literature allow the students to not only imagine the real life, but also indirectly feel and reflect the situations they can imagine. The primary form of fiction used in RIRLS is narrative based fiction.

Getting and using information. Informational texts have different purposes and functions. Although the primary function of an informational text is to provide information, authors often have different goals in mind when writing about their chosen topics. The purpose of most informational texts is to provide direct information, such as biographical information or to provide tips for completing a task, but in many cases the text also reflects the subjective views of the author. For example, the author may present a brief summary of facts or explanations, try to convince the reader of his arguments, or present different points of view[2].

It is clear from the above that the term "Reading Literacy" refers to "literate reading" and not a test of reading speed. According to him, it is necessary for the student to understand the texts, observe and evaluate their content, and be able to express his opinion. Students are presented with various texts: excerpts from works of art, biographies, personal letters, documents, articles in newspapers and magazines, instructions, advertisements, geographical maps, etc. They display information in various forms: diagram, picture, map, table, diagram, etc.

Based on the above ideas, to ensure students' understanding and participation in the RIRLS evaluation research by developing educational and independent tasks related to students' understanding of texts, observing and evaluating their content, being able to express their opinion, independent and creative thinking. possible To achieve the assessment of the quality of primary education in general educational institutions, based on the practice of international research, the teacher should take a comprehensive approach to the educational process, develop tasks related to the assessment of the reading literacy of students, and use it in the educational process. It is important.

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