

MODERN METHODS FOR ASSESSING READING LITERACY IN PRIMARY EDUCATION (BASED ON THE PIRLS MODEL).**Khurramova Sanobar Makhmatmurat kizi**

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Abstract: This article describes modern methods for assessing reading literacy in primary education based on the PIRLS model of the International Assessment Programme. The effectiveness of teaching based on the PIRLS model and its benefits to us are shown. Uzbekistan's participation in the PIRLS program is also discussed.

Keywords: PIRLS, International Assessment, education system, reading literacy, Primary education, research, ePIRLS, text.

Introduction: As a result of the reforms being implemented in the education system on a global scale, the importance of international assessment programs, including the PIRLS (Progress in International Reading Literacy Study) program, is increasing. This program helps to identify the achievements and shortcomings of students in the educational process by assessing their reading literacy. Based on the results of international assessments, it becomes possible to improve the quality of education in countries, improve the pedagogical activities of teachers, and revise curricula.

Main part: In Uzbekistan, the training of primary school teachers based on the requirements of the PIRLS program is one of the pressing issues. The training of future teachers based on the requirements of this program helps them develop modern and effective teaching skills for students, as well as acquire internationally competitive knowledge and skills. This thesis analyzes the improvement of the methodological training of future teachers within the framework of the PIRLS program, the effectiveness of teaching based on modern pedagogical approaches and technologies. The main criteria of the PIRLS assessment are aimed at determining not only the student's reading technique, but also his ability to understand the content of the text and think coherently. Therefore, by integrating these criteria into primary school lessons, it becomes possible to improve the quality of education and organize teaching processes based on modern approaches.

The cognitive skills levels developed by PIRLS also play an important role in this. These levels are:

1. Finding information - searching for necessary information in the text;
2. Understanding content - forming an understanding based on the text read;
3. Analyzing and interpreting - evaluating the internal structure or language tools of the text;
4. Evaluating and interpreting - critically approaching the idea in the text and expressing one's own opinion.

This program has been successfully operating for many years and will celebrate its 20th anniversary in 2021. Progress in International Reading and Literacy Study (PIRLS) is a large international assessment program that assesses the reading and comprehension level of primary school students in grade 4. In other words, it is a large international assessment program that allows for international comparison of data on the level of development of reading comprehension skills of primary school students, and provides information on public education policies to improve reading and teaching.

PIRLS also addresses two broad goals: to assess the ability to acquire and use knowledge and skills in the arts, which are a major part of young people's learning in and out of school. It is also important to note that the programme is evolving and is constantly evolving its assessment criteria to meet current needs. For example, the 2021 survey will introduce digital assessments for the first time. The digital approach will also include changes such as the introduction of ePIRLS online assessment, which will be administered in an online environment.

The PIRLS international research monitoring is based on literary and informational texts to assess the level of literacy and knowledge of students, the formation of personal reading skills, analyze changes in different research cycles, etc. During the test, time is limited, and students do not have the opportunity to complete all the tasks of the international research bank. Because the study includes about 10 texts and more than 135 tasks based on the text.

Therefore, when designing an international test and processing the results, modern test theory (IRT – Item Response Theory) is used. This theory describes how, during the study, a limited number of tasks (up to 30) can be performed by individual students or entire groups of students, taking into account the personal characteristics of students, teachers and educational institutions, and the analysis of responses to questionnaire questions, quantitative indicators for each child and each country, international data can be obtained.

- formation and development of literary reading literacy skills in students;
- formation and development of skills to assimilate and use information.

The study assesses students' reading literacy during classes and outside of school. That is, education based on educational programs and their interest in reading in their free time and on vacations are assessed.

PIRLS texts are developed by analyzing individual questions. Experienced experts compare the quality of knowledge and pedagogical methods with international standards. Most importantly, primary school teachers and all subject teachers learn examples and experiences of working with the main text for use in each lesson. Only through the collaborative work of the pedagogical team can we not only maintain a high level of reading literacy among primary school students, but also achieve high educational results in the later stages of education under the influence of reading literacy.

Conclusion. In conclusion, this research test is designed to be conducted once every 5 years, and the participation of primary school students in the research planned for 2021 places a great responsibility on teachers. The implementation of this important task requires a new approach to education and activity from the teacher. In preparing students for PIRLS, which determines the international assessment level, during the reading lesson, the student is tasked with independently composing questions based on this text for each text given in the textbook. It is possible to find out to what extent each child has mastered the given text through the questions he composes. In this way, the student's worldview, independent thinking, and figurative thinking

are developed during each lesson. During the lesson, the child learns to listen to the right or wrong opinion and draw the right conclusion based on real-life facts.

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