

Opportunities To Achieve Effective Results In International Research By Working On Text In Primary School Reading Lessons.

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Abstract: This article covers general secondary schools and elementary schools on the preparation of students for the PIRLS international assessment system information is provided. It also outlines the steps that need to be taken.

Keywords: PIRLS, story, teacher, student, literacy, test, parent, exercise book.

For the first time, 4th grade students from about 70 countries will take part in the PIRLS international assessment program in 2021. The surveys were conducted in 2001, 2006, 2011, 2016, and 2021 is the fifth periodicity of the survey. The PIRLS program, held every five years, assesses the reading comprehension skills of 4th graders at an international level. The program is aimed at completing the TIMSS program, which assesses the level of knowledge of 4th grade students in mathematics and science, and is managed in close cooperation with the TIMSS and PIRLS International Center at Boston College and IEA offices in Hamburg and Amsterdam. Assessment of student achievement is done by conducting objective tests not from all students, but from students selected as representatives of this layer. Surveys of school principals, teachers, students, and even parents are conducted to gather valuable information on factors that affect the quality of education. The PIRLS international study provides an international comparison of data on the level of development of reading comprehension skills of primary school students, which can serve as a public policy in the field of education in improving reading and teaching. is a major international evaluation program that provides analytics. At present, according to the PIRLS definition, reading literacy is the ability to understand and use written language forms that are required and appreciated by society, as well as the ability to generate meaning in different forms from texts. The focus of the research is on demonstrating the ability to apply learned information in new projects and situations, rather than demonstrating understanding. The reader is an active participant in the process, creating meaning, observing over the text, and consciously selecting and applying effective reading strategies. Each type of text helps the reader to interpret the text by following the usual form and rules. Any text can have a different shape. These include traditional books, magazines, documents, and newspapers, as well as digitally written forms. PIRLS focuses on two broad goals in assessing the in-class and out-of-class learning of primary school students: 'gaining artistic experience' and 'obtaining and using information'. In turn, each of these goals combines four broad understanding processes.

These are:

focus and find clearly displayed information;

draw direct conclusions;

evaluate and critique content and text elements;

interpretation and harmonization of ideas and information.

Depending on the complexity of the texts in the study, the average is 500 to 800 words, 400-500 words for countries with low reading literacy, and about 1000 words in ePIRLS. Content of the text Suitable for 9-10 year olds, it avoids topics that are very specific to some cultures, as well as interesting and less familiar to the reader.

high) - Students are able to master the text as a whole and at the same time understand its individual parts in relation to each other. Can rely on the text to justify his / her opinion in interpreting the author's idea. High level (550 points) - Students understand the important messages of the text, draw conclusions based on the text, evaluate both the content and form of the text, some of it can focus on language features. Intermediate level (475 points) - Students are able to find information in the text, using some features of the text form and language, draw their own conclusions based on the text. Low level (400 points) - Students are clearly given and limited in the text

How well do primary school graduates in Uzbekistan study compared to their peers in other countries? What is the level of reading literacy of students in Uzbekistan? Is reading a hobby for 4th graders? How does the family contribute to the development of literacy? How is the process of teaching reading organized in our country today? Is the process of teaching reading in Uzbekistan unique to other countries, and if so, what is it? Are the methods used by our primary school teachers different from the methods used by teachers in other countries?

basic issues such as The study also conducts questionnaires to study and analyze the factors affecting the quality of education. In particular, information about the participant through the student survey, educational resources in the family, attitude to school, teacher, subject, relationship between students, Teachers' questionnaire includes information about teachers, school equipment, safety, school environment, teaching methods, professional development. Information about parents, educational resources in the family, preparation of the child for school, pre-school skills and abilities, the attitude of parents to school and study in the survey of parents The school capacity, location, equipment, educational resources, organization of the educational process in the school, the school environment are studied and analyzed through a survey of school administration. According to the results of the study in 2016, 50 within the country, Russia, Singapore, Hong Kong, Ireland c a Finnish countries reported high results, among which Russian and Singaporean students showed the highest results in reading and comprehension of the text. Russian primary school students also led the world in this criterion. High reading literacy rates in these countries are due to the following factors: the availability of books and digital devices at home, intelligent parents and their love of books, the fact that the child learned to read and write before going to school, and High enrollment in preschool education. The participation of the Republic of Uzbekistan in the PIRLS study serves to improve the quality of education, strengthen the country's image at the international level, as well as to bring students' knowledge to international standards. Uzbekistan will participate in the PIRLS-2021 evaluation system. This was reported to Khabar.uz by the press service of the State Inspectorate for Quality Control in Education under the Cabinet of Ministers. Andrea Netton, Director of the International Association for the Evaluation of Educational Achievement (IEA) in Amsterdam, held the first official meeting on January 25 on Uzbekistan's participation in the PIRLS-2021 assessment system. The State Inspectorate for Quality Control in Education under the Cabinet of Ministers of the Republic of Uzbekistan has reached an agreement with the OECD to participate in international assessment studies PISA-2021. PIRLS (Progress in International Reading Literacy Study an increase in winter literacy studies) is a starting point in different countries is an international assessment system that assesses the quality of text reading and comprehension levels of students in the classroom. This type of test is designed to be conducted every 5 years, and according to the results of its latest research in 2016, the Russian Federation is the leader. is an international partner of national research institutes, research agencies, scientists and analysts working to understand and improve. The network of non-profit and independent organizations includes more than 60 countries and more than 100 educational institutions. Since 1958, the IEA has distinguished itself from other international organizations by developing measures and recommendations to address gaps in the education system in the assessment of students' literacy in mathematics, science, and reading ability. At the meeting, the initiative of Uzbekistan's participation in the research of the PIRLS program for 2021 was met with great applause by the IEA, and it was noted that the organization will provide all necessary assistance and recommendations. The meeting also discussed in detail the organizational issues related to participation in PIRLS-2021 research, ie the conditions of participation, the stages of research, guidelines for the effective organization of research and many other tasks. The process of globalization is gaining momentum in all spheres of society, which in turn leads to the development of science and technology,

high economic growth and further deepening the integration process in education.

The quality of education, its competence, the training of competitive professionals as an important factor in the socio-economic development of the country have become important features of the globalization era. Countries around the world have focused on the quality of education, recognizing the important role of education in the development of society and human development. At the same time, the concept of quality in education is seen as a global phenomenon. International assessment courses in the field of education PIRLS, TIMSS, PISA, TALIS, PIAAC, ICCS, SITES, IALS, ALL have been implemented in the countries of international organizations. In the context of modern globalization and growing international competition remains dependent on the level of knowledge of the younger generation. To this end, the Republic of Uzbekistan is carrying out systemic reforms in the field of education in order to create the necessary conditions for the younger generation to acquire knowledge and skills of the XXI century. On the basis of the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018 "On measures to organize international research in the field of quality assessment in education" the quality of education under the Cabinet of Ministers The National Center for International Research on Quality Assessment in Education has been established under the State Inspectorate for Supervision. It is obvious that a new system of assessing the quality of education is being formed in our country. At present, cooperation is being developed with international organizations to improve the system of appropriate national assessment that meets modern requirements. In particular, on November 12, 2018, the Organization for International Cooperation and Development signed an agreement on participation in the International Student Assessment Program (PISA). Adherence to international assessment trends will increase the intellectual activity of the younger generation, contribute to the development of their competence and creativity in education. The above international assessment programs are aimed at developing similar abilities of students. Below we learn about these evaluation programs.

PIRLS (Progress in International Reading Literacy Study) is an international comparative assessment measure that assesses the reading and comprehension levels of 4th grade students.

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