The Role of Pirls Research in the Formation of Library Culture in Students

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Abstract: The article discusses the approach to the issue of reading in our society and the role of PIRLS research in shaping the culture of reading in primary school students

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Introduction

A book is a person's close friend, interlocutor, confidant. It increases a person's worldview, vocabulary. A study by American scientist and author Neil Gaiman found that children who do not read books are more likely to grow up to be bullies in the future. At the same time, reading encourages people to empathize - to unite in the pursuit of a common goal, rather than thinking only of their own desires and interests.

The approach to the issue of reading in our society has varied at different times. The reading level is determined based on the needs of each period. Consequently, while the power of any state is determined by the consciousness of its citizens, of course, special attention is paid to the issue of reading. Today, the culture of "Read", "culture", "Study of Culture" used terms such as social events, information on the components of the culture.

Although the word “mutolaa” means “reading” in Arabic, today it means a broader concept than reading a book.

Reading is a culture of information retrieval, a correct understanding of fiction, aesthetic enjoyment of it, as well as interest in scientific literature, working with all kinds of resources, information bibliography and all kinds of information materials information retrieval, the ability to obtain the necessary and important information from the endless streams of information, to use it to improve their professional skills, to learn how to properly use the information-library institution, the culture of information retrieval concept.

There are many ways to form a culture of reading in primary school students, and the role of PIRLS research, in which the youth of Uzbekistan, primary school students are participating for the first time these days, is unique.

PIRLS (English - Progress in International Reading Literacy Study) read the text and understand the purpose of determining the level of international research, education system, which consists of different states of elementary school students read the text and training and identification and assessment of specific features of the education system that lead to different achievements of students. Of course, such research is of great importance for public education professionals, scholars, Methodists, teachers, parents, and community members.

PIRLS compares the level of text comprehension of primary school students in different countries of the world, as well as identifies differences between the reading literacy of national education systems.

According to international research, "reading literacy" - the student to understand the information provided in the form of text and reaction to give them life skills, reading ability, knowledge and access to opportunities.
The foundation of reading literacy in PIRLS is the formation of the reading skills needed to work fully with texts. This includes finding and disseminating the necessary information by the reader, drawing conclusions on a particular part of the text, interpreting the actions of the main characters, confirming them with an initial analysis of text patterns and text structure.

In the PIRLS study, students are presented with two types of text, an artistic text and an informative text. Therefore, students' knowledge is assessed on the basis of the following two criteria:

1. Reading in order to acquire literary reading skills.
2. Reading for the purpose of assimilation and use of information.

**The following skills are defined for reading in order to acquire the skills of literary reading:**

- highlight specific parts of the text and use them to express simple conclusions;
- show the interrelationships between events;
- determine the general idea of the text;
- disclosure of text content elements;
- commenting on the behavior of the heroes;
- comparison and comparison of actions and feelings of the heroes of the work;
- initial analysis of the features of the language tools used in the text;
- understand the main idea of the text, identify and summarize hidden information;
- answer the questions in the text by explaining the main characteristics of the characters, their aspirations and feelings;
- substantiate the answers by giving examples from the text.

**The following skills are defined for reading in order to assimilate and use information:**

- identify and describe the evidence presented in the text;
- distinguish a sentence that contains the necessary information;
- use the information obtained to interpret the conclusions;
- draw conclusions in accordance with the information clearly provided in the text;
- analyze different parts of the text and separate the necessary information;
- identify hidden information in the text;
- express conclusions based on semantic connections between individual sentences in the text;
- interpret the content of the text;
- use different types of texts and assign specific descriptions;
- comprehension and substantiation of complex information in different parts of the text;
- evaluate and explain the importance of explicit and implicit elements to understand the information in the text;
- generalize information from different texts based on materials that include texts, maps, illustrations, diagrams, and pictures.

The PIRLS skill descriptions show that students not only understand the text, but also develop the ability to understand the information given in the text and express their personal attitude to it, to use the information correctly throughout their lives, and to increase their knowledge and capabilities.
Reading is the process by which a person works on himself, directs his activities in a certain direction, creates certain feelings, beliefs and worldviews in his mind, teaches him to think, how to live life, to think. , to know the writer's humanistic, ethical, aesthetic, artistic, civic point of view, to grasp his spiritual teachings and determine his own way of life based on them, to enter into a discussion with the writer , each reader finding novelty in the book, enriching the spiritual world, the assignments structured for PIRLS and its texts in this regard, the defined skill descriptions help the teacher closely to form and develop the culture of reading in the students.

Indeed, if reading leads a person to perfection, not reading leads to ignorance, ignorance, and as a result, the child becomes spiritually poor. In school, in kindergarten, in the family, an important task is to make reading a necessity in human life. It is impossible to change a child's attitude to books if reading does not become a necessity, if love and attention to it are not strengthened in the family and at school.

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