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**HOW TO DEVELOP READING UNDERSTANDING SKILLS IN PRIMARY SCHOOL STUDENTS (PIRLS)****Nafisa T. Kamalova***Lecturer Faculty Of Education, New Age University Tashkent, Uzbekistan***ABOUT ARTICLE****Key words:** Student, primary grade, reading skills, learning process, PIRLS, PISA.**Received:** 03.04.2023**Accepted:** 08.04.2023**Published:** 13.04.2023**Abstract:** At the present stage of the development of civilization, when humanity enters the era of building an open information society and progress is determined by the quality of information and the degree of its availability, the requirements for the level of literacy of the population are increasing. Through the distinction between elementary, academic and functional literacy, the very concept of literacy is rethought.**INTRODUCTION**

The main characteristic of the modern civilizational process is the construction of an open information society. Progress in its development is determined by the degree of accessibility of information to community members. In this regard, the requirements for the level of literacy of the population are increasing, and the very concept of "literacy" is being rethought. Reading literacy in international literacy studies (PISA, PIRLS, etc.) is currently understood as a person's ability to comprehend written texts and reflect on them, to use their content to achieve personal goals, develop knowledge and opportunities for active participation in society.

THE MAIN RESULTS AND FINDINGS

Such a view of literacy, emphasizing its social significance, highlights the functional, pragmatic aspect of reading, emphasizes the priority of its semantic side over the technical one, creates an orientation towards tracking progress in the formation of reading competence at all stages of its ontogenesis in order to achieve the required level of development of reading abilities for each child. Support for the development of reading and literacy is beginning to be understood as a state problem, the solution of which is possible only in the process of open continuous education (V.A. Borodina, T.G. Galaktionova, G.S. Kovaleva, Yu.P. Melentyeva, N.N. Smetannikova, V.P. Chudinova, J.Gee, D.Street and others).

At the same time, the importance of family traditions of introducing young children to reading in the process of telling and reading aloud works of children's literature is becoming increasingly clear, and experts are realizing that it is during the preschool period of perceiving literature "by ear" that the foundation for further reading development is normally laid (Z.A. Gritsenko, O.L.Kabachek, V.A.Levin,

N.G.Malakhova, I.I.Tikhomirova, R.Jones, L.Leslie and L.Allen, L.Price and A. van Kleeck and others) . It becomes obvious that supporting the early stages of reading development is especially difficult in situations where the use of the traditions of early initiation to reading is limited or inaccessible for objective reasons. Such situations, typical for the sphere of special education, give rise to many difficulties and atypical variants of reader development. The tasks of identifying, preventing and correcting disorders of reader development that arise in such cases require a particularly accurate understanding of the psychological content of the early stages of reader ontogenesis, its critical points, the most important directions and neoplasms, both in normal and with developmental deviations.

At present, the preschool stages of introducing reading are still less studied than the school ones. However, in the history of their existence, children's pedagogy and psychology have accumulated important data on various aspects of the "meeting" of preschoolers with works of children's literature (T.I. Aliyeva, B. Bettelheim, S. Buhler, NL Veraksa, Z.A. Dyachenko, A.V. Zaporozhets, O.L. Kabachek, E.E. Kravtsova, V.T. Kudryavtsev, V.A. Levin, L.S. Slavina, I.I. etc.). In recent years, there has been a growing number of studies in which the preschool stages are already considered in the context of the problem of supporting the development of reading and literacy (M.Clay, ADyson, RJones, L.Leslie and L.Allen, L.Price and A.van Kleeck, W. Teale and others).

However, research does not yet provide a clear answer to the key questions for understanding reading development and its support about what actually happens to reading development in preschool childhood. Is this period the time of the general developmental preparation of the child for schooling, when the prerequisites for the development of reading activity are also formed, or is it the period in which reading development originates as an independent line of development? The development of a child as a reader begins only when learning to read, or, on the contrary, by the beginning of schooling, the main components of reading competence should already be formed and then only their improvement takes place.

Defectology also has no answers to these questions, which has valuable materials on the features and conditions of teaching reading to different categories of students: children with visual impairments (G.P. Kovalenko, N.S. Kostyuchek, N.A. Krylova, etc.); with hearing impairments (N.G. Morozova, B.D. Korsunskaya, S.A. Zykov, MINikitina, L.V. Nikulina, etc.); speeches (R.E. Levina, T. Ialtukhova, N.L. Krylova, M.N. Rusetskaya, L.F. Spirova and others); deaf-blind children (I.A. Sokolyansky, O.I. Skorokhodova, E.L. Goncharova and others); children with intellectual disabilities (G.Ya.Troshin, V.Ya.Vasilevskaya, T.B.Bashirova, K.Karlep, L.A.Odinaeva and others); children with mental retardation (N.A. Tsypina, N.L. Belopolskaya and others) and early childhood autism (O.S. Nikolskaya, N.B. Lavrentyeva).

However, here, too, most of the research is devoted to the problems of school age, where the tasks of teaching different categories of children elementary literacy were successfully solved, approaches were developed that ensured the assimilation of the texts of the school curriculum. In many studies (T.N. Altukhova, T.B. Bashirova, E.L. Goncharova, M.I. Nikitina, N.A. Tsypina and others), data were obtained indicating an imbalance between the content of teaching reading and the level development of reading activity of students. These testimonies not only served to search for more effective methods of teaching, but also made it possible to reflect on the fact that the shortcomings in reading activity identified in pupils of various types of special schools may be associated with violations of their reading development at its earlier stages.

To test this assumption, data are needed on how the earliest stages of reading development pass in a "special" childhood. None of the defectological areas has such data today.

Extremely valuable, but still few developments in the field of introducing reading to preschool children with hearing, speech and emotional disorders were aimed more at solving the methodological problems of their education (B.D. Korsunskaya, N.B. Lavrentyeva, L.F. Spirov). Psychological problems and features of the early stages of the formation of reading activity in children with various developmental disorders were not the subject of special study at the stages of formation and differentiation of the domestic system of special education. Relevant for the current stage of development of special education, the development of these problems is hampered by the insufficient development of scientific ideas about the content of the early stages of reading development in the norm.

Thus, addressing the difficulties of the initial stages of the reading development of children with special educational needs stimulates the development of an understanding of the patterns of normal reading development. The clarification of the "scale" of normal reading development, especially well worked out in relation to its initial stages, in turn, will make it possible to predict critical points and the specifics of possible "social dislocations" during the period when these early stages are lived by one or another group of children.

In the present study, the formation of reading competence is considered as a condition and one of the most important lines of the child's cultural development. The process of reader development in ontogenesis is described in the system of concepts of cultural-historical psychology and is understood as the formation of a special psychological functional system responsible for the transformation of the content of the text into the content of the reader's personal experience.

CONCLUSIONS

The emergence of the ability to turn the content of a "foreign" text into the content of personal experience occurs in the pre-literate period of a child's development and constitutes the "core" of his reading competence. The "core" of reading competence in children is normally formed in activities shared with an adult, which implements the cultural tradition of reading aloud and telling works of children's genres to children who do not yet read. In the "core" of reading competence, formed in preschool childhood, all the most important components of a full-fledged reading activity originate.

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