



**METHODOLOGY FOR PREPARING PRIMARY CLASS STUDENTS FOR THE
PIRLS INTERNATIONAL ASSESSMENT CONTROL**

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ABSTRACT

The article is about the development of reading comprehension skills of primary school graduates in assessing the level of reading comprehension, acquiring artistic experience, and forming the skills of obtaining and using information. We mentioned working on the text in reading literacy classes.

Key words

PIRLS, TIMSS, IEA, Milly center, globalization process, global phenomenon, symposium.

Resolution No. 997 of the Cabinet of Ministers of the Republic of Uzbekistan "On measures for organizing international studies in the field of education quality assessment in the public education system" organization, establishment of international relations, organization of international studies on international assessment programs in order to fully support the scientific-research and innovation activities of students and young people, first of all, the creative ideas and creativity of the young generation made a decision. One of them is PIRLS international assessment program.

PIRLS is an international research program for assessing the level of reading comprehension of primary school students. In other words, data on the extent to which primary school students have developed reading comprehension skills can be compared internationally, and information on public policy in the field of education to improve reading and teaching. is a major international assessment program that provides

PIRLS also addresses two overarching goals that make up a large part of young learners' learning in and out of school, namely the acquisition of artistic experiences and the assessment of information acquisition and use skills.



It can also be said that this program keeps up with the times and improves its evaluation criteria in accordance with modern requirements. As an example, it is appropriate to say that in the study to be conducted in 2021, it is planned to present assignments in digital format to students for the first time. Along with the transition to a digital format, changes are also planned, such as computer-based assessment of PIRLS online learning administered in a web environment.

In the Decree No. 5712 of the President of the Republic of Uzbekistan of April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030", by 2030 the first 30 in the world in the rating of the PISA international program national evaluation of the quality of education aimed at assessing the level of literacy of students in reading, mathematics and natural sciences based on the organization of international studies in the field of education quality assessment in the public education system system creation tasks are defined.

The PIRLS program was launched in 2001 by the International Association for the Assessment of Educational Achievement

(IEA - International Association for the Evaluation of Educational Achievement) was established. Boston College Chestnut Hill (Massachusetts, USA) is responsible for organizing international research. Also, the preparation of tasks for research is carried out in the data center of Germany (Hamburg).

The international evaluation program PIRLS (Progress In International Reading And Literacy Study) is aimed at comparing the work and results of reading literacy in the national education system of different countries of the world.

Researches were conducted in 2001, 2006, 2011, 2016, and 2021 is the fifth period of research. It is worth noting that the research conducted in 2021 will allow to evaluate the achievements of the countries that have been continuously participating since 2001 for 20 years. The PIRLS program, which is held every five years, evaluates the reading literacy of 4th graders at an international level. This program is aimed at complementing the IEA's TIMSS program, which assesses 4th-grade students' literacy in mathematics and natural sciences, and is managed by the TIMSS and PIRLS International Training Center at Boston College in close cooperation with the IEA's offices in Hamburg and Amsterdam.

Since 2016, the ePIRLS system has been introduced on the basis of an additional selection, which is designed to assess students' online reading literacy. The Internet is a primary source of information for students and a central resource for research in school subjects.

Literacy is the ability to perceive and practice the forms of written language required by society and valued by people. This point of view is becoming more and more important in modern society, where students' ability to use the information



obtained from reading is more and more important. The focus shifts from demonstrating understanding to demonstrating skills in how to apply learned information to new projects and situations.

The PIRLS Reading Achievement Framework was first developed for the 2001 study using the IEA's 1991 Reading Literacy Survey.

For the first time, 4th grade students from our country will participate in the PIRLS international assessment program to be held in 2021, along with about 70 countries.

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Assessment of student achievements is carried out by conducting objective tests not from all students, but from students selected as representatives of this layer. Also, questionnaires are conducted from school principals, teachers, students, and even parents, and valuable information about the factors affecting the quality of education is collected.

The PIRLS international study provides an international comparison of information on the level of development of reading comprehension skills of primary school students, which can serve public policy in the field of education to improve reading and teaching. is a major international evaluation program that provides analysis.

Currently, according to the definition of PIRLS, reading literacy is the ability to understand and use the forms of written language required by society and valued by people, as well as the ability to create meaning from texts in various forms.

Research focuses on demonstrating understanding of how to apply knowledge to new projects and situations.

The reader is an active participant in this process, creating meaning, reflecting on the text, and consciously choosing effective reading strategies. Each type of text follows typical patterns and rules to help the reader interpret the text. Any text can have different forms. These include traditional books, magazines, documents and newspapers, as well as written forms in digital form.

PIRLS assesses primary school students' learning in and out of the classroom, focusing on two overarching goals: 'acquiring artistic experiences' and 'acquiring



and using information'. In turn, each of these goals integrates four broad comprehension processes.

These are:

focus and find specific information;

draw direct conclusions;

evaluate and critique content and textual elements;

interpreting and combining ideas and information.

Depending on the complexity of the texts in the study, the average is 500 to 800 words, 400-500 for countries with low reading literacy, and about 1000 words in ePIRLS. The content of the text is suitable for students of 9-10 years old, it deviates from the topics that are very characteristic of some cultures, and it is also interesting and not very familiar to the student.

In the PIRLS study, the levels of reading literacy are described as follows:

Highest level (625 points and above) - Students can absorb a text as a whole while also understanding its individual parts in relation to each other. Can rely on the text to support his opinion when explaining the author's idea.

High level (550 points) - Students understand the important messages of the text, make their own conclusions based on the text, can evaluate both the content and form of the text, and can pay attention to some of its linguistic features.

Intermediate level (475 points) - Students can find information from the text, draw their own conclusions based on the text, using some features of the text's form and language.

Lower Level (400 points) - Students extract a clear message from a text that is easy to limit.

In the study, how well do Uzbekistan's primary school graduates study compared to their peers in other countries? What is the reading literacy of Uzbekistan's students? Is reading a hobby for 4th graders? How does the family contribute to the development of literacy? How is the process of teaching reading organized in our country today? Is the process of teaching reading in Uzbekistan unique compared to other countries, and if so, how does it manifest itself? Are the methods used by our primary school teachers different from the methods used by teachers in other countries? such main issues are studied.

Also, in order to study and analyze the factors affecting the quality of education, questionnaires are also conducted in the research. Including information about the participant through the student questionnaire, educational resources in the family, attitude to the school, teacher, academic subject, attitude among students, learning in academic subjects information about self-assessment, extracurricular activities is collected.



The teacher questionnaire includes information about teachers, school equipment, safety, school environment, teaching methods, and professional development.

In the parents' questionnaire, information about parents, educational resources in the family, preparation of their child for school, skills and qualifications before admission to school, attitude of parents to school and studies are studied.

School capacity, location, equipment, educational resources, organization of the educational process at the school, school environment are studied and analyzed through the questionnaire of the school administration.

According to the 2016 study, out of 50 countries, Russia, Singapore, Hong Kong, Ireland and Finland had the highest scores, while Russian and Singaporean students scored the highest in reading and comprehension. showed the results. Also, Russian primary school students led the world in this criterion.

The high results of reading literacy in these countries are related to the following factors: the availability of books and digital devices in the home, intelligent parents and their love for books, the fact that the child learned to read and write before school, and high rate of enrollment in pre-school educational institutions.

The participation of the Republic of Uzbekistan in the PIRLS study serves to improve the quality of education, strengthen the country's reputation at the international level, and bring the students' knowledge to the level of international requirements.

We remind you that Uzbekistan is participating for the first time in other major assessment programs such as PISA and PIRLS, according to which the main research processes of the PIRLS program are planned to be held in April 2021, and the main research processes of the PISA program are planned to be held in April-May 2022.

By this time, the process of globalization is gaining momentum in all spheres of society. Nowadays, the concept of quality in the field of education is seen as a global phenomenon. Formation of the intellectual activity of the young generation has become an important issue not only for a specific country, but also for the international community. Therefore, international assessment programs have been put into practice in many international countries with issues such as the quality of education and the assessment of the quality of education. In particular, following such international assessment trends in the educational system of the Republic of Uzbekistan will contribute to increasing the intellectual activity of the young generation, to the development of their competence and creativity in education.



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