Current state of assessment of reading literacy of primary school pupils based on text analysis

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Abstract: This article provides information on the current state of assessment of reading literacy in primary school pupils based on text analysis.

Introduction: In teaching the sciences defined in the curricula of the madrasahs of our country, special attention is paid to the assimilation of the content of the text by pupils, the choice of teaching methods in this regard. These include: analysis of the text, conducting discussions on its content, expressing the subtle meaning of the word, revealing the essence of the object-phenomenon, identifying symbols, proving certain situations based on evidence, listening and listening culture. Today, they are considered the main aspects that should be paid attention to the formation of reading literacy. From this, it becomes clear that reading literacy existed in the ancient East centuries ago. Methodologist M. Tursunova, in her book "Methods of Teaching Literature in Madrasah Education," analyzes the important aspects of teaching methods adapted to the study of complex texts. In particular, it elucidates the essence of various methods such as ilmi sharh (science of commentary), ilmi tahlil (science of analysis), usuli hijoiya tahajji (method of spelling), ilmi munozara (science of debate, also known as ilmi xilofiyat), ilmi qiroat (science of recitation), ilmi fasohat (science of eloquence, also called fasoha disor), ilmi bayon (science of rhetoric), ilmi g'ariba g'ayb (science of the unusual and unseen), g'arib (strange or unfamiliar), ilmi maoniy (science of meanings), ilmi insho (science of composition), ilmi muammo (science of puzzles), ilmi mantiq (science of logic), ilmi muhozirot (science of lectures), ilmi kalom (science of theology), ilmi imlo (science of orthography), and ilmi sam'o (science of audition). Additionally, it explains the impact of these methods on the knowledge and skills that need to be developed in pupils. .

As noted in the "National Curriculum" for Literature, "the assimilation of literary texts in primary grades is considered as a process consisting only of memorization, listening comprehension, and retelling, and little attention is paid to pupils' independent thinking about the studied literary works, which leads to the fact that pupils do not feel the literary work and, consequently, are not interested in it2." These aspects are closely related to the issue of assessing pupils' reading literacy based on text analysis.

Reading literacy in primary school pupils is developed by differentiating the specific aspects of text types from a genre perspective, mastering the content of the text, reading and understanding it, creative thinking and critical thinking about what is read, drawing necessary conclusions, and forming literary and speech competence based on the text.

Reading literacy skills in pupils are mainly realized through working with text. There are a number of signs that justify the essence of working with the text, which are explained by the fact that information finds its expression in written form, is complete in content, and has the character of forming a certain attitude towards reality in the reader. In our opinion, when illuminating the ideological and theoretical interpretation of the concept of "text," in addition to the above, it is advisable to include its composition, plot, structural structure, interrelationship and connection between structural elements; belonging to a certain field; providing information within a specific topic; having a

narrative style; focusing on a specific subject; serving the intended purpose.

Text is a process of personal or social speech activity performed by means of writing and its reflected result, a document that is written and contains a certain complete information.

"Text is a means of coordinating, managing, and uniting human activity; a communicative unit capable of prompting people to various linguistic and non-linguistic actions, encouraging them, ensuring their mutual understanding, and in a broad sense, a tool (code) of social cooperation is a communication link (channel)3". "Text refers more to written speech: the topic, epigraph, paragraph, marking the boundaries of sentences, parts of the text, punctuation marks are related to written speech. Consequently, most of the rules regarding text structure are also intended for written speech4." In our opinion, reading literacy is closely related to the informativeness of texts, which is also characterized to a certain extent by pupils' interpretation of the underlying meaning of the content.

Involving pupils in working with texts in primary grades is a pedagogical process that demonstrates its specific features. Like any pedagogical process, it is necessary to take into account certain psychological, pedagogical, and methodological requirements when working with text in primary grades. Only then will primary school pupils acquire certain knowledge through working with text, acquire fluent and conscious reading skills, enrich their speech, and develop thinking abilities. As a result, the formation of qualification requirements provided for in the State Educational Standards and curricula is achieved.

The extent to which a pupil can express their thoughts meaningfully, clearly, and correctly allows us to determine the level of their educational and cognitive activity, as well as their skills and abilities. Questions and assignments on the perception and assimilation of the essence of the text in reading lessons should make pupils think, be aimed at using the phrases and artistic means used by the author when answering, and encourage them to use more new words and phrases in speech.

Having the skill of reading a text is, first of all, one of the important factors enriching the pupil's speech. Any lesson, being an independent part of teaching, serves the implementation of educational, developmental, and upbringing goals.

Teaching pupils to think creatively, independently, and logically, to analyze, and to express their attitude towards the text requires great skill from the teacher.

A literary text is not just information, but an important tool in determining the leading idea and its artistic expression. Therefore, "improving pupils' communicative literacy (expanding vocabulary, the level of creative thinking, social communication - improving the skills of written and oral expressive thinking, forming the skills of independent text creation)... teaching them to differentiate text types (poetic, prose, scientific, artistic, journalistic, grammatical, educational, artistic-symbolic, documentary, monological, diological)"5 is a methodological necessity.

Before defining the ways of working with text in primary education, it is necessary to clarify the theoretical aspects of the meaning of this concept, its structure and components. In particular, the term "text" in the "National Encyclopedia of Uzbekistan" is interpreted as follows:

"Text - 1) a written or printed work, speech (as well as a fragment thereof); 2) pictures, tables in books, newspapers, magazines, etc. Part outside of decorations: the part of an official document, etc., that differs from the various indicators (reviews, notes) contained in them; 3) words written to musical works (opera, romance, etc.).6

Text - a person's thought associated with a certain material medium; a general consistent and complete sequence of signs. There are two main interpretations of this concept, such as "immanent," which expresses an expanded, philosophical meaning, and "representative," which reflects a specific relationship. The immanent approach, reflecting an objective attitude towards reality in the text, implies paying attention to the illumination of its internal structure by a third person.

The representative approach, on the other hand, means considering the text as a special form of presenting information about external reality7.

In linguistics, the term "text" is used in a wide range, including in examples of oral speech. Text perception is studied within the framework of text linguistics and psycholinguistics. Speaking about the properties of a text, I. R. Galperin defines it as follows: "A text is a written message, objectified in the form of a written document, consisting of a series of statements united by various lexical, grammatical, and logical connections, having a moral character, a pragmatic attitude, and, accordingly, a literary processing of a certain feature"8.

From the above, it can be said that a text is a written and printed work, a document, a speech, or a passage of speech as an expression of a certain topic.

The written form of speech is text. In this sense, just as any speech is an expression of a certain thought, any text is the materialization of the same relationship in written form. According to the methodological essence, the text is divided into: scientific text (thesis, article, lecture, annotation, reviews); literary text (prose and poetic works); official text (certificate, decision, order, description, recommendations); popular text (articles, conversations, congratulatory and address speech texts).

A text is a piece of speech on a specific topic, which, depending on the forms of speech, can be written or spoken. Their difference lies in the fact that in written text, letters and punctuation marks are used, while in oral speech, sound, timbre of sound (sound pitch or pitch), intonation, pronunciation, and gestures are used. Both forms of text are created through words and, depending on the nature of expression, appear as one person's speech (monologue) or as the speech of two or more persons (dialogue).

Text, as a speech phenomenon, is a semantic combination of more than one sentence. From the meaningful combination of three words, such as "Morning. The surroundings brightened," to large-scale works can serve as examples of a text.

In the text, objects or events are described and reported on: the speaker's attitude is revealed.

In general education schools, when compiling a text, attention is mainly paid to the presence of sentences, paragraphs, and certain small parts. They play a special role in the creation and formation of text.

Educational texts on the grammatical structure of the native language, the interpretation of linguistic concepts and definitions play an important role in the formation of theoretical knowledge, skills, and abilities. Educational texts serve the purpose of providing knowledge and upbringing.

In general education schools, attention is also paid to reference texts and creative descriptive texts. Simply informing about a past event or current situation is a characteristic feature of the reference text, in which, mainly, stylistically neutral words are used. A text created on the basis of the speaker's or writer's attitude towards an event, reality, is considered creative-descriptive. Expressing opinions about certain events, objects, and individuals, describing and explaining them with artistic and visual means and evidence are characteristic features of a creative-descriptive text. An essay can serve as an example of a creative-descriptive type of text.

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