pISSN:2349-5707 Volume:13,Issue 3, March -2026 eISSN:2349-5715

# THE EFFECTIVENESS OF USING PROBLEM-BASED LEARNING TECHNOLOGY BASED ON PIRLS TEXTS.

**Khurramova Sanobar Makhmatmurat kizi**

Teacher of Termez State Pedagogical Institute

Phone: +99899-288-20-21

E-mail: Sanobarxurramova36@gmail. com

**Kho'shboqova Setora Chori kizi**

4rd-year student of

Temez State Pedagogical Institute

**Abstract:** This article discusses the effectiveness of using problem-based learning technology based on PIRLS texts and the level of tasks created from texts, as well as problem-based learning technologies and methods. It shows how such teaching technologies can affect the education system and the possibility of seeing their impact on children. Important aspects of organizing and conducting problem-based learning activities are also covered.

**Keywords**: PIRLS, text, Primary education, method, problem-based learning, International assessment, problem situation, innovative methods, creativity.

## INTRODUCTION

Primary education is an important stage that forms the basis of a person's entire life knowledge. During this period, students develop interest and motivation for learning, which is a key factor in the future successful educational process. The formation of motivation depends not only on the textbook or teacher's qualifications, but also on the interactivity of the educational process, the use of innovative methods, and the interestingness of the educational content. Various approaches to increasing motivation have been developed in the world's education system, one of which is the PIRLS (Progress in International Reading Literacy Study) technology. The PIRLS program was developed to assess students' literacy and attitude to reading on an international scale. In particular, the Finnish education system, through the successful application of PIRLS technology approaches, ensures that its students achieve high results on a global scale. This technology has proven its effectiveness as a tool for developing reading skills and increasing students' interest in the learning process. For example, in Finland, in primary education, educational materials and problem tasks based on real-life situations are developed for students, and the process of solving them is.

## MAIN PART

The international program PIRLS (Progress in International Reading Literacy Study) was created to assess and develop the reading literacy of students at the primary education stage. The use of problem-based learning technology based on PIRLS (Progress in International Reading Literacy Study) texts significantly increases students' critical thinking, comprehension and analysis skills. This method increases the effectiveness of education by teaching students to understand the essence of the content, analyze cause and effect, and find solutions rather than just reading. A situation in which a contradiction arises in the learning process is called a problem situation by S.L. Rubinstein. When a child encounters contradictions in the process of reading (learning), his interest in learning increases, that is, motivation appears.

pISSN:2349-5707 Volume:13,Issue 3, March -2026 eISSN:2349-5715

Problem-based learning has developed technologically. As a result, a logical form of problem-based learning has emerged, consisting of four stages:

1) posing a problem;

2) identifying ways to solve it;

3) choosing the most optimal way to solve the problem;

4) solving the problem.

Problematic education is a subjective form of expression of the need to develop scientific knowledge. It is a situation that objectively arises between knowledge and ignorance in the process of developing a new society in a problematic time. A problematic situation is a certain mental state of the child, which arises due to the awareness of a conflict in the process of completing a certain task.

The “Problem Situation” method is a method aimed at developing the skills of students to analyze the causes and consequences of problem situations, find several solutions to them, and come to the most correct conclusion. First of all, the level of complexity of the problem selected for the “Problem Situation” method should correspond to the level of knowledge of the students. When choosing “problem situations”, it is important to take into account the age and level of knowledge of the child. They must be able to find a solution to the problem posed, otherwise, when they cannot find a solution, it will lead to the students’ interest fading and loss of self-confidence. The structure of the “Problem Situation” method:

- divide into groups

- identify the causes of the problem situation

- think about the consequences of the problem situation

- develop a solution to the problem situation

- choose the right solutions

The objectives of the “International Assessment Studies PISA, PIRLS, TIMSS, EGRA and EGMA” are: - to develop the skills of future primary school teachers to teach students to read consciously;

- to develop the skills of future primary school teachers to develop students' creative abilities.

- The effectiveness of problem-based learning based on PIRLS texts is demonstrated in the following:

- Development of critical and creative thinking: Students seek answers to questions such as "why?" and "how?" by analyzing problematic situations in the text.

- Increasing the level of understanding of the text: PIRLS texts are artistic and informative, and they activate the logical thinking of the student.

- Independent Learning Skills: Through problem-based learning, students learn to justify their thinking and draw conclusions.

- Alignment with international standards: This approach is one of the most effective methods for preparing students for international assessment programs such as PIRLS.

pISSN:2349-5707 Volume:13,Issue 3, March -2026 eISSN:2349-5715

An important aspect of organizing and conducting problem-based learning activities is that the teacher must have a good understanding of both the educational and educational functions of this learning. The teacher should never give the learner a ready-made solution, but should stimulate their thinking, intellectual development, and knowledge acquisition, helping them to process in their minds the information, events, and phenomena necessary for all their activities. This educational technology, problem situations, can be used at all stages of the learning process. For example, when explaining a new topic, consolidating, and controlling knowledge.

**Conclusion**

The use of problem-based learning technology based on PIRLS texts in primary education is important in developing students' reading literacy. This method forms students' independent thinking, analytical abilities and problem-solving skills. Therefore, it is recommended to widely use problem-based learning methods when working with PIRLS texts in primary education. PIRLS texts serve as a rich source for problem-based learning, and this technology is highly effective in transforming students from passive listeners to active readers and logical thinkers.

**References:**

**1.** O‘zbekiston Respublikasi Vazirlar Mahkamasi. **Xalqaro baholash dasturlariga tayyorgarlik ko‘rish bo‘yicha metodik qo‘llanmalar**. – Toshkent, 2020.

**2.** Halilova, N. & Jabborov, Z. (2020). O‘zbekistonda boshlang‘ich sinf ta’limi va xalqaro baholash dasturlari. O‘zbekiston Ta’lim Va Ilmiy Tadqiqotlar Jurnali, 2(1), 34-49.

**3.** Eshonqulov, Q. (2020). Pedagogik texnologiyalar va boshlang‘ich ta’limda innovatsion yondashuvlar. O‘zbekiston Milliy Universiteti nashriyoti.

**4.** National Foundation for Educational Research (NFER). (2021). Ef ective ReadingStrategies in PIRLS. London: NFER Publications.

**5.** Axborotnoma №3. Tuzuvchilar: A.Ismailov va boshq. Toshkent: “Ta’lim sifatini baholash bo‘yicha xalqaro tadqiqotlarni amalga oshirish milliy markazining matbaa bo‘limi”, 2021. – 140 b.

**6.** Xalqaro tadqiqotlarda boshlang‘ich sinf o‘quvchilarining o‘qish savodxonligini baholash. Tuzuvchilar: A.Ismailov va boshq. Toshkent: “Sharq”, 2019. – 92 b.

7. Shlyaher A. “Ta’limdagi xalqaro tadqiqotlarning Yangi O‘zbekiston taraqqiyotidagi o‘rni”