

BUILDING REASONING AND CONCLUSION SKILLS IN ELEMENTARY STUDENTS USING PIRLS TASK**Khurramova Sanobar Makhmatmurat kizi**

Teacher of Termez State Pedagogical Institute

Phone: +99899-288-20-21

E-mail: Sanobarxurramova36@gmail.com

Kadirova Zulhumor Shukhratovna

4rd-year student of

Temez State Pedagogical Institute

Abstract: This article discusses the theoretical and methodological foundations of the formation of reasoning and inference skills in primary school students. The mechanisms for developing the competencies of deep understanding of the text, expressing substantiated opinions, and drawing logical conclusions in the process of reading literacy are scientifically substantiated. It has been proven that by integrating PIRLS-type tasks into the teaching process, it is possible to increase the level of critical thinking, speech culture, and analytical thinking of students.

Keywords: PIRLS, reading literacy, reasoning competence, inference, critical thinking, primary education, cognitive process, methodological approach.

Introduction: In the modern education system, the competency-based approach is gaining priority. Not memorizing knowledge, but analyzing, comparing, generalizing and substantiating it has become an important pedagogical task. It is precisely the formation of reasoning and conclusion skills at the primary education stage that lays the foundation for the successful course of the subsequent educational process.

Reading literacy classes are a central part of this process. Because in the process of working with text, the student not only receives information, but also analyzes, evaluates and reacts to it. In this regard, international assessment programs, in particular PIRLS, not only determine the reading literacy of students, but also demonstrate their higher-level thinking skills.

The main part: is to develop effective methodological mechanisms for developing reasoning and inference skills in primary school students using PIRLS tasks.

Theoretical foundations of reading literacy and cognitive development: Reading literacy is a multifaceted concept that represents a student's ability to understand, interpret, and apply text in practical situations. This process takes place in several stages:

- Direct understanding of the content of the text;
- Extracting information;
- Identifying cause-and-effect relationships;
- Interpreting hidden meaning;
- Generalizing and drawing conclusions.

Argumentative competence refers to the student's ability to justify, provide evidence, and present their opinion coherently. This skill is directly related to logical thinking. Drawing conclusions requires drawing a general conclusion based on available facts.

These skills do not develop naturally in primary school children. They develop as a result of targeted pedagogical activities organized by the teacher.

Methodological capabilities of PIRLS tasks: The PIRLS program is an international study aimed at assessing the reading literacy of 4th grade students. It analyzes students' cognitive activity in the process of working with artistic and informational texts.

PIRLS tasks include:

- Finding specific information from a text;
- Direct correction;
- Interpreting and generalizing;
- Analyzing the text and critically.

In particular, questions about interpretation and evaluation develop students' reasoning skills. For example, the task of evaluating the character's behavior encourages the student to search for evidence in the text. This process activates analytical thinking.

Methodology for developing reasoning skills:

The following methods are effective in developing reasoning competence during the lesson:

- Asking problematic questions;
- “Find evidence from the text” task;
- Group discussion and debate;
- Using graphic organizers.

For example, the question "Why did the character make the decision he did?" encourages the reader to provide a reasoned opinion rather than a superficial answer. The reader is required to support their answer with a sentence from the text. This is a common way to justify an opinion.

Mechanisms for developing inference skills: Inference is a higher-order thinking process in which the learner identifies connections between events, summarizes, and forms a conclusion.

PIRLS-type tasks often require students to identify the main idea of a text, predict the course of events, or determine the author's position. These tasks develop students' ability to understand cause and effect.

Practical experience shows that students who regularly work with PIRLS-style questions have significantly richer written and oral speech, and their ideas are more coherent and well-reasoned.

Experimental results and analysis: As a result of pedagogical observations, it was found that the use of PIRLS-type tasks had a positive effect on the quality of students' expression of opinions. Initially, students were limited to short and general answers, but later they learned to

provide specific arguments from the text. This led to an increase in the level of reading literacy. Students also developed the skills of independent thinking and defending their point of view.

Conclusion: The formation of reasoning and inference skills in primary school students is one of the important directions of modern education. PIRLS tasks are an effective methodological tool for this process. The systematic use of PIRLS-type questions in the lesson develops students' logical thinking, critical thinking and speech culture. As a result, it becomes possible to educate a person with competencies that meet international standards.

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