



Introduction Of Pirls Research in The National Education System

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ABSTRACT

The article focuses on three aspects of students 'reading literacy on the basis of the international PIRLS program developed with the aim of increasing students' reading literacy, improving their development and helping them acquire reading skills, evaluating their students ' reading abilities, evaluating four types of comprehension process, studying reading objectives and comprehension processes, The PIRLS study highlights the importance of assessing the two types of learning that students use more than others outside the classroom and school and the introduction of this into the national education system today.

Keywords:

Reading skills, reading skills, reading literacy, reading goals, national education system, international comparative data, reading and attitude, personal interest.

At the "conference on the development of the system of public education of the Republic of Uzbekistan until 2030", tasks such as " gradual increase of the quality content of teachers in secondary education institutions, expansion of the network of specialized secondary education institutions that are taught by deepening disciplines, preparation of new generations of didactic materials and multimedia products, gradual application of the principles.

This is due to the fact that in the development of professional competence of future teachers, it is necessary to clarify the theoretical foundations of teaching subjects in interrelation, improve its content, information and methodological provision.

A number of scientific researches are carried out in higher educational institutions of the Republic dedicated to improving the quality of education by researching methodological, psychological, pedagogical, methodological problems of training of pedagogical personnel and finding effective solutions.

Currently, Progress in International Reading and Literacy Study (PIRLS) is planned

to be introduced to assess the level of reading and understanding of the text of primary 4th grade students in our country [4].

PIRLS (international research that defines the level of Reading and understanding of text) is developed to help students around the world improve their reading literacy, improve their progress and acquire reading skills it has been published and served on it and has been conducting regular research on the assessment of reading ability of its students[3].

PIRLS provides countries with a unique opportunity to have international comparative information about how well students will study after four years of primary education.

Reading literacy for PIRLS is defined as the ability to understand and use written language forms that society requires or is valued by an individual. Young learners can compose meaning from different texts. They study for study, for participation in the communities of students in school and in everyday life.

PIRLS focuses on three aspects of students ' reading literacy:

- * learning objectives

* understanding processes

- reading and attitude.

Four types of grasping process are assessed in PIRLS:

- focusing on clearly defined information
- making the right conclusions

* interpret and combine ideas and information

* study and evaluate content, language and text elements.

PIRLS studies reading goals and comprehension processes. However, they do not work in isolation from each other or from the contexts in which students live and learn. The literacy of reading is directly related to the causes of human reading. In general, these reasons include aspects such as reading for personal interest and pleasure, reading for participation in society, and reading for knowledge. For younger readers, these aspects are important [2].

The PIRLS assessment system is aimed at two main objectives to take into account the majority of the study carried out by young students in school and beyond:

- reading for Literature experience;
- reading for information and further use.

Since both types of Reading are important at this age, the PIRLS

the evaluation system includes an equal ratio of the material evaluating each objective [2].

Reading literacy is in addition to the ability to create meaning from a variety of texts that cover behaviors and relationships that support reading throughout life. Such behavior and attitude will help to fully realize the capabilities of the individual in a literate society.

The main purpose of teaching reading science in primary classes is to form the spiritual and moral world, literary and aesthetic tastes of students by teaching rare samples of national and world literature, and to create and develop knowledge, skills and skills related to independent thinking, imaginative thinking, interest of students in artistic literature, in the process of teaching works, the spirituality, worldview of, it consists of reinforcement[1].

The study of PIRLS is carried out in strict accordance with the unified guidelines and rules developed by the International Center. Each stage of the study (sampling, translation

and adaptation of tools, testing and questioning, data validation and retransmission

performance) controlled by international experts.

For example, the translations of tests and questionnaires are cross-checked by translators at the international level. In the process of testing, the observers will be in the selected schools. Assignments with detailed answers are checked by experienced specialist teachers, and then part of the work (every fourth Dove) is checked again by other specialist teachers.

After that, a certain part of the work is scanned and the electronic versions of the notebooks in which the students' answers are written are placed in special international databases, the answers of which are examined by international experts to determine the comparison of the work of specialists of different countries during the test year, which are studied by national experts at

The PIRLS study assesses two types of reading that students use more than others outside the classroom and school:

- reading the reader to gain literary experience;
- reading for the purpose of mastering and using information.

In accordance with the contextual rules of the study, four groups of artistic and informative (popular scientific) texts are evaluated for their ability to read while reading:

find out the details clearly shown;

formulate conclusions;

interpretation and synthesis of data;

analysis and evaluation of text composition, language characteristics.

For qualitative and quantitative assessment of work performed in PIRLS, the following system is used:

- assignments with the choice of the answer will be rated by 1 points;

- tasks for determining the sequence of events are rated by 1 point;

- assignments with a free answer are evaluated from 1 to 3 points, depending on the complexity of the task.

For the final processing of results, modern testing theory is used.

In this regard, it is envisaged that Uzbekistan will participate in the stage of the Pirls planned to be held in 2022. The results of the study draw conclusions on the quality of education in the country and its role in accordance with international standards, the reform of the national education system, the content of education, training of pedagogical personnel and their qualification

it provides an opportunity to improve the implementation of increasing programs and to create a national assessment system based on high efficiency at the level of international standards[5].

The science of reading in the primary classes of general secondary education, along with teaching students to read consciously, correctly and expressively, serves to form a culture of reading and speech, as well as the ability to think independently and to develop students in all aspects.

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