

DEVELOPMENT OF READING UNDERSTANDING SKILLS IN PRIMARY SCHOOL STUDENTS

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Abstract:

The article highlights the importance and methodological aspects of the international project PIRLS "Research on the Quality of Reading and Text Comprehension". This study compares the level and quality of reading and text comprehension among elementary school students around the world, as well as its relevance to national education systems.

Keywords: literacy, reading literacy, the essence of PIRLS research, assessment of reading literacy, perception of the forms of one's own language, work on the text.

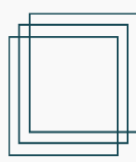
Primary education is an important, fundamentally new stage in a child's life. A primary school student begins to have a systematic education in an educational institution, and his or her relationship with the world expands. Primary education is the basis for all subsequent stages of education. On the other hand, a primary school teacher should not only acquire knowledge of academic subjects but also deepen his or her own set of specific methods of professional work in accordance with the generally recognized international educational requirements and standards.

Resolution 997 of the Cabinet of Ministers was adopted to organize and encourage international research in the field of quality of education in the national public education system, establish international relations, support and encourage the research and innovation of students and young people in 189 ways, first and foremost the creative ideas and creativity of young people. This study is an international evaluation project that compares the level of text reading and understanding of elementary school (4th grade) students studying in various countries around the world, as well as specializes in comparing the work and results being done on reading literacy in the national education system of countries. The study mainly assesses the two types of students' learning literacy and the development and use of information in two types of classroom and extracurricular time.

PIRLS focuses on two comprehensive goals of young students' classroom and extracurricular learning. These are to gain artistic experience and to learn and use information. In addition, PIRLS integrates four broad understanding processes in each of the reading goals. These include focusing and finding clearly stated

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information, drawing straight conclusions, interpreting and harmonizing ideas and information, and evaluating and criticizing content and text elements.

PIRLS is an international research program to evaluate the level of text reading and understanding of elementary school students. In other words, it is a major international evaluation program that provides information on government policy in education to improve reading and teaching, allowing elementary school students to compare information about the extent to which they are developed. PIRLS also represents two comprehensive goals that make up the vast majority of school and out-of-school learning by young students, namely, to gain artistic experience, gain information and assess their usage skills. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you.

The fluidity and consistency of the statement of the texts selected for research; their reality; description (scientific, practical and other texts) and texture without analyzing facts; characteristics such as artistic (artistic publicity and other texts) have been found to be very important.

In elementary schools, a masterpiece is analyzed based on the following important methodological rules:

1. Analyzing the contents of the poem and developing accurate, fast, intelligent, expressive reading materials goes in a process (including a mandate to improve reading materials to explain the content of the poem).
2. Explaining the superstitious foundations and theme of the poem, its images, linearity, composition, and visual tools will well help students to find general perfection as individuals, as well as to ensure the growth (enrichment and activation of the dictionary) of their connected speech.
3. Relying on students' life experience is the basis for intelligent understanding of the contents of the poem and the necessary requirement for analyzing it.
4. Classroom education is viewed as an effective means of activating students' cognitive activities, expanding their knowledge of the environment, and developing the foundations of the scientific world.

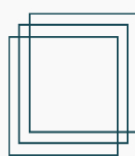
To assist individuals desiring to benefit the worldwide work of Jehovah's Witnesses through some form of charitable giving, a brochure entitled Charitable Planning to Benefit Worldwide has been prepared. The analysis of the work uses selective reading of work on the text, answering questions and assignments asked by the students in their own words, teaching students to ask questions, describing the text, planning a poem, and working on artistic expression tools.

For a young student, both objectives of reading literacy are important. Therefore, PIRLS aims to divide texts equally when evaluating each type of reading.

Gaining artistic experience. To understand and evaluate the literature, each reader must understand the language and know the artistic forms. For young readers, literature can offer an opportunity to explore situations and feelings they have not yet encountered. The events, actions, and consequences described in the literature not

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only illuminate real life but also allow students to feel and reflect indirectly the circumstances they can imagine.

The main form of artistic texts used in PIRLS are fiction-based stories.

Obtaining and using information. The purpose and functions of the information texts vary. Although the main task of the information text is to provide information, the authors often aim for a variety of purposes in highlighting topics of their choice. The purpose of many information texts is to provide direct information, such as biographical information or stages of performance, while in most 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 evidence, or draw different points of view.

Young students can read information texts of various forms, including scientific, historical, geographical or social, including a number of information.

Understanding processes. PIRLS usually evaluates four comprehensive understanding processes of 4th graders. These are processes of concentration and finding accurate information, drawing direct conclusions, interpreting ideas and information, harmonizing, evaluating and criticizing context and text elements.

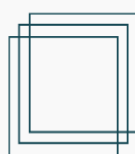
In PIRLS, questions about each piece (or fragment) or text serve as the basis for evaluating the four processes of understanding. As readers derive meaning from the text, they provide insights toward ideas or information that are not clearly explained. Summarizing allows readers to go beyond the text. In most cases, the author creates the text so that the reader draws a clear or direct conclusion.

Along with simple conclusions, readers can either focus on concrete or general meanings in interpreting and harmonizing ideas and information in the text, or link details to general topics and ideas. To fully respond, the reader will be required to understand all the text or at least important parts of it, as well as ideas or information outside of the text.

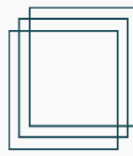
Evaluation and critical analysis of units related to text and content. The content of the text can be honestly evaluated and criticized based on the reader's personal opinion. This process requires the reader to give an honest assessment, reject, approve, express neutrality about the content of the text. For example, the reader may approve, object to, or compare ideas given in the text with information from other sources.

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