

International System Assessment of Reading Literacy of Primary School Pupils Pirls

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ABSTRACT

The development of education is a key factor of the development of the country. Especially, primary school education is one of the most important parts of education system. This article discusses the practical effectiveness of “The Progress in International Reading Literacy Study (PIRLS)” in the development of school education.

Keywords: education, international methods, PIRLS, school, reading.

There are many international methods of assessing the quality of education. PIRLS is one of such kind of methods. **PIRLS** (Progress in International Reading Literacy Study) is an international assessment system that assesses the quality of text reading and comprehension levels of primary school pupils. PIRLS tests are hold a time every 5 years. Why PIRLS is important for fourth class pupils? Because pupils' reading literacy is the basis for their further study. It is important to note, however, that there is a rather large variation in the age at which school starts in the participating countries, which naturally leads to a significant variation in the age of the fourth year students taking part in the study. In most countries, primary school begins at the age of six, and students complete the fourth grade at about ten and a half years of age. However, in England, Trinidad and New Zealand, children begin school at the age of five, so fifth grade students were included in the study in these countries.

Much attention is paid to the standardization of research processes. PIRLS research is conducted in strict accordance with the uniform guidelines and regulations developed by the International Coordination Center. Each stage of the research (sampling, translation and adaptation of instruments, testing and questioning, data verification and processing) is supervised by international experts. For example, translations of tests and questionnaires were re-checked by international-class translators. In some schools, observers participate in test progress. Completion of the tasks with free detailed answers was checked by experienced expert teachers, and then part of the work was re-checked by other expert teachers. After that, notebooks which pupils' answers are written are scanned and they are transferred to special international database.

PIRLS assesses two main purposes of learning:

- 1) most of the reading done by young students both in and out of school;
- 2) the student's literary experience and ability to use the acquired information;

PIRLS assesses four broad-based comprehension processes within each of the two purposes for reading:

- ✓ focus on and retrieve explicitly stated information,

- ✓ make straightforward inferences,
- ✓ interpret and integrate ideas and information,
- ✓ And evaluate and critique content and textual elements.

The following system is used to qualitatively and quantitatively assessment the assignments done by pupil in PIRLS:

- ✓ correct answers in the answer selection method- 1 point;
 - ✓ correct answers to mark the sequence of topics - 1 point;
 - ✓ Tasks to be answered freely (depending on the difficulty of the task)- 1to3 points.
- Experts have come to the following conclusions based on the results of the 2016 PIRLS inspections:
- Gender gap favors girls. Girls had higher reading achievement than boys in 48 of the 50 PIRLS countries, and in the other 2 countries there was no significant difference between the genders. The gender gap in reading achievement has favored girls since 2001 and does not appear to be closing.
 - Good readers have little difficulty reading online. Students in the 14 ePIRLS countries demonstrated they were able to navigate to the appropriate webpages, completing the assessment in the allotted time. These students also reported a high degree of self-efficacy in computer use.
 - An early start has lasting benefits. Students who attended preprimary education and/or have parents who engage them often in early literacy activities had higher reading achievement than their peers who began primary school with moderate or few literacy skills. • About 1 in 4 students arrived at school hungry every day, and had an average achievement score 32 points lower than students who arrived at school never feeling hungry.
 - A home environment that supports learning was found to be related to higher achievement — such homes had books, study supports, digital devices in the home, educated parents with professional or technical occupations, and parents who enjoy reading. However, there was a decrease in parents' positive attitudes in reading in 31 countries, and 17 percent of the students' parents reported they did not like to read.
 - Students had positive attitudes about reading, and those attitudes in turn were related to higher reading achievement. Results showed 94 percent reported being very or somewhat engaged in their reading instruction, and 84 percent liked reading very much or somewhat.
 - Well-resourced, academically oriented schools were associated with higher achievement. These included schools with more affluent than economically disadvantaged students, where a higher proportion of students had early reading and writing skills when entering first grade, and where instruction was not affected by reading resource shortages.
 - The majority of students were in safe schools, with 62 percent of the students having teachers who reported safe and orderly environments and 57 percent of students experiencing little to no bullying. However, students in disorderly environments had a lower average achievement than their peers.

Today, the use of international assessment methods in the development of the education system in many countries is significantly effective and PIRLS assessment including over 50 countries.



Picture 1

Educational systems (countries and benchmarking entities) that have participated in one or more cycles of PIRLS

Therefore, in the framework of the development of school education in our country, the task is to gradually introduce international assessment methods in our education system. On December 8, 2018, the Cabinet of Ministers approved a resolution on the organization of international research to assess the quality of education. The following results will be achieved through the practicing of PIRLS international research in Uzbekistan.

- Based on the results of the assessment, compare the quality of education in Uzbekistan with the quality of education in other countries and thus determine the place of Uzbekistan in international education standards;
- It will be used to reforming the national educational system, significance of education, improving programs of training of pedagogical staffs and create a new generation of textbooks by experts
- International researches positively affect to quality of national research in education;
- Allows the creation of a national evaluation system based on high economic efficiency at the level of international standards;

- Allows the development of control materials in the assessment of the quality of national education at the level of quality of control materials used in international research.

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