



TECHNOLOGIES FOR PREPARING FUTURE PRIMARY TEACHERS TO TEACH BASED ON PIRLS RESEARCH

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***Annotation.** Nowadays, interest and attention to the application of innovative pedagogical and information and communication technologies in the educational process is increasing day by day. One of the main reasons for this is that in traditional education, students are taught only to acquire ready-made knowledge, while in primary education, modern technologies teach them to search for the acquired knowledge themselves, independently study and analyze it, and draw conclusions on their own. This article focuses on the teacher's role in this process, the development, formation, acquisition of knowledge and upbringing of the individual, and the improvement of students' basic and subject-related competencies using innovative technologies.*

***Keywords.** PIRLS, students, educational, technologies, competencies, teacher*

It is no coincidence that the core of the State Educational Standards is the communicative competence of students, the competence of working with information, the competence of self-development, the national and general competence, the competence of socially active citizenship, methodological literacy, awareness of scientific and technical innovations

and their use. The term "literacy" used in the International Assessment Program means "literacy" in Uzbek.

Researcher A. Matkarimov writes about this problem in his dissertation on the formation of basic competencies of students based on the international assessment program: "The basic competencies of students are expressed as the result of the processes of forming their own solutions, conclusions, and proposals, taking into account different points of view (environment, humanism, nationality, patriotism, logic, using mathematical models) based on the knowledge, skills, and qualifications learned at school and outside of school (independent education, in the family, in society, in various extracurricular educational institutions with the help of mass media) in accordance with their age development. They are: It increases students' enthusiasm and interest in learning the subject, and forms their skills and abilities to consolidate, master, and freely use knowledge in practice.

The lexical meaning of the concept of "innovation" when translated from English means "introduction of newness". Innovative education is education that creates the opportunity for the learner to create new ideas, norms, rules, and to form qualities and skills related to the natural acceptance of advanced ideas, norms, rules created by other people. Pedagogical technology is understood as the art and skill in implementing the educational function, which is the basis for the development of students' knowledge, skills and competencies based on very convenient methods.

The implementation of the quality and effectiveness of primary education in all general education schools on the basis of the PIRLS international assessment program requires the application of modern

pedagogical, innovative and information technologies in the process of teaching the mother tongue and reading literacy, and the popularization of advanced work practices. The tasks of organizing primary education on the basis of innovation and information technologies in accordance with the requirements of the international assessment program can be defined as follows:

- developing a general, integrated system for designing the educational process;
- clearly defining the goals and tasks that need to be solved in developing speech competencies related to listening to and understanding a literary text, expressing thoughts in writing and orally, and reading correctly and fluently;
- developing the content for developing students' reading literacy, speech and thinking through working on the text.

The methodology for creating specific conditions for improving the skills of a student to act freely and independently requires a systematic organization of monitoring and assessing the activities of students, and guidance to the profession through the use of information on the development of science, technology and engineering.

The use of innovation and information and communication technologies in reading literacy in primary grades, which will provide the following opportunities, should be taken into account in the preparation of future primary school teachers for teaching based on the PIRLS international assessment program, and serve as a scientific and methodological basis for the formation of their professional activities:

- activating students' motivation for learning, improving the quality and efficiency of education through mastering educational material;

– organizing lessons at a high aesthetic level through a differentiated approach to students with different levels of preparation and the use of multimedia tools such as music and animation.

– developing students' ability to select information flows in the environment, moving from the method of visual representation to the type of practical activity, thus making the student a subject of the learning process.

“PIRLS is an international research program designed to assess the level of reading comprehension of students.

The PIRLS assessment program assesses and compares the literacy levels of students. The level of literacy of a student directly depends on reading skills, and the formation of students' reading and comprehension skills is one of the important tasks in the educational process. The PIRLS assessment program provides informational and artistic texts to assess the level of reading and comprehension of students. The PIRLS assessment program sets the following criteria for texts: text size: up to 1000 words, 400-500 words for countries with low levels of reading literacy, the topic of the text literary texts have a main topic, which is summarized by the student outside the given text. Informational texts should cover a topic that is not taken from educational materials. Language: the text is translated into more than 40 languages, the translation is required to be convenient and understandable. Clear descriptive words such as metaphors or epithets are chosen. No colloquial vocabulary or jargon is used. The content of the text should correspond to the age characteristics of students aged 9-10. Topics that are very specific to certain cultures are avoided. The text should be interesting for schoolchildren of this age, coherence and sequence: it is important to

adhere to the logical structure of the plot. The same use of simple and complex sentences. If dialogue prevails, it is necessary to combine information and add complex sentences. In an information text, it is necessary to observe the structure of the text and the logical sequence of information in connection with visual elements such as headings, tables, graphs.

Based on the PIRLS program, students are assessed in two types of reading, during classes and outside of school.[120] This includes:

- a) determining the level of reading in order to study the experience of mastering the literary education system;
- b) determining the level of reading in terms of mastering and using the information provided in the educational process.

In accordance with the conceptual rules of the study, the ability to read literary and popular science texts is assessed according to 4 criteria:

- finding clearly given information;
- forming conclusions;
- interpreting and summarizing information;
- analyzing and evaluating the content, language features and structure of the text.

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