



PIRLS INTERNATIONAL ASSESSMENT PROGRAM AND ITS IMPORTANCE

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Annotation

by today's fast-paced era, the globalization process in any field is becoming one of the most important factors in the life of society. Developed countries consider the place of youth education in the development of society and Human Development important. Therefore, they also pay special attention to the quality of Education. In particular, the signing of an agreement on the participation of Uzbekistan in the research of PISA and PIRLS will pave the way for a radical reform of the educational system of the Republic of Uzbekistan and will contribute to the development of intellectual activity of the younger generation, their competence and creativity in education. In the course of reading the article below, you can learn more about one of these assessment programs –PIRLS.

Keywords: PIRLS International Assessment Program, the process of its organization, evaluation criteria, requirements, the importance of the program.

PIRLS (Progress in International Reading literature Study) is an international assessment system for the quality of text reading and understanding levels of 4th grade students in different countries. Pirls international studies have traditionally been conducted in 2001, 2006, 2011, 2016, and 2021 is the fifth periodicity of the study. The PIRLS program, which is held every five years, evaluates the reading comprehension skills of students in Grade 4 at the international level. This program is aimed at complementing the TIMSS program, which assesses the level of knowledge of 4th grade students in mathematics and Natural Sciences, and is managed in close cooperation with the offices of the International Center of Crocodile and PIROLS at Boston College, IEA (International Association for the evolution of Educational Achievement) in Hamburg and Amsterdam. The assessment of the achievements of students by this time is carried out, of course, not from all students, but by conducting objective tests from selected talented students. Also, surveys of school directors, teachers, students, even parents are carried out, collecting valuable information on factors that affect the quality of Education. For example, in order to study and analyze the factors affecting the quality of education in the course of the study, it is possible to conduct a student survey, through the results of which information about the participant, educational resources in the family, the student's attitude to school, teacher, academic subject, interaction between students, self-assessment in academic subjects, to have valuableAnd the teacher questionnaire contains information about teachers, equipment of the school, safety, school environment, the method of training includes issues of professional development. In addition, the parents ' questionnaire reflects questions about information about parents, educational



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resources in the family, preparation of a child for school, knowledge and skills before admission to school, the attitude of parents to school and study, and the answers are studied.

And through the school administration questionnaire, the capacity and capabilities of the school, its location, equipment, educational resource base, the organization of the educational process at the school, the school environment are studied and analyzed in depth. PIRLS international research-which determines to what extent primary school students have developed reading comprehension skills, allowing for international comparison, it is a major international assessment program that provides a series of analyzes that can serve public policy in the field of education in improving reading and teaching. Currently, according to PIRLS's definition, reading literacy is also the ability to understand and use written language forms required by society and valued by man, as well as the ability to form meaning from texts in various forms. Within the framework of the study, the main attention is paid to the manifestation of skills in how to apply the information mastered from the manifestation of understanding in new projects and situations. The following criteria are defined for the texts used in the PIRLS study: text length: up to 1,000 words, however, 400-500 words are defined for countries with a low level of Reading Literacy. Subject: 1) literary texts have a main theme, it is summarized by the reader in addition to the text given. 2) texts consisting of information should illuminate a topic that is not taken from educational materials. Language: parts are translated into more than 40 languages, so it is important that the translation is convenient. Clear expressive words of depiction, such as metaphor or epithet, are chosen. No colloquial lexicon or jargon is used. Excessive technical means are not used. Content: the content of the text should correspond to the age characteristics of students aged 9-10 years. Exclusion from topics that are very specific to certain cultures is one of the main research requirements. The text should be interesting and enjoyable for schoolchildren of this age, as well as about a well-written and not very familiar topic. Connotation and sequence: it is important to follow the logical structure of the plot. To ensure the same use of simple and complex sentences in the text, if dialogue prevails, it will be necessary to combine information and add complex sentences. And in informational text, it is imperative to observe the structure of the text and the logical sequence of information in relation to visual elements such as headings, tables, graphs. The reader is an active participant in this process, during his participation in which he creates a new meaning from the text, observes Over the text and consciously applies effective reading strategies. Each type of text helps the reader interpret the text, following the usual form and rules. Any text can have different shapes. These include traditional books, magazines, documents, and newspapers, as well as Digital-looking written forms. These processes, which are carried out on the basis of this program, must be carried out directly with the sciences and in an interdisciplinary way. In particular, PIRLS-in the assessment of classroom and extracurricular learning of Primary School students, two comprehensive goals are aimed at "gaining artistic experience", "obtaining and using information". In turn, each of these objectives combines four broad understanding processes: *focus and find clearly stated information; *draw direct conclusions; *evaluate and criticize content and text elements; *interpret and harmonize ideas and information. All responsibility for the organization of international research is assigned to Boston College at Chestnut Hill (Maccachucetc, USA). And the preparation of assignments for research is



carried out at the data center in Germany (Hamburg). The participation of the Republic of Uzbekistan in the PIRLS study, together with improving the quality of education, strengthening the prestige of the country at the international level, serves to bring the knowledge of students to the level of international requirements. It is known that the president has set a number of priority tasks in preparation for these studies in our country. In particular, in the concept of development of the public education system of the Republic of Uzbekistan until 2030, the rating of the International Student Assessment Program "PISA" (The program for International Student Assessment) provides for the inclusion of Uzbekistan in the first 70 countries in 2021, 60 in 2025 and, by 2030, among the first 30 advanced countries.

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