

UNDERSTANDING THE TEXT IN THE DEVELOPMENT OF READING LITERACY

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Abstract. This article discusses the textual development of students' reading literacy in the international PISA study, types of text content, criteria for knowledge of the text and control tests.

Keywords: Reading literacy, learning, understanding, analysis, text, types of text, criteria, control tests.

Introduction

Our society requires pupils to have native language and literature education in order to be able to think independently, understand other people's opinions and be able to express the product of their thoughts in oral and written form, develop a culture of speech. and communication, that is, to have independent and creative thinking and sets the task of developing speech and reading literacy.

Alongside the acquisition of knowledge, skills and attitudes relating to general education subjects in an educational establishment, pupils must acquire the ability to explain their opinions to others, to listen to others and understand them, and to engage in arguments. In order to succeed in life, pupils must acquire the ability to seek out this information, analyse it and use knowledge, skills and attitudes to solve problems arising in their everyday lives. During general secondary education, pupils learn different forms of text (integrated texts expressed in sentences, various lists, tables, instructions, announcements, infographics, complex texts, etc.) that they encounter. Reading and understanding texts in this form requires certain knowledge, skills and abilities from the student. In everyday life, in real-life situations, one encounters such textual forms, whether one likes it or not. It is important to know about these types of texts so that one does not get confused and confused. Up to now, science and social science teaching has dealt with textual forms relating to topics within individual subjects. The theoretical information of science, definition of rules, classification, theorems are memorised and taught descriptively in order to gain knowledge.

Main body

Nowadays, the international PIRLS and PISA surveys require that text content should be studied and analysed in a way that is relevant to all disciplines. It is important for students to apply what they have learned in integrative tasks, to express their individual approach to problematic situations and thereby develop skills such as presenting and defending their personal point of view, thoughts and ideas among teammates. ... take. He was expected to be able to use the content and information from the text to achieve his goals, even as he entered independent life.

The international PIRLS and PISA research programmes monitor and test a student's reading and comprehension literacy. The PIRLS study involved testing reading literacy based on texts that were psychophysiological appropriate for younger students, while the PISA study looked at the content and types of texts according to the age of the general secondary school graduate. In both studies, the aim was the same - to check how well the pupil has developed the skills of understanding the content, structure, main idea of a text, reasoning on its basis, and expressing his/her personal attitude. In general, work with texts is useful in shaping personal qualities and attitudes as students mature. We believe that applying the requirements of this research to our curriculum and assessment criteria will improve the quality of our education.

What does 'reading literacy' include? Reading literacy does not refer to students' reading technique. On the other hand, a fragment of a given piece of fiction of a secondary school graduate, biographical information, letters, documents, newspaper and magazine articles, various manuals, geographical maps, etc., to understand the text presented in various figures and tables, be able to think about its content, evaluate the text content and express their opinion about what they have read.

Therefore, the concept of "reading literacy" implies, by its purpose, the ability of a person to understand written texts and to comprehend them, to develop knowledge and skills, using its content to achieve their goals, to actively participate in the life of society.

Pursuant to Cabinet of Ministers Decision No. 997, adopted on 8 December 2018, a number of good works have been carried out in the organisation of international research in the field of assessment and preparation of education in the public education system of the Republic. Master classes and seminars have been held in the basic schools of the regions. A series of conferences and online webinars explained to teachers and students the content of the PIRLS and PISA international research programmes and test requirements. The National Centre for the Implementation of International Quality Assessment Studies presented an international ranking of the participation of other countries in the studies, implemented control tasks, translated sample texts and delivered a number of methodological handbooks to the regions. All of these activities have not only served to develop the educational potential of Moldovan youth, but have also prompted every teacher in the public education system to change their methods of teaching and work according to the requirements of our time. The primary education specialist in charge of developing reading literacy placed a great responsibility on teachers of the mother tongue and literature in secondary schools. He asked each of us to review our educational goals and develop teaching methods, pedagogical techniques, methodological and handouts to meet the new requirements.

Let us clarify the concept of "text" as the main focus is on text in the formation of reading literacy. What is a text? A text is a speech event consisting of a meaningful combination of two or more sentences. Each text describes a particular thing, event, informs about it, and expresses the speaker's attitude. The content of various subjects is also studied on the basis of a text. There are texts with scientific, fictional, social and political content which require certain knowledge, skills and capacity to read and master each of them. Academic sources classify such types of text as narrative, descriptive, argumentative, scientific-grammatical, academic, specialised, munshaat, and poetic. Descriptive, narrative and discussion text techniques are used more in school practice. Although there is no clear boundary between the techniques of presenting a given text, each of them has its own characteristics. These narrative techniques differ from each other in content, structure and the use of linguistic means of expression. There are particularities in working on the text, with attention paid to the

following:

1. Texts designed to understand the essence of language phenomena. The student comes to rules, definitions and general conclusions on the basis of observation, comparison, grouping and generalisation of language phenomena in a given text.
2. Texts designed to develop pupils' oral speech. In native language and literature lessons such types are widely used as changing the form of the text while retaining the content, describing the content of poetic works in prose, shortening or expanding the text, highlighting the description.
3. Work on texts aimed at developing pupils' written speech. Ways to develop students' written language are as varied as oral language. Copy and paste from the texts. Copying and writing not only improves students' writing skills, but at the same time they develop skills in reading fiction carefully. At the same time, copying helps them master the means of artistic speech.
4. Transferring relevant passages from the speech of characters in a work of fiction. This method is also important in developing pupils' written language.
5. Change the form of the text, preserving the content. These effective methods of developing written language should be widely used in mother tongue lessons. For example, transform dialogues into spoken texts.
6. Writing down the content of poetry into a story. This method also serves to develop written language
7. Make an outline based on the content of the text. In order to make a plan, the pupil must have fully grasped the content of the text and be able to identify the main point. He or she must be able to arrange it in a logical sequence.
8. Writing answers to questions and tasks. This method of speech development is appropriate for use in the process of consolidation and repetition of knowledge, skills and abilities.
9. Summarising textual content. Summarising requires carefully reading or listening to the text, identifying important points, making a plan and making a coherent statement of thought on that basis.
10. Expand textual content. One of the activities to expand the presentation is the interpretation of the meaning of folk proverbs.

These methods of working on the text are closely related to one another. Therefore, in the process of teaching mother tongue and literature, paying more attention to one of these methods and paying less attention to the other will not yield the intended result.

Foreign studies classify texts according to life situations (personal, social, educational, service), text forms (whole, incomplete, mixed, complex), text content types (description, narration, interpretation, research thinking, instructions, negotiations, etc.) and pay attention to developing reading skills (text-based and non-text-based) when mastering them.

According to the international PISA study, the following five aspects are taken into account for full text comprehension:

- general orientation to the content of the text and understanding of its overall meaning;
- extraction of information from the text;
- interpreting the text;
- commenting on text content;
- commenting on the text format.

All parts of the study are related to each other, and one depends on the successful completion of the other.

Complete comprehension of the text for each syllable requires a certain level of reader competence. The competence levels of the students are determined by the questions and instructions aimed at completing the tasks presented.

To determine the overall focus of the text content and to understand its overall meaning, it is appropriate to identify the main theme, general intent or purpose of the text. To do this, extract the theme from the text or invite the reader to discover the title, form a thesis that expresses the overall meaning of the text, explain the order of instructions presented in the text, determine the main content of the table or diagram, explain the purpose of the map or figure, book. There are such tasks as explaining the features of the publication and the text. The tasks aimed at determining the overall content of the text, the pupils are asked to make a connection between a part of the text and a question covering its general idea, with a part of the text and specific comments given by the author, the secondary purpose of the main idea of the text.

To determine the ability to separate information from text, the student is asked a question aimed at this goal, and the student looks through the text and extracts the main elements from it, searching for the necessary information.

Information literacy refers to the level of competence of the learner's need for information, the ability to search for, select, analyse, evaluate and interpret information in any form.

To define the ability to interpret a text, develop its conceptual meaning, compare and contrast information in a text, identify evidence to support the theses put forward in it, draw conclusions from the formed ideas, draw conclusions about the author's proposed idea or idea of the text.

In the tasks designed to determine attitudes towards the content of the text, students are required to relate the information in the text to their knowledge in other areas, evaluate the information in the text on the basis of their views of existence, and find reasons and evidence to support their point of view. This stage of text comprehension requires students to have a high level of mental ability, critical thinking skills, and an independent aesthetic outlook.

It is also important for the student to be able to interpret the text and prepare a presentation on it. In particular, he or she asks the following questions:

1. What knowledge did I have about it?
2. What else can I learn?
3. Will this information be enough to tell others about...?
4. Can I talk about everything I have found in my presentation?
5. Should I highlight some aspect as the main topic?
6. Can I communicate my thoughts and ideas about the information from the text in an understandable way?
7. In what form and style can I express my opinion?
8. What is the purpose of my presentation?

You need to form an opinion with a logical and critical approach to such questions.

In order to determine their attitude towards the form of the text, students assess not only the content of the text, but also its form and the overall quality of its performance. This stage of text comprehension involves developing sufficient critical thinking skills and having an independent aesthetic outlook. In these tasks, attention is paid to the ability to assess the author's intent and the proportionality of the text's form, style of commentary and other similar aspects. To complete the tasks, the student must know the structure of the text,

the characteristics of the genre, irony in the text, humour, hidden concepts expressed in words, the ability to hear the author's voice, the ability to compare author pictures .

In the 2018 PISA study, we see that the text is based on the following criteria of (cognitive) process:

- free and fluent reading;
- retrieving and using information in a text;
- searching for and sorting relevant text;
- describing literal meaning;
- reflecting on form and content;
- assessing quality and reliability;
- identifying and handling conflicts;
- summarising and drawing conclusions.

Based on the results of the study, levels reflecting students' reading literacy were identified:

Level 1, 2: Find one or more self-contained passages that are clearly or overtly stated, recognise the author's purpose.

Level 3, 4: Identify the main idea, understand connections, combine several text fragments to understand the meaning of a word or phrase, clearly understand long or complex texts that may be unfamiliar in content or form.

Level 5, 6: Ability to think independently, draw conclusions, compare, fully and thoroughly understand one or more texts, combine information from multiple texts.

Based on these results, suggestions were made for factors which develop reading literacy:

Analysis of PISA subject tasks in lessons, extra-curricular and out-of-school activities.

Development of students' logical thinking, textual literacy, comprehension and writing skills.

- to search for information in tables, text sections or whole books.
- to develop students' ability to highlight information, not only when reading a single text, but also when reading multiple pieces of information.
- to teach students to decide which of the texts given is the most reliable, accurate, relevant and important.
- to develop students' ability to determine the credibility and quality of information in a text, i.e. whether the information is credible, new, correct and not one-sided.
- develop students' ability to reason and link a given text by thinking outside the text.
- to develop students' computer skills.
- to develop the ability to work with large amounts of information on the internet.
- to increase the use of a variety of electronic, graphical resources and information texts for homework and independent work.

Texts and a set of assignments related to them, as well as evaluation criteria, are presented in the manuals recommended by the National Center for the Implementation of International Research on the Evaluation of Educational Quality: “*Chad ko’li*” , “*Asalarilar*” , “*Sigir suti*”, “*Gripp*”, “*Graffiti*”, “*Sovg’a*” , “*Yuguruvchilar*” , “*Amanda va Gersoginiya*”, “*Siz tishingizni qanday tozalaysiz?*”, “*Qon topshirish*”, “*Kadrlar*”, “*Yangi me’yorlar*” , “*Suvni tejash dasturi*”, “*Telekmmuting*”, “*Dori konsentratsiyasi*”, “*Parandachilik forumi*”, “*Politsiyaning ilmiy quroli*”, “*Para Nui*”, “*Yangi me’yorlar*”, “*Ishchi kuchi*” ,

“*Internet orqali suhbat*”¹. In these texts, although there are foreign places and names of heroes, the situations expressed in the content are narrative texts related to universal real events..

Four different control tests were used in working with these texts:

1. One-answer tests.
2. Multiple answer tests.
3. Short or detailed answer questions.
4. Tests aimed at determining the student's opinion on the solution of a problem.

Two different rating scales were used to evaluate the performed tasks: *dichotomous and polytomous scales*.

1. *On the dichotomous scale*, a two-choice measurement was used as a criterion: "the answer is completely acceptable", "the answer is not acceptable".

2. *On the political scale* (political dimension): "the answer is fully accepted", "the answer is partially accepted", "the answer is not accepted".

Conclusion

In general, by mastering the texts and completing tasks related to the PISA research requirements, students are able to analyze, search for and identify the causes of conflicts and present their ideas, overcome the obstacles they may face in their lives. It will be determined to what extent they are ready for education and independent life, priority directions for improving general secondary education, educational achievements of students, as well as comparative information about educational systems of different countries will be shared.

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