

Progress in International Reading Literacy Study Reflections on Preparation for the International Assessment Program

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Abstract: This article covers the PIRLS international assessment program, the results of the 2016 study, the education system of the Russian Federation and Singapore, and the processes of preparation for the PIRLS international assessment program. Effective methods of preparing primary school students for PIRLS international assessment program are also covered.

Key words: PIRLS, international assessment program, Russian education system, Singapore education system, innovative activity, TIMSS, PISA, TALIS.

In recent years, a number of reforms have been implemented in the education system, as in all areas. In particular, the adoption of the Law "On Education" in the new version, the creation of conditions for teachers to work on themselves regularly, the benefits given to teachers working in remote areas, textbooks and educational materials The re-publishing of programs in accordance with world standards and the conditions created for students to learn are a clear proof of our opinion. Students' participation in international evaluation programs and the evaluation of their knowledge is one of the important steps taken to further improve the quality of education.

As another example of reforms in the education system, the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 997 of December 8, 2018 "On measures to organize international research in the field of education quality assessment in the public education system" possible In this decision, international assessment programs (PIRLS) - to assess the level of reading and comprehension of primary 4th grade students, (TIMSS) - to assess the level of mastery of mathematics and natural sciences of 4th and 8th grade students, (PISA) - reading of 15-year-old students , to assess the mastery level of mathematics and natural sciences, and (TALIS) - the most clear and necessary directions for studying the teaching and learning environment and the working conditions of teachers in general secondary educational institutions of leading and pedagogic personnel.

PIRLS (Progress in International Reading Literacy Study) is an international assessment system that assesses the quality of reading and comprehension levels of primary school students in different countries. This type of test is designed to be conducted once every 5 years. In order to successfully complete the PIRLS program research, the student is required to answer the tasks with independent, creative thinking [].

Preparation for the PIRLS international assessment program requires an active search for new approaches and methods for assessing the educational achievements of primary school students. This evaluation program is a process that reflects the real picture of educational achievements, educational situation, and determines the level of implementation of quality education.

In 2021, the next stage of this research was conducted. 4th grade students of the Republic of Uzbekistan also participated in this program for the first time.

50 countries of the world took part in the 2016 PIRLS international 4th grade reading comprehension tests. Each country showed different indicators from basic comprehension to perfect comprehension. On average, 4th graders from the Russian Federation and Singapore showed the highest reading performance. Also, a quarter of students in both countries have the ability to interpret, integrate, and evaluate information presented in narrative plots and relatively complex texts. A fifth of students in Hong Kong, Ireland, Finland, Poland and Northern Ireland reported proficient reading comprehension. The following table shows the results in exact numbers:

Russian Federation	581
Singapore	576
Hong Kong (SAR)	569

Ireland	567
Finland	566
Poland	565
Northern Ireland	565

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

The Russian Federation participated in all research periods of PIRLS research in 2001, 2006, 2011, 2016.

The purpose of this country's participation in PIRLS research was to get answers to a number of questions:

- How well do Russian-language primary school graduates perform compared to their peers in other countries?
- What levels of Russian reading literacy do students have?
- Do fourth graders like to read?
- How does the family contribute to the development of literacy?
- How is the process of learning to read organized in schools in our country today?
- Does the process of teaching to read in Russia have its own characteristics compared to other countries, and if so, what are its characteristics? Are the teaching methods used by our primary school teachers different from the teaching methods used by teachers in other countries?

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

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

In Russia, this study is conducted by the Center for Evaluation of the Quality of Education of the Institute of Educational Strategy Development of the Russian Academy of Education of the Ministry of Education. The research is carried out within the framework of the Federal target program for the development of education[.].

In Singapore, which has few natural resources, the value of education has always been high. The mission of Singapore's Ministry of Education is to shape the future by educating the people.

In this country, primary school education is compulsory, and children enter the 1st grade when they turn 7 years old. All elementary school students are taught according to the requirements of the national academic plan. In the lower grades of the school, special attention is paid to the teaching of English, literacy and numeracy in the mother tongue and mathematics classes.

Analysis of the PIRLS study provided Singapore with a comparative analysis and understanding of trends in English curriculum and reading skills. The findings at the national level helped the country to identify the achievements and shortcomings of students in various areas of education and to find the factors that influence them. PIRLS research data has helped to understand the study programs, students' habits, attitudes towards reading.

A number of activities have been carried out in Uzbekistan to prepare for the PIRLS international evaluation program. In particular, the National Center for the Implementation of International Research on the Evaluation of the Quality of Education was opened, trainers were appointed from primary school teachers, seminar trainings were organized for trainers at the regional and national level, and online webinars were held at the national level. At the national level, students were prepared for the international assessment program based on the texts in the PIRLS preparation exercise books in primary grades[.].

Of course, these works carried out on the scale of the republic are commendable, but we believe that this preparation should be carried out regularly and consistently during each lesson of primary school students. This shows the innovative activity and creativity of the teacher.

The search for defining the boundaries of the concept of innovative activity with the study of the structure of pedagogical activity, its innovative nature; changes and separation of the components of innovative activity, the situation of the teacher in the innovative activity, the study of the individual activity method of the teacher, the determination of the characteristics of individual pedagogical activity, the study and evaluation of the innovative activity of the teacher, the analysis of innovative processes in foreign pedagogical thought and

the separation of types of innovative models. Innovative activity is characterized by the processes of occurrence, development and implementation of innovations[.].

Based on the innovative activities of elementary school teachers, it is effective to work on texts based on questions and test tasks aimed at students' understanding and analysis of the texts in each lesson.

Email to Santa

Zamira Ibrahimova

(The story)

Today Sardar came from school with special excitement. After eating, he sat down to teach in a high mood. He took a pen in his hand and wrote the title "Winter" on the white sheet of the notebook. He stopped, not knowing what to write next.

"What should I write?" "I didn't think it would be so difficult to weave a fairy tale." He went to the window and looked out, and although it was December, he saw nothing that reminded him of winter. The earth is dry, the sky is clear, the sun is shining. "Hmm, our teacher is also interesting. If there is no snow and the children are not making snowmen, how can they weave a fairy tale about winter... Senior writers also write fairy tales after watching the snow fall. What will happen if it doesn't snow before the end of winter? - he said to himself. - They say that in the same places, the weather is warm in winter, and it does not snow. If the children there don't play in the snow and go sledding, the winter must be very boring. If only I could go there, I would text Santa on my phone and ask him to send cold weather and more snow. How happy they would be when it snowed, when children played in a snowstorm, and made a snowman..."



Sardar thought about these things and became silent. Then I thought, "Wow, I can write about these!" he said, happy with the thought that came to his mind. And he began to write often: "Once upon a time, once upon a time, there was a village in the not-so-distant past. The weather is warm there even in winter. It is not cold, there is no snow, so Santa Claus does not come there. The children really wanted to play in the snow and make Santa Claus in the cold winter. They sent an email to Santa. Santa Claus read the letters from the children to his "e-mail" and sent them a lot of snow and cold from the mountains and forests. The children were very happy. They played in the snow and sledded. They made a snowman. Everyone has reached their goal," he finished his story.

The next day, the teacher read the best stories written by the students. He paid special attention to Sardar's story and said good words. Sardar was happy with these praises, and his friend Shahzad said:

- Sardar, I saw on the Internet that it is snowing today, - he said happily.
- Great! - grandfather Sardar was even happier.

White snow fell from the sky when the children were returning from school[.].

Assignments:

1. According to Sardar, this is how great writers write a winter's tale?
 - A) playing in a snowstorm
 - B) watching the snow fall
 - C) celebrating the "New Year" holiday
 - D) when inspiration comes
2. What would the captain do if he went to a village where the weather is warm and it doesn't snow in winter?

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

4. How did Santa know what the children wanted?

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

6. How did Sardar know about the snow?

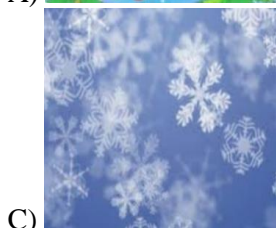
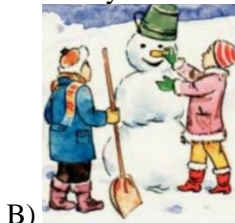
- A) from a classmate
- B) from an SMS message
- C) from the Internet
- D) from a roommate

7. When did the events in the story happen?

- A) During the winter vacation
- B) in February
- C) in January
- D) in December

8. What was Sardar's mood when he heard it was snowing?

9. What kind of scene did the children see on their way back from school?



10. Do you think that the content and title of the tale written by Sardar match? What for? What title would you give to this story if you were the captain?

In conclusion, it can be said that PIRLS international assessment program determines the place of primary school students of our country among the countries of the world in terms of reading and understanding the text, and each of us is required to approach this process responsibly.

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