
Reviews on Preparation for the Pirls International Assessment Program

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Abstract: This article describes the PIRLS international assessment program, the results of the study in 2016, the education system of the Russian Federation and Singapore, and the process of preparation for the PIRLS international assessment program. It also looks at effective ways to prepare primary school students for the PIRLS international assessment program.

Keywords: PIRLS, TIMSS, PISA, TALIS, international assessment program, Russian education system, Singapore education system, innovation activity.

As in all areas in recent years, a number of reforms are underway in the education system. In particular, the adoption of the new version of the Law "On Education", the creation of conditions for regular work of teachers in our country, the benefits provided to teachers working in remote areas, textbooks and training. The fact that the textbooks are republished in accordance with international standards and the conditions created for students to learn is a clear proof of our opinion. Student participation in international assessment programs and assessment of knowledge is one of the important steps taken to further improve the quality of education.

Another example of reforms in the education system is the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018 No 997 "On measures to organize international research in the field of quality assessment in education" possible. In this resolution, the International Assessment Programs (PIRLS) - to assess the level of reading and comprehension of text in primary 4th grade students, (TIMSS) - to assess the level of mastery of 4th and 8th grade students in mathematics and science, (PISA) - to assess the reading of 15-year-old students. , to assess the level of mastery of mathematics and natural sciences, and (TALIS) - the most clear and necessary directions for the study of the teaching and learning environment and the working conditions of teachers in general secondary education.

PIRLS (Progress in International Reading Literacy Study) is an international assessment system that assesses the quality of reading and comprehension of primary school students in different countries. This type of test is designed to be performed once every 5 years. Successful PIRLS research requires students to respond to assignments with independent, creative thinking [6].

Preparing for the PIRLS International Assessment Program requires active exploration of new approaches and methods for assessing the academic achievement of primary school students. This assessment program is a process that reflects the real picture of educational achievement, the state of education, and determines the level of implementation of quality education.

In 2021, the next phase of this study was conducted. 4th graders from the Republic of Uzbekistan

also participated in the program for the first time.

Fifty countries around the world took part in the 2016 PIRLS International 4th Grade Reading Comprehension Test. Each country has shown different levels of comprehension, from basic comprehension to basic comprehension. On average, 4th graders from the Russian Federation and Singapore showed the highest academic performance. Also, a quarter of students in these two countries have the ability to interpret, combine, and evaluate information presented in story plots and information in relatively complex texts. One-fifth of students in Hong Kong, Ireland, Finland, Poland and Northern Ireland demonstrated excellent comprehension of the text. The following table shows the results in exact numbers[2]:

Russian Federation	581
Singapore	576
Hong Kong (SAR)	569
Ireland	567
Finland	566
Poland	565
Northern Ireland	565

How did the Russian and Singaporean students achieve this result? What is the education system like in these countries? What are the criteria for preparing for the PIRLS international assessment program?

The Russian Federation participated in all PIRLS research rounds in 2001, 2006, 2011, and 2016.

The purpose of this country's participation in the PIRLS study was to answer a number of questions:

- How well do Russian-speaking primary school graduates study compared to their peers in other countries?
- What levels of Russian language literacy do students have?
- Do fourth graders enjoy reading?
- How does the family contribute to literacy?
- How is the learning process in schools in our country today?
- Is the process of teaching reading in Russia unique compared to other countries, and if so, what are its peculiarities? Are the teaching methods used by our primary school teachers different from those used by teachers in other countries?

In Russia, the PIRLS-2016 research program involved more than 4,000 primary school graduates from 206 educational institutions in 42 regions of the country.

In most countries, fourth graders in primary school participate in the study. Because the fourth year of school is an important stage in the development of children's reading literacy. At this time, students need to master reading to such an extent that it is an important tool for their further education.

In Russia, the study is conducted by the Center for Educational Quality Assessment of the Institute for Educational Strategy Development of the Russian Academy of Education of the Ministry of Education. The study is part of the Federal Targeted Education Program [7].

In Singapore, where natural resources are scarce, the value of education has always been high. The task of the Singapore Ministry of Education is to shape the future by educating the people.

In this country, primary school education is compulsory and children are admitted to the 1st grade

when they reach the age of 7. All primary school students are taught in accordance with the requirements of the national academic plan. In the lower grades of the school, special attention is paid to teaching English, literacy and numeracy in the native language and mathematics classes.

The PIRLS study analysis provided a comparative analysis and understanding of Singapore's trends in English curriculum and reading skills. The findings at the national level helped the country identify the strengths and weaknesses of students in various areas of education and the factors that influence them. PIRLS research data helped to understand reading programs, students' habits, and attitudes toward reading[4].

A number of measures have been taken in Uzbekistan to prepare for the PIRLS international assessment program. In particular, the National Center for International Research on Education Quality Assessment was opened, trainers were appointed from primary school teachers, regional and national seminars were organized for trainers, and online webinars were held throughout the country. Across the country, students were prepared for an international assessment program based on texts from PIRLS exercise booklets in primary school.

Of course, this work is commendable throughout the country, but we believe that this preparation should be carried out consistently throughout each lesson of primary school students. It shows the innovative activity and creativity of the teacher.

The search for the definition of the boundaries of the concept of innovative activity is based on the study of the structure of pedagogical activity, its innovative nature; changes and separation of components of innovative activity, the situation of the teacher in innovative activity, study of individual methods of activity of the teacher, definition of features of individual pedagogical activity, study and an assessment of innovative activity of the teacher, the analysis of innovative processes in foreign pedagogical thought. Innovative activity is characterized by the processes of occurrence, development and implementation of innovations[3].

Based on the innovative work of primary school teachers, we believe that it will be effective to work on texts based on questions and test assignments to help students understand and analyze the text in each lesson.

An e-mail to Santa

Zamira Ibrohimova

(Story)

Today Sardor came home from school with a special excitement. After dinner, he sat down to study in a good mood. He picked up his pen and wrote "Winter" on a white sheet of paper. He stopped, not knowing what to write next.

"What should I write? I never thought it would be so difficult to make a fairy tale. " He came to the window and looked out, and although it was December, he did not see anything reminiscent of winter. The ground is dry, the sky is clear, and the sun is shining. "Hmm, our teacher is also interesting. How can you make a fairy tale about winter when it's not snowing and the kids aren't making a Christmas tree? What if it doesn't snow until the end of winter? He said to himself. "In the same place, they say it's warm in the winter and it doesn't snow." If the kids don't play in the snow, if the sledges don't fly, the winter will be very boring. Ehh, let's just say I've been to those places, and I've been texting Santa on the phone and asking him to send me more cold, more snow. How happy it would be if it snowed and the kids played snowballs and made Christmas presents."

The captain thought about it and fell silent. Then "Wow, I can write about that!" he said, rejoicing at the thought. And he often wrote, "Once upon a time, there was a village. It will be warm there in winter as well. It's not cold, it's not snowing, so Santa doesn't come. The children really wanted to play in the cold winter and make Santa Claus. They sent an e-mail to Santa. Santa read the e-

mails from the children and sent them lots of snow and cold from the mountains and forests. The children were very happy. They were playing in the snow and sledding. They made a snowman. Everyone has achieved their goal, "he concluded.

The next day, the teacher read the best stories written by the students. He also paid special attention to the captain's story and said kind words. The captain was delighted with the praise, and his friend Shahzod said:

- -"Sir, I saw it on the Internet, it's snowing today," he said cheerfully.
- -"That's great!" Grandpa Sardor was even happier.

It was snowing white as the children were returning from school[5].

Assignments:

1. How do great writers write a fairy tale about winter, according to Sardor?

- A) playing snowball fight
- B) watching the snow fall
- C) celebrating the New Year
- D) Celebrating the New Year
- E) when inspiration comes

2. What would a captain do if he went to a village where the weather was warm and it didn't snow in the winter?

3. Why doesn't Santa come to the village in Sardor's fairy tale?

4. How did Santa in Sardor's fairy tale know what the kids wanted?

5. Do you think Sardor's tale can be called a good fairy tale? What for?

6. How did the captain know about the snowfall?

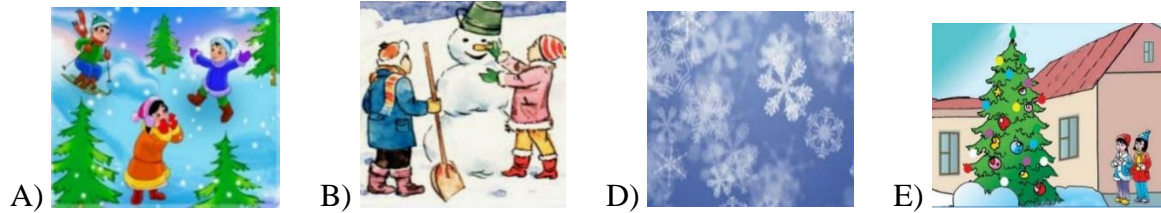
- A) From a classmate
- B) From an SMS message
- C) From the internet
- D) From the internet
- E) From a friend of mine

7. When did the story take place?

- A) On winter break
- B) In February
- C) In January
- D) In January
- E) In December

8. How was Sardor feeling when he heard it snowing?

9. What did the children see when they returned from school?



10. Do you think the content and title of the story written by Sardor fit? What for? What title would you give to this story if you were the captain?

In conclusion, while the PIRLS international assessment program defines the position of our country's primary school students in reading and comprehension literacy, each of us needs to take a responsible approach to this process.

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