



The Role of the Pirls International Assessment Program in Improving the Quality-Effectiveness of Primary Education

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Abstract: The article describes the PIRLS international assessment program, recommendations on the specific features of preparing primary school students for the PIRLS international assessment program. The PIRLS 2021 international evaluation program tests are conducted and their analysis is presented. Preparation processes for the next PIRLS international assessment program, tasks to be performed, tasks encountered in program tests and methodical instructions for their fulfillment by students are presented. In order to evaluate the level of reading and understanding of the text of primary school students, the methodology of selecting stories, developing tasks related to the story, and strengthening the content of the story based on these tasks is presented.

Keywords: international assessment program, PIRLS, TIMSS, PISA, TALIS, reading literacy, comprehension levels, assessment system.

Introduction. In order to determine the level of educational efficiency of our country, the level of knowledge of students, the breadth of worldview, logical and critical thinking skills, as well as the levels of reading and understanding the text, whether the environment created for education at school and family is positive or negative. Participates in international assessment programs such as PISA, PIRLS, TIMSS. These international evaluation programs conducted by the International Association for the Evaluation of Educational Achievements (IEA) determine the place of our country among the countries participating in these programs. In 2021, Uzbekistan participated in the PIRLS international assessment program for the first time.

The Decree of the President of the Republic of Uzbekistan dated September 5, 2018 "On additional measures to improve the public education management system" No. PF-5538 introduced effective mechanisms for the management of the public education system. It is noted that education is considered the most important condition for raising the spiritual, moral and intellectual development of the growing young generation to a new level in terms of quality, as well as helping to use innovative forms and methods of education in the educational process. the task of organizing the participation of students of general education institutions in international programs and studies on the assessment of students' knowledge level (PISA, TIMSS, PIRLS, etc.) [1].

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 - for 15-year-old students of reading, mathematics and natural sciences. to assess the level of mastery and TALIS - the most



clear and necessary directions for studying the environment of teaching and learning in general secondary educational institutions and the working conditions of teachers are indicated[2].

Materials and Methods

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 respond to assignments with independent, creative thinking [5].

Research on international assessment programs was conducted by J.R. from foreign scientists. Wineburg, S., McGrew, S., Breakstone, J., Ortega, T., Campbell, D.L. Kelly, I.V.S. Mullis, M. O. Martin, M. Sainsbury, A. M. Kennedy, P. Foy, A. Arora, H. Wendt, A. Walzebug, W. Bos, D. S. Smith, A. Bremerich-Vos, S. Goh, C. Prendergast, T. Loveless, L. Yin, A. Taboada, S.M. Tonks, A. Wigfield, J.T. Guthrie, J. Coiro, C. Kennedy and others in the researches of G.S. Kovalevoy, L.A. Ryabininoy, T. Yu. Chabans in the CIS countries, A. Ismailov in our Republic, Conducted by Q. Karimberdiev, Z. Islamova.

While foreign scientists conduct scientific research in this field, PIRLS international research aims to reflect on written texts and other types of information in order to achieve the goals set for the individual and society, such an approach is more evident in today's society. , who expressed the opinion that society requires the student to have the ability to use the information obtained through reading[8].

Methods of classification, description, comparison, complex and functional analysis were used to clarify the research topic.

Results and Discussion

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.

In 2021, 60 countries of the world participated in the study conducted under the PIRLS international assessment program. The PIRLS study conducts a comparative analysis of the reading literacy of 4th graders around the world. About 6,000 students from 180 schools and their parents, school principals and class leaders participated in the PIRLS-2021 survey. As part of the research, it is necessary to participate in questionnaires aimed at determining the environment in the educational process along with completing tasks aimed at determining the level of reading, understanding, drawing conclusions, and connecting ideas and thoughts in the texts of the 4th grade students. will be done.

Also, parents participated in a questionnaire about the factors affecting the quality of education, the environment of the student's home and their relationship with the educational institution. The schools and students participating in the study were selected based on the principle of randomness in cooperation with the International Association for the Assessment of Educational Achievement. In this competition, the language of instruction, the number of students and the criteria of seniority according to their age were also taken into account. Researches were conducted in Uzbek, Russian and Karakalpak languages.



Uzbekistan's participation in this research serves to improve the quality of education, strengthen the country's reputation at the international level, and bring the students' knowledge to the level of international requirements.

A total of 18 new texts and item sets, as well as 2 new ePIRLS tasks, have been developed, taking into account the 12 texts and 2 ePIRLS tasks required for the PIRLS 2021 test.

Identifying appropriate texts for PIRLS and ePIRLS is important because students use text not only for reading purposes, but also to create meaning in different ways depending on the difficulty of the text and their prior knowledge. To reflect the goal of approximating authentic reading experiences in the assessment, the texts included in the PIRLS should be specific to the texts read by students in their everyday experiences, whether presented digitally, online, or in print.

All texts proposed for use in the PIRLS 2021 study were extensively reviewed by the Study Development Group (RDG) and the National Research Coordinators (NRCs) of the participating countries. In particular, great effort has been made to ensure that texts and websites have the following features:

1. Accuracy and consistency
2. Specific to countries and cultures
3. Interesting for a wide range of students
4. Validity for assessing the full spectrum of comprehension processes.

The availability of assessment resources places some restrictions on the length of the texts, as students need time to read and understand the passage in its entirety, and to answer the questions. Corresponding to the PIRLS difficulty range, literary and informational texts were generally defined as averaging between 500 and 800 words in length[6].

Table 1 Descriptions of the PIRLS 2021 Assessment Texts:

	Literary Texts	Informational Texts
Difficult	Shiny Straw – This animal story demonstrates heroism and the consequences of a reckless attitude.	Where’s the Honey? – This passage describes the relationship between the honeyguide bird and the Boran people in Africa using a combination of explanation, photographs, and graphic displays.
	Oliver and the Griffin* – In this fantasy story, a boy named Oliver meets an old griffin in a garden and decides to help him.	Icelandic Horses* – This article describes the history and characteristics of Icelandic horses as they developed along with the people who lived near them.
	Ink Drinker* – In this fantasy story, a boy encounters a strange customer in his father’s bookstore and as a result has an exciting adventure and learns the joy of reading.	The World’s Bank for Seeds* – This article describes the world’s largest and most secure seed bank located in Svalbard, Norway, and why it is important.
	The Empty Pot – This traditional tale set in China has a moral message about the importance of honesty.	Sharks – This article presents information about sharks in a variety of formats, using subheadings, a labeled diagram, and photographs.
	Ostrich and The Hat* – In this tale about a father and daughter in Botswana,	Marie Curie Prize-Winning Scientist* – This biographical text describes Marie



Medium	the father tells his daughter a story about a time he encountered danger and how his hat saved his life.	Curie's life, her contributions to scientific research, and why she was a role model for other women.
	Pemba Sherpa* – This modern tale set in the Himalayan Mountains tells the story of a young girl determined to be a sherpa.	How Did We Learn to Fly?* – This historical text explains how the modern airplane was developed.
Easy	Learning a New Language – This modern story is about a young girl who struggles to learn to read in the language of her new country.	The Amazing Octopus – This article explains the natural habitat and behavior of octopuses, their life in aquariums, and the amazing things they do.
	The Summer My Father Was Ten* – In this thought-provoking story with a realistic contemporary setting, a boy is allowed to make amends for his thoughtless behavior.	Training a Deaf Polar Bear* – This passage describes how zookeepers worked with a polar bear that was found to be deaf.
	Library Mouse* – This story is about a mouse who lives in the library and inspires young children to be authors.	Hungry Plant* – This scientific text describes the Venus Flytrap plant and explains how it captures insects for food.

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. On the republican level, students were prepared for the international assessment program based on the texts in the PIRLS preparation exercise books in primary grades [3,4].

Based on the innovative activities of elementary school teachers, it is effective to work on texts on the basis of questions and test tasks aimed at students' understanding and analysis of the text in each lesson. Here are some recommended stories for elementary school students:

The story. The tree of compassion. Olloyor Begali. Whether there is or not, whether it is open or full, the sky is cloudy, the earth is generous and blessed. Once upon a time, a mother and child lived in an unnamed place. Sometimes they make ends meet, sometimes not enough. This boy, who is a man of his mother, became a big man month after month, year after year.

- Alas, my child, - one day his mother said to him, - you are no longer a child. You have become a big boy. Dusting the street and walking barefoot - shame on you now. Ma, take my jewelry and take it to the market and sell it. Buy a pair of boots with the money and something to eat with the rest.

The barefoot young man wrapped the necklace around his waist and tucked it under his arm, listening to his mother's words and running to the market. The guy is kind-hearted. The worries of this world have not overshadowed his youthful heart. ... After selling the zebigardon and playing with the four or five white coins that fell into his hands, he went to the boot rack and noticed an old woman who was holding a poplar sapling in her hand. The old woman could not ignore the fact that she looked like her mother. The old woman would offer a poplar seedling to the passers-by and say: "Good people, take care of my seedling, I won't ask for much money in return." Many: "You are crazy, who cares about you? Poplars are growing all over the place," they said as they jerked him. The poor old woman was not upset by this and held her seedlings to new passers-by.



After observing this situation of the old woman for a while, the young man took pity and approached her.

- "Hey, my child, take this plant," said the poor old woman. - I'm dizzy from hunger, and my breath is drying up.

The young man didn't bargain, he gave all the money he had to the old woman and bought the seedling. People who saw this laughed heartily at the pitiful and foolish young man.

Now hear from the boy's mother. After sending his son to the market, he rolled up his sleeves to cook something for lunch. However, all the containers are empty. There is no flour in the bag, there is grain in the bag... "We will be as long as we are clean," he said, pinning all his hopes on his son's marketability. Going out into the street, Iloya walked eagerly, hoping that my son would not encounter any scumbags. When Kun came to Choshgoh, the boy was seen at the beginning of the road. Yes! He has no boots on his feet. And in his hand is not food, but some kind of club. The mother, who was in a hurry, greeted him with a shout that maybe my son had met a gang of thieves, had taken everything, and broke a branch of a tree to fight them.

No, his son did not meet any sons. He bought this "beat" - a poplar seedling with all his money.

- Wow, stupid! - the mother is now forcing herself to cry. - Couldn't you get boots for your feet, flour and grain to eat?
- Yes, it's okay, - said the mother, who was overcome with tears, - let's plant your sapling well. At least let's make it clear. Puli ate burnt pepper, after all!

After that, mother and child plant a poplar tree in the middle of the yard, pour water under it, and go to sleep hungry.

In the morning, the young man went out into the yard and froze in place. The saplings that were planted in the middle of the yard yesterday have already sprouted leaves and are taller than a person. The most surprising thing is that a pair of expensive boots and bags with something are hanging on the branches. When the boy was stuck not knowing what to do, his mother left the house and went to the poplar tree where she washed her face while taking the clothes on her way. Since he was not yet sleepy, he started washing his face, unaware of these changes in the poplar sprout. At that moment, the "fruits" hanging on the poplar branches fell on the old woman's head. The old woman, clutching her head, fell to one side and the other side.

Only then, the dazed boy came to his senses, ran to his mother, and raised her up.

- Alas, my child, even though you are a big boy, you have no more childhood fun! - said the mother. - Why did you buy so many things and hide them?!
- Well, I must have hidden these things. But what do you say that the sapling we planted just yesterday turned into such a tree overnight? Look, the surrounding trees are now budding.
- Yes?! - The old woman was also surprised.

Are you surprised by this too? I was also very surprised when I first heard about it. I even tried to find that tree of the compassionate young man. After all, I have a lot of things to ask from that poplar: interesting books, strange toys, housing, and even, sorry, beautiful and ripe hats...

However, as mentioned above, these events took place in the past, in unknown places. I think that before we can find the tree of mercy, we have to find the time of peace. Then it will not be so difficult to find the side without a name[9].



Assignments:

1. Why did the young man buy the caper sapling without bargaining?

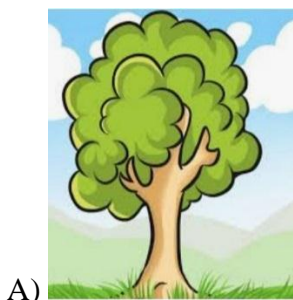
- a) because the old woman looks like her mother
- b) because the old woman is hungry and her lips are dry
- c) because no one bought the seedling
- d) for being compassionate and stupid

2. Why did the mother think that her son had met a gang of thieves?

- a) for not bringing food
- b) because he did not have boots on his feet and saw a club in his hand
- c) because his son has no money left
- d) because of his son's face and eyes

3. What was the son doing while the mother was washing her face?

_____4. Why did the mother and child get shoes and food?



5. If you were the author of the story, what title would you give it?

6. Give two examples of the young man's compassion.

7. What does the author want to ask the tree of mercy?

8. Explain the meaning of the words "Obdasta" and "Boshmaq".

Conclusion. As the PIRLS international evaluation program determines the place of our country's elementary school students in terms of reading and understanding literacy among countries in the world, each of us is required to approach this process responsibly. For this, every primary school teacher should organize each lesson based on real life examples and strengthen lessons based on the examples that exist in real life.



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