



THE ROLE OF THE PIRLS INTERNATIONAL ASSESSMENT PROGRAM REQUIREMENTS IN THE METHODOLOGICAL PREPARATION OF FUTURE PRIMARY TEACHERS

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Abstract: This article discusses the improvement of methodological training of future primary school teachers and the organization of a quality educational process based on the requirements of the PIRLS international assessment program.

Keywords: students, reading literacy, factors, requirements, international assessment programs.

We live in an age of rapid digital development, in a society where education has become a leading factor in a successful career and a prosperous life. Modern education is not only a criterion for determining the knowledge and skills we have acquired, but also a value that determines our worldview and our contribution to the development of our country. Modern education is forming a new generation of professionals who are accustomed to constant changes in the world and are ready for various problems and obstacles. Such education is aimed at providing students not only with practical skills, but also with such skills as observation, creative thinking, solving complex problems, and working in a team. The International Association for the Evaluation of Educational Achievement (IEA) has been one of the leading organizations for the study and comparative analysis of the educational process for almost 65 years. This organization conducts various studies to study state policy in the field of education and its implementation in practice. These studies allow not only to study the education system and its results, but also to conduct a comparative analysis of the factors affecting the quality of education.

The introduction of international programs for assessing student learning (PIRLS, PISA, TIMSS, TALIS) in our republic has become one of the major achievements in the field of the national education system. At the same time, the tasks of participation in international studies on the quality of education were determined:

- PIRLS - assesses four comprehensive understanding processes of 4th grade students. These are: focusing and finding specific information, drawing



direct conclusions, interpreting ideas and information, harmonizing, evaluating and criticizing context and text elements.

- TIMSS - assesses the literacy of 4th and 8th grade students in natural and scientific subjects;
- TALIS - a study of the teaching and learning environment of leaders and pedagogical staff in general secondary educational institutions and the working conditions of teachers;
- PISA - an assessment of the literacy level of 15-year-old students in reading, mathematics and natural sciences.
- EGRA and EGMA assess reading and mathematics skills in primary grades.

According to the assessment results, new curricula, teaching methods and approaches were adapted to ensure good results for the youth of Uzbekistan. In order to prepare students based on the requirements of these programs, a “National Program” and textbooks based on it were created and put into practice. Primary school teachers, during their work in the educational institution, must instill in their students the essence and requirements of international programs for assessing the knowledge and potential of participants in the educational process, PIRLS, PISA, TIMSS, TALIS, and also apply the methods and techniques of working on the basis of the program. It is also important to study foreign best practices in order to improve the quality and efficiency of education and implement the requirements of international standards. An example of practical steps being taken in our republic is the establishment of cooperation with the prestigious organization of the International Association for the Evaluation of Educational Achievements (IEA). In 2021, our country participated in the PIRLS international assessment program for the first time, and the analysis of the results showed that the effective participation of students in international assessment programs in the primary education process directly depends on the methodological preparation, attention and worldview of primary school teachers.

The PIRLS international assessment program questionnaires are designed to take into account all the factors affecting the reading literacy of primary school students, and the study and analysis of the content of these questionnaires will serve to methodologically prepare higher pedagogical educational institutions for organizing education for students studying in the primary education process based on international assessment programs.

Early literacy activities that parents and family members conduct with their child before he or she starts school affect the child's acquisition of solid knowledge not only in primary school, but also throughout his or her life.



Therefore, it is important for primary school teachers to establish cooperation with families and parents in developing students' reading literacy, and to provide recommendations on organizing early literacy activities in the family, taking into account the age and individual characteristics of the child, in preparing students for the PIRLS international assessment program and developing reading literacy.

Another factor that affects students' reading literacy is the time family members spend reading and the formation of a reading culture. Because children learn more from their parents and adults than from their advice in the family.

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