

METHODS FOR DEVELOPING STUDENTS' READING LITERACY BASED ON INTERNATIONAL ASSESSMENT PROGRAMS**Khurramova Sanobar Makhmatmurat kizi**

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Abstract: This article discusses and discusses the methods and modern methods for developing reading literacy and its development. It also discusses the importance of these methods in programs where they can be used. The place of Uzbekistan in the international program is also discussed.

Keywords: PIRLS, PISA, TIMSS, EGMA, EGRA, international production, education system, reading literacy, Primary education, research, method, text.

Introduction: The main task of education is to form in the student the skills that are needed today and in the future to live successfully in society. For this, creative thinking is an important skill that today's youth should have. This skill will help them adapt to a constantly and rapidly changing world that requires workers with "21st century" skills in addition to simple literacy. In general, today's student is expected to work in fields that do not even exist today, to solve new problems using new technologies. Developing creative thinking skills in students will allow them to solve increasingly complex local and global problems through an unconventional approach. The fact that the above requirements are very important for the education system means that, as in most foreign countries, it is necessary to attract advanced practices aimed at improving the quality of education by assessing and monitoring the development of educational and scientific fields.

Main part: In order to prepare for the international assessment programs PISA and PIRLS, the A. Avloni Research Institute created more than 100 training videos within the framework of the "Testing" project and launched the "Testing" platform. This platform includes an electronic system and video products aimed at developing students' skills in working with tasks within the framework of international assessment programs. More than 1,500 tests are placed on it. This electronic platform, aimed at preparing for international studies and developing test-taking skills, was pilot-tested in selected schools in September-October. One of the most important aspects is that using this platform is completely free. To date, more than 2.6 million students have registered on this platform and their diagnostic assessment results have been analyzed.

The objectives of the subject "International Assessment Studies PISA, PIRLS, TIMSS, EGRA and EGMA" are: - to form the skills of future primary school teachers to teach students to read consciously; - to form the skills of future primary school teachers to develop students' creative abilities; - to form the skills of future primary school teachers to teach students based on the TIMSS international assessment program; - to form the skills of future primary school teachers to create tests and assignments based on the requirements of international assessment programs; Special attention is paid to the issue of worthy participation in international

assessment processes to improve the quality of education in the education systems of developed countries of the world.

This textbook was developed to develop skills in working with assignments within the framework of international assessment programs such as PISA, PIRLS, and TIMSS, aimed at preparing for international studies, to train teachers and students, to develop their knowledge, skills, qualifications, and competencies, as well as students' creative and logical thinking and literacy in relevant subject areas, and to improve the teaching methodology of future primary school teachers based on the requirements of international assessment programs.

Developing students' reading literacy based on international assessment programs (PIRLS, PISA) is not just about reading a text, but also about developing the skills to understand, analyze, search for and interpret it. The main methods include: working with the text (comprehension), critical thinking, problem situations, interactive tasks and integrated approaches.

Main methods and techniques:

Text-reading strategies: Develop students' ability to search for information, identify directly cited information, and draw conclusions.

Critical thinking development: Analyze and evaluate the text using questions such as "Why?" and "What if..." based on the content of the text.

Interactive and creative tasks: Develop students' creativity, dramatize or continue the text.

Problem-based learning (PISA methodology): Focus reading literacy in 15-year-old students on solving real-life problems.

Integrated approach: Developing reading literacy in connection with natural science and mathematical literacy.

Assessment of levels of understanding: Using criteria for assessing understanding of the content, structure and style of the text based on PIRLS requirements.

Main methods for developing students' reading literacy:

Text analysis and interactive methods: Using pedagogical technologies such as "Insert", "FSMU", "Cluster", "Sinquain" for a deep understanding of the content of the text, dividing the text into components.

Developing critical and creative thinking: Asking questions such as "Why?" and "What if..." about the text and solving problem-solving tasks based on PISA requirements.

Increasing functional literacy: Developing the ability to analyze information in the text by linking it to everyday life situations (graphs, tables, announcements, maps).

Learning strategies: Systematically developing students' skills in finding, understanding, summarizing, and evaluating information from the text based on PIRLS requirements.

Different forms of assessment: Determining and increasing the level of understanding by working on test tasks with single-answer, multiple-answer, short-answer, and detailed answers.

At the same time, the tasks of participating in international studies on the assessment of the quality of education were determined: PIRLS - assessing the level of reading and comprehension of text of 4th grade primary school students; TIMSS - assessing the literacy of 4th and 8th grade

students in natural and scientific subjects; TALIS - studying the teaching and learning environment of management and pedagogical staff in general secondary educational institutions and the working conditions of teachers; PISA - assessing the level of literacy of 15-year-old students in reading, mathematics and natural sciences. EGRA and EGMA assess reading and mathematics skills in primary grades. Based on the results of the assessment, new curricula, teaching methods and approaches are adapted to ensure good results for the youth of Uzbekistan.

Conclusion. In conclusion, these projects serve to assess students' creative and critical thinking skills, their ability to apply the acquired knowledge in life through various tasks, and to stimulate the further development of these skills.

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