BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

METHODOLOGY FOR PREPARING ELEMENTARY STUDENTS FOR THE PIRLS INTERNATIONAL ASSESSMENT PROGRAM

Erkinova Gulsanam Otabek qizi
Termez University of Economics and Service
Student of the direction "Primary Education"
Phone :+ 998953120601 e-mail: erkinovagulsanam20@gmail.com

Abstract: This article discusses the theoretical foundations and methodological approaches to preparing primary school students for the PIRLS international assessment program. The purpose, content of the PIRLS study and its significance in assessing students' reading literacy are analyzed, and important aspects of organizing the educational process in accordance with international assessment criteria are revealed. Also, methods and techniques that serve to develop students' competencies in understanding the text, analyzing information, drawing conclusions, critical thinking, and expressing a personal attitude to the read text are described. The article discusses interactive methods, strategies for working with text, a competency-based approach, and didactic opportunities for using modern pedagogical technologies in the primary education process.

Keywords: PIRLS, reading literacy, international assessment program, primary education, working with text, functional literacy, competency-based approach, critical thinking, interactive methods, quality of education.

Introduction. Today, assessing the quality of education based on international criteria and developing students' functional literacy have become one of the priorities of the world's education system. In the context of globalization, modern society requires the training of individuals who not only have theoretical knowledge, but also can apply their knowledge in various life situations, think independently, analyze information and draw sound conclusions. Therefore, programs that assess the quality of education at the international level, including PIRLS, are recognized as an important tool in determining the effectiveness of the education system.

The Program for International Progress in Literacy in Primary Education (PIRLS) is an international study that assesses the reading literacy of primary school students. It assesses students' skills in understanding text, analyzing information, making inferences, interpreting ideas in text , and expressing reactions to text. This assessment program is conducted every five years by the International Association for the Evaluation of Educational Achievement and involves many countries around the world. The PIRLS results provide important analytical information on the quality of primary education in countries, the level of development of reading literacy, and the improvement of education policies [4].

Last in years In Uzbekistan also education system international standards based on improvement , international assessment in programs successful participation to grow and of the students functional literacy develop according to wide extensive reforms done Updating the content of primary education based on a competency - based approach, improving methodologies aimed at developing reading literacy, and integrating international assessment criteria into the educational process are among the important areas of these reforms.

At the same time, improving the methodology for preparing primary school students for the PIRLS international assessment program, systematically applying strategies for working with text, developing tasks that serve to develop critical and logical thinking in the reading process, and

effectively implementing modern pedagogical technologies in the lesson process remain one of the urgent methodological issues. Aligning the content of reading lessons with the PIRLS assessment criteria will not only improve students' results in international assessment programs, but also develop their life competencies [5].

The purpose of this article is to highlight the theoretical foundations of preparing primary school students for the PIRLS international assessment program, analyze methodological approaches aimed at developing reading literacy, and describe effective methods and techniques that can be used in the educational process .

Analysis of relevant literature. The development of reading literacy in primary education and its assessment based on international criteria is one of the current scientific areas in the field of pedagogy. In particular, the international assessment program PIRLS is aimed at determining the level of students' understanding of the text, their skills in analyzing, interpreting and evaluating the information read , and scientific research conducted in this area serves as an important scientific basis for improving educational methods.

The theoretical and methodological foundations of the PIRLS study were developed under the leadership of Ina V. S. Mullis and Michael O. Martin. In their scientific work, reading literacy is interpreted as the ability of a student not only to read a text, but also to understand its content, analyze information, draw conclusions based on the text, and apply the information read in different situations [2]. They distinguish two main goals of reading in the PIRLS assessment system - gaining artistic experience and obtaining and using information.

A. Campbell and other researchers emphasize the important role of the educational environment, the culture of reading in the family, the methodological skills of the teacher, and the teaching strategies used in the lesson in developing students' reading literacy. In their opinion, the use of interactive methods of working with the text increases students' interest in reading and contributes to a deeper understanding of the text.

The methodological recommendations published by the International Association for the Evaluation of Educational Achievement recognize that teaching students to find information in a text, analyze evidence, identify the author's idea, interpret the content of the text, and justify their opinion is an important pedagogical task in the process of developing reading literacy. Therefore, PIRLS tasks are aimed at assessing students' higher-level thinking skills, not reproductive knowledge [4].

Uzbek scientists have also conducted a number of scientific studies on the development of reading literacy in primary education, the introduction of a competency-based approach, and preparation for international assessment programs. In particular, J. G. Yuldoshev and SA Usmanov emphasizes that the effective implementation of pedagogical technologies in the educational process is an important factor in developing students' independent thinking, creative activity, and skills in applying knowledge in practical situations. In their opinion, modern pedagogical technologies serve to increase the effectiveness of education by turning the student into an active participant in the educational process [6].

O.Q. Tolipov and M. Usmanbayeva notes that in lessons organized on the basis of a competency-based approach, students need to develop their skills of applying knowledge in practice, analyzing it, and drawing independent conclusions, along with mastering it. According to the scientific views of scientists, improving the content of education in accordance with the requirements of international assessment programs is one of the important conditions for developing students' functional literacy [7].

Furthermore, the National Curriculum developed by the Ministry of Preschool and School Education of the Republic of Uzbekistan, together with the regulatory and methodological documents for primary education, emphasizes the development of students' reading literacy, the application of effective text comprehension strategies, the cultivation of critical thinking, and the acquisition of competencies that meet the requirements of international assessment programs as key priorities of primary education [1]. These documents serve as an important scientific and practical resource for improving the methodological foundations of preparing primary school students for the PIRLS international assessment program.

Methodology. In this article, a comprehensive analysis of scientific sources on pedagogy, educational methodology, and international assessment systems was conducted in order to shed light on the theoretical and methodological foundations of preparing primary school students for the PIRLS international assessment program. In the process of preparing the article , based on a systematic approach, the content of the PIRLS study, modern requirements for the development of reading literacy, and effective methodological approaches that can be used in the primary education process were studied.

The article uses the method of theoretical analysis to analyze methodological materials developed by the IEA for the PIRLS international assessment program, international scientific literature, as well as local scientific sources dedicated to reading literacy and competency-based education. Through these analyses , methodological approaches that serve to develop students' text comprehension, information search, analysis, interpretation , and evaluation competencies were summarized.

Based on the comparative analysis method, the content of the PIRLS assessment system was compared with the current primary education curriculum and the goals and objectives of reading lessons. As a result, opportunities for ensuring harmony between international assessment criteria and national educational content, as well as didactic approaches that serve to develop reading literacy, were systematized.

Also, using the scientific generalization method, methodological principles for preparing primary school students for the PIRLS international assessment program were developed. These principles are based on the gradual development of reading literacy, the use of strategies for working with text, supporting critical and logical thinking, the effective use of interactive methods, and stimulating independent learning activities of students.

The article, using the descriptive analysis method, covers the structure of PIRLS tasks, text types, assessment criteria, and methodological features of organizing lessons in accordance with them. It also presents recommendations on the teacher's methodological activities in preparing students for the international assessment program, planning the educational process, selecting tasks , and applying assessment criteria.

As a result of the analysis, it was considered appropriate to organize the methodology for preparing primary school students for the PIRLS international assessment program based on the following basic principles: consistent development of reading literacy, use of modern strategies for working with text, stimulation of students' critical and logical thinking, application of interactive teaching methods, integration of a competency-based approach into the educational process, and adaptation of international assessment criteria to the content of the lesson. These methodological principles are considered important factors in improving the quality of primary education and ensuring the success of students in the PIRLS international assessment program.

Results and analysis. The process of preparing primary school students for the PIRLS international assessment program should not be limited to teaching them to complete test tasks.

This process requires a continuous methodological system aimed at the comprehensive development of reading literacy in students, the formation of strategies for working with text, and the development of independent and critical thinking competencies. In this regard , it is advisable to carry out preparation for the PIRLS program by improving the content, methods , and assessment criteria of reading lessons based on international requirements.

The methodology for preparing primary school students for the PIRLS international assessment program can be organized based on the following stages.

The first stage is the formation of interest in reading. At this stage, the main task is to develop a reading culture in students, increase interest in reading fiction and popular science literature, and form the habit of independent reading. The teacher strengthens students' motivation to read by selecting age-appropriate texts, using expressive reading, conversation , and discussion methods.

The second stage is the formation of strategies for understanding the text. At this stage, students are guided to understand the content of the text, distinguish between main and secondary ideas, determine the sequence of events, and understand the cause-and-effect relationships in the text. The use of interactive methods such as "Brainstorming", "Insert", "Cluster", "BBB" tables helps to understand the text in depth.

The third stage is analyzing and interpreting information. At this stage, students analyze the information in the text, evaluate the actions of the characters, determine the author's main idea, and relate the content of the text to their personal experience. Open-ended questions, problem-based tasks , and tasks that require logical thinking develop students' analytical thinking.

The fourth stage is drawing conclusions and justifying opinions based on the text. One of the important aspects of PIRLS tasks is that the student can justify his opinion with evidence . Therefore, it is advisable to organize discussions in the lessons based on questions such as "Why?", "How can we draw conclusions?", "What did the author mean?" This method develops students' critical thinking and speech culture.

The fifth stage is working with tasks in the PIRLS format. At the final stage of preparation, students are taught to complete tasks in accordance with the international assessment program. In this case, it is recommended to use tasks requiring short and extended answers , along with multiple-choice tests . When assessing tasks, the correctness of the answer is taken into account, as well as the level of justification of the student's opinion.

In the process of preparing for the PIRLS program, it is important to organize lessons based on interactive methods. Role-playing games, small group work, discussions, methods such as "Fish skeleton", "Venn diagram", "Sinquain", "Concept map" develop students' skills in text analysis, exchange of ideas and independent conclusion. These methods teach students not only to find the right answer, but also to logically justify their opinion.

Furthermore, creating a learning environment that aligns with the requirements of PIRLS requires the effective integration of digital educational resources, electronic libraries, interactive learning platforms, and multimedia tools into the teaching and learning process. Modern information technologies increase students' interest in reading, expand the possibilities of working with texts of various contents, and serve to organize individual education.

In general, the methodology for preparing primary school students for the PIRLS international assessment program involves the consistent development of reading literacy, the use of effective strategies for working with text, the support of critical and logical thinking, and the organization of the educational process based on a competency-based approach. This methodological approach, along with the formation of students' competencies in accordance with international assessment

criteria, also serves to develop their skills for independent learning, information analysis , and informed decision-making.

Conclusions and recommendations. Preparing primary school students for the PIRLS international assessment program is one of the important directions of the modern education system, which serves to develop students' reading literacy, improve their skills in working with text, and form competencies in accordance with international assessment criteria. An analysis of the content of the PIRLS program and assessment criteria shows that the process of preparing students for this assessment is inextricably linked not only with teaching them to complete test tasks, but also with the consistent development of their skills in understanding the text, analyzing information, drawing conclusions, and expressing their opinions with justification.

The scientific sources and methodological approaches analyzed in the article indicate the need for effective use of educational technologies aimed at developing reading literacy in the primary education process. In particular, interactive methods, strategies for working with text, problem situations, communicative tasks , and a competency-based approach are important methodological tools for activating students' reading activities and developing their independent thinking.

To effectively organize preparation for the PIRLS international assessment program, it is advisable to implement the following methodological recommendations:

- aligning the content of reading lessons with the PIRLS assessment criteria;
- making regular work with artistic and informational texts an integral part of the educational process;
- increase the proportion of tasks focused on understanding, analyzing, and evaluating the text;
- extensive use of interactive methods that develop students' critical thinking and logical reasoning skills;
- Regularly improve teachers' methodological competencies in the PIRLS assessment system;
- supporting students' independent learning activities through the use of e- learning resources and digital platforms.

Moreover, enhancing methodological guidelines and instructional materials for developing reading literacy in primary education in line with the requirements of international assessment programs, providing teachers with practical seminars and professional training, and strengthening collaboration among schools, families, and libraries are essential for improving students' reading literacy and ensuring effective preparation for international assessments.

In general, the systematic introduction of the methodology for preparing primary school students for the PIRLS international assessment program into the educational process is one of the important pedagogical factors that serves to develop reading literacy, improve the quality of education , and improve Uzbekistan's results in international assessment programs.

References:

1. O‘zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi. (2022). Umumiy o'rta ta'limning Milliy o'quv dasturi (Boshlang'ich ta'lim). Toshkent.
2. Mullis, I. V. S., & Martin, M. O. (2023). PIRLS 2021 International Results in Reading. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
3. Mullis, I. V. S., Martin, M. O., Foy, P., & Drucker, K. T. (2023). PIRLS 2021 Assessment Frameworks. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

4. International Association for the Evaluation of Educational Achievement (IEA). (2021). PIRLS 2021 Assessment Frameworks. Amsterdam: IEA.
5. OECD. (2023). PISA 2022 Results (Volume I): The State of Learning and Equity in Education. Paris: OECD Publishing.
6. Yuldoshev, J. G', & Usmonov, SA (2021). Pedagogical technologies: Theory and practice. Tashkent: Teacher.
7. Tolipov, O. Q., & Usmonboyeva, M. (2019). Applied foundations of pedagogical technologies. Tashkent: Science and technology.