



THE EXPERIENCE OF USAGE OF ADVANCED METHODS OF PIRLS IN ASSESSMENT OF STUDENTS IN EDUCATION

Shomuratov Asqar

A teacher of Department of Physical Culture,
Tashkent State Pedagogical University named after Nizami.

Article history:	Abstract:
Received: 24 th March 2021 Accepted: 3 th April 2021 Published: 23 th April 2021	This article illustrates that the experience of using advanced PIRLS methods in assessing learning outcomes, in which the assessment of students' knowledge based on modern methods is considered as one of the important factors in improving the quality of education. Reflected guidelines for the application of best practices in our national schools, which are widely used in the world.
Keywords: Quality of education, assessment, method, technology, educational content, teaching method, assessment system, PIRLS, text, experience, reading, literacy, international, test, admission.	

As the President of Uzbekistan Sh. M. Mirziyoyev mentioned about the upbringing of the young generation as well-educated people, emphasizes that the future is in the hands of the younger generation, that's "...let young people recognize their right, let them fight for it; - the young generation must rely on their own strength and abilities, use their potential and see the results..." [1] During the 2017-2018 academic years, 97% of school-aged children were enrolled for school and 100% of primary school-aged children were enrolled for school but it was not satisfying. The reasons for this can be mentioned as the lack of active participation of educational institutions in the projects and activities which are held by the number of international educational organizations. Last year, the representatives of UNICEF International conducted a selective monitoring of the quality of education of 4th grade schoolchildren in the country of Uzbekistan. The experiments in grade 4th showed that 42.9 percent of students understood what they were reading and spent 30-60 minutes for doing homework. This situation has shown a number of inconsistencies and differences compared to other countries [2-7]. The introduction of the PIRLS experience in the application of the most advanced methods of evaluating learning outcomes in the problem-solving process demonstrated that it was one of the best expediencies.

So, What are the reasons for applying for international tests?

1. If we want our national education to reach the requirements of world education standards, it means that we must study the laws of development of world pedagogy, otherwise the educational process will remain at a low level. Any tool becomes spiritually older and requires renewing after a certain time. Therefore, the PIRLS experiences help us to apply the most advanced methods of evaluating learning outcomes. Because PIRLS is a globally recognized program of testing the reading literacy of students who have just entered education by the international community of experts.

2. The second reason is about pragmatic importance and it concerns the ability to use scientific results in educational practice. PIRLS tests controls international monitoring of reading literacy of 4th grade pupils. Every five years since 2001, the participants of this program have been collecting important information about who and what the results of education depend on, and what kind of non-standard solutions should be found in this regard. The solutions mentioned above, can range from a simple classroom to a country level, and these solutions can have a major impact on the fate of the younger generation's reading literacy. Why is reading literacy recognized as a central indicator of the effectiveness of the education system? Because the ability to assimilate and use the information acquired through reading texts has an impact on the fate of each person and the development of the country:

- a fifteen-year-old child can graduate his school with flying colors and with high reading literacy as well as can successfully continue the next stage of education;

- The level of reading literacy takes precedence over any educational outcome other than ensuring the development of the country's economy. Why the literacy of 4th graders? The reason is that at this age, according to the Russian scientist Leontev, there is a gradual transition from reading to learning. The subject of PIRLS tests represents a broad concept. Millis Martin said: "Reading literacy is the ability to understand and use different forms of written speech that are valuable to a society or an individual. The reader designs his or her own concepts based on references to many texts [8-12]. They study to get an education, to take an active part in the social life of the school, to enjoy the book, " he said. This recognition essentially refers to the ability to express one's personal feelings in writing based on the use of written speech as well as the use of texts. On the other hand, PIRLS as a program allows

people to determine a child's text comprehension skills. The PIRLS tests allow to identify four different basic reading skills in terms of theoretical scope:

- to find information that is clearly expressed in the text;
- to draw simple mental conclusions based on it;
- get the interpretation, integration of ideas and information in the text;
- to evaluate the form and content of the text.

These four reading skills form the basis for composing test questions on each text. It will be focused on each of the reading skills listed using PIRLS open texts. When analyzing test materials and results, it is important to note that the boundary between expressed the reading skills and their relativity. When reading a text, they should be done as a whole, the performance of any task related to reading requires the mobilization of all available skills from the reader. At first glance, finding information that is clearly expressed in the text seems easier than interpreting and integrating the ideas and information in the text. In addition, different texts that cannot be equated with the level of complexity as well as the loads placed on certain skills have different demands on the reader [13-18]. The PIRLS tests we reviewed included 12 texts (6 of which were artistic and 6 informational) and 175 questions. An expert council of leading specialists from PIRLS member states in the development of the text and questions will have to solve complex tasks related to which specific reading skills students are required to answer questions on each text [4]. Readers absolutely differ from each other in the distribution of their attention to the large number of mixed messages to present in the content of each text. Not all messages in the text are equally important for the reader. At the same time, some students focus on messages that confirm their probabilities from the general content of the text, while others focus on messages that contradict their first impressions. In most cases, students focus on messages that answer the intended questions from the text being read, and ignore the message that answers the other required question. In most cases, students focus on messages that stress intended questions from the text being read, and ignore the message that answers the other required question. Some students re-examine the content of the text, some messages on the basis of their understanding and evolving worldview, while others do not. [19-22] Some students use the meanings of words and phrases taken separately to form their own opinions about text comprehension, while others rely on relatively broad blocks [23-26]. All strategies for searching for information from a text have their strengths and weaknesses, but any strategy must ensure that specific information is understood quickly and accurately as well as automatically in order to find an answer to the question of what is meant by reference to the text. This information can be in the same place in the text or in different parts of it.

In conclusion, the introduction of International PIRLS tests in the educational process of our country plays an important role in the development of thinking, independent and creative thinking, non-standard decision-making and creative thinking of graduates

REFERENCE

1. Мирзиёев Ш.М. Ўзбекистон ижодкор зиёлилари вакиллари билан учрашувдаги маърузаси. Тошкент, 03.08.2017.
2. Цукерман Г.А. и др. Читательские умения российских четвероклассников: уроки PIRLS. - М.: 2016.
3. Леонтьев А. А. Психология обучения чтению // Начальная школа: плюс-минус. № 10. 1999.с. 9-13.
4. Пинская М. А., Улановская И. М. Новые формы оценивания. М.: Просвещение. 2013
5. A'zamjon Valiyev, Khayriddin Amirqulov and Sevinch Abdumutalibova. *Heuristic Teaching Technology and Its Practical Application Which in Teaching of Draftsmanship*. International Journal of Progressive Sciences and Technologies (DPSAT). ISSN: 2509-0119. 2019 International Journals of Sciences and High Technologies. Vol. 17 No. 1 October 2019, pp. 281-284. <https://ijpsat.ijsh-t-journals.org/index.php/ijpsat/article/view/1308>
6. Jabbarov Rustam Ravshanovich. (2021) PRIORITIES FOR THE DEVELOPMENT OF PAINTING. *Конференции, 1(1)*. SECTION 1, pp-39-49, <https://doi.org/10.47100/conferences.v1i1.952>
7. Muratov Xusan Xolmuratovich, Jabbarov Rustam Ravshanovich AMALIY va BADIY bezak san'ati. UO'K 76(075); KBK85.15; M88 ISBN 978-9943-6383-4-1. 2020 yil. <http://lib.cspi.uz/test/Amaliy%20san'at/mobile/index.html#p=1>
8. Tashimov Nurlan, Samandar Zaitov. (2021) Improving the quality and efficiency of teaching descriptive geometry in a credit-modular system. *ACADEMICIA: ANINTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL* ume:11, Issue:2, pp-730-733. DOI : [10.5958/2249-7137.2021.00398.0](https://doi.org/10.5958/2249-7137.2021.00398.0)
9. Мансуров, Н., & Жалилова, В. (2021). МЕТОДИКА ПРОФЕССИОНАЛЬНОГО ОБУЧЕНИЯ-НАУЧНАЯ ОТРАСЛЬ ПРОФЕССИОНАЛЬНОЙ ПЕДАГОГИКИ. *Збірник наукових праць SCIENTIA*
10. <https://ojs.ukrlogos.in.ua/index.php/scientia/issue/view/26.03.2021/487>
11. Akhmedov, M. U., & Kholmatova, F. (2021). FORMATION OF CREATIVE PROCESSES IN STUDENTS THROUGH TEACHING COMPOSITION IN FINE ARTS. *Збірник наукових праць ЛОГОΣ*, DOI 10.36074/logos-09.04.2021.v2.03
12. Расулов Мурад Абсаматович. Научить студентов вовне школьных учреждениях составлять композиция на уроках резьбы по дереву.«MULTIDISZIPLINÄRE FORSCHUNG: PERSPEKTIVEN, PROBLEME UND MUSTER» 9. APRIL 2021 • WIEN, REPUBLIK ÖSTERREICH, DOI 10.36074/logos-09.04.2021.v2.44

13. Халимов, М. К., & Жаббаров, Р. Р. (2018). Сравнение продуктивности учебной доски и проектора в преподавании предметов, входящих в цикл инженерной графики. *Молодой ученый*, (6), 203-205.. <https://moluch.ru/archive/192/48066/>
14. Авазбаев А.И., Худайберганаева М.Э. Формирование необычного или креативного мышления у учащихся в процессе обучения. *Международный научный журнал «ВЕСТИКНАУКИ» № 5 (26) Т. 3 МАЙ 2020 г.*
15. [14].Kozim Gafurovich Malikov. THEORY AND PRACTICE OF CONSTRUCTION OF AXONOMETRIC PROJECTS.European Journal of Research and Reflection in Educational Sciences Vol. 8 No. 9, 2020 ISSN 2056-5852. Progressive Academic Publishing, UK Page 224-231 www.idpublications.org <http://www.idpublications.org/ejrres-vol-8-no-9-2020/>
16. Мурадов, Ш. К., Халимов, М. К., Мирзалиев, З. Э., & Рамазанова, Г. С. (2017). Определение параметров формы и положения кривых 2-го порядка. *Молодой ученый*, (7), 454-457.. <https://elibrary.ru/item.asp?id=28395792>
17. Мирзалиев, З. Э., Халимов, М. К., Маликов, К. Г., & Абдухонов, Б. Х. (2017). Методика использования нового механизма для построения аксонометрических проекций. *Молодой ученый*, (8), 1-6. <https://elibrary.ru/item.asp?id=28395835>
18. Jabbarov, R. (2019). Formation of Fine Art Skills by Teaching Students the Basics of Composition in Miniature Lessons. *International Journal of Progressive Sciences and Technologies*, 17(1), 285-288, <http://dx.doi.org/10.52155/ijpsat.v17.1.1424>
19. Jabbarov, R. (2019). Formation of Fine Art Skills by Teaching Students the Basics of Composition in Miniature Lessons. *International Journal of Progressive Sciences and Technologies*, 17(1), 285-288.
20. Valiev, A. (2021). ABOUT THE FEATURES OF THE PERSPECTIVE OF SIMPLE GEOMETRIC SHAPES AND PROBLEMS IN ITS TRAINING. *Збірник наукових праць SCIENTIA*.
21. Жаббаров Рустам Равшанович(2019) Использование педагогического потенциала народных художественных промыслов как средства развития творческих способностей учащихся. INTERNATIONAL SCIENTIFIC PRACTICAL CONFERENCE "Improvement of the state and non-state preschool education sectors: new forms and education content". pp-144-146.
22. Жаббаров Рустам Равшанович (2016) Ўзликни англашнинг психологик асослари. The organization of innovative activities of the teachers: Problems and solutions. pp-444-445.
23. Saidaxbor BULATOV, Rustam JABBAROV. (2016) №2 National traditional basis of symbol of Khumo.Central Asian Journal of Education.Volume 1, <https://uzjournals.edu.uz/cjedu/> pp-85-87.
24. Khasanov, A. A. (2017). Methods and methods of forming economic education through interdisciplinary communication through information technology. *Journal*, (3), 38.
25. Hasanov, A. A., & Gatiyatulina, R. M. (2017). Interdisciplinary Communication as a Didactic Condition of Increasing the Efficiency of Educational Process. *Eastern European Scientific Journal*, (5).
26. Hasanov, A. A. (2020). PECULIARITIES OF PREPARING TEACHERS FOR THE DEVELOPMENT AND USE OF E-LEARNING RESOURCES. *Theoretical & Applied Science*, (9), 15-17. [26]. Khasanov, A. A. (2018). Didactic Foundations of Interdisciplinary Connections at Subject Teaching. *Eastern European Scientific Journal*, (6).