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# Significance of the International Study Pirls in Education in Uzbekistan

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## ABSTRACT

International educational research plays an important role in assessing the effectiveness of different countries' education systems and developing strategies to improve them. One such study is PIRLS - the Primary International Reading Literacy Study. This study assesses the reading literacy levels of primary school students in different countries and identifies factors that influence their success in this area. This article examines the significance of the international PIRLS study in the context of education in Uzbekistan.

## Keywords:

Pirls , education in Uzbekistan, skills , level of knowledge.

## Introduction

The content of ongoing reforms in the field of education in Uzbekistan is aimed at ensuring that the quality of education fully meets the requirements of today. On August 23, 2019, the President of the Republic of Uzbekistan Shavkat Mirziyoyev, at a video conference on the development of public education, improving the qualifications and prestige of teachers in society, and increasing the morale of the younger generation, emphasized that “the development of school education should become for us a great national goal, a national movement” [1].

Education is a fundamental right of every child, providing them with the knowledge and skills necessary for personal and social development. To ensure that children receive a quality education, it is essential to assess their literacy levels. One internationally recognized assessment tool for this purpose is known as the Progress in International Reading Literacy Study (PIRLS).

Over the years, Uzbekistan has made significant efforts to improve its education system. Recognizing the importance of literacy skills, the government has prioritized education reforms to improve students' reading ability. PIRLS provides a valuable tool for assessing the effectiveness of these reforms and identifying areas for further improvement.

The resolution of the Cabinet of Ministers of the Republic of Uzbekistan on participation in the international PIRLS study conducted by the Organization for Economic Cooperation and Development is aimed at preparing and conducting this testing next year. The State Inspectorate for Quality Control of Education under the Cabinet of Ministers of the Republic of Uzbekistan, together with Andrea Netton , Director of the International Association for the Assessment of Educational Achievement (IEA) in Amsterdam, are actively preparing for our country's participation in the PIRLS assessment system. This agreement with the OECD on the inclusion of schoolchildren in Uzbekistan in the

international assessment study PIRLS will help resolve issues related to the organization of participation in this study, its conditions, stages of implementation, as well as the principles of effective organization of the study [2].

**The purpose of the project** is to measure and compare the reading literacy achievements of fourth-year students in different countries.

**Results and discussion.** The assessment focuses on assessing students' reading comprehension skills, their ability to comprehend and interpret texts, and their ability to use reading as a tool for learning and enjoyment.

The Ministry of Public Education of Uzbekistan cooperates with international organizations and participates in PIRLS to assess the reading literacy level of students. The assessment process involves selecting a representative sample of schools and students, administering a standardized test, and collecting data on various contextual factors.

The PIRLS assessment aims to assess students' reading comprehension skills, including their ability to comprehend and interpret texts, use reading as a learning tool, and enjoy reading. The assessment provides a comprehensive picture of students' reading abilities, allowing educators to identify strengths and weaknesses in the education system. The PIRLS assessment is conducted every five years and provides valuable data on global literacy levels and trends. It involves a standardized test administered to a sample of students from each participating country, focusing on assessing their reading comprehension abilities. The assessment also collects data on a variety of contextual factors, such as students' home environments, school resources, and instructional practices, to provide a comprehensive understanding of the factors influencing literacy outcomes.

The PIRLS assessment in Uzbekistan provided valuable information about the literacy levels of fourth-grade students. The data collected helped policymakers and educators identify areas for improvement, such as curriculum development, teacher training, and resource

allocation. It also facilitated international comparisons, allowing Uzbekistan to compare its performance with other countries and learn from successful practices.

The PIRLS assessment played a decisive role in shaping education reforms in Uzbekistan. The findings informed the development of evidence-based interventions, including improving reading instruction, creating age-appropriate reading materials, and promoting reading skills among students. These reforms are aimed at improving students' reading literacy and overall learning outcomes.

PIRLS provided the impetus to address and identify global disparities in literacy levels and identify areas for improvement. The assessment results provide a basis for international comparisons, allowing countries to compare their performance with others and learn from good practices. It also helps educators identify specific areas where interventions are needed, such as improving teacher training, improving instructional materials, or promoting reading skills among students.

In addition, PIRLS data were used to monitor progress over time and track changes in literacy levels. This longitudinal perspective allows countries to assess the effectiveness of their education policies and interventions. It also allows them to identify trends and patterns in literacy achievement, which can inform future educational reforms and investments.

The PISA international assessment program uses a variety of research tools and methods, including:

- A set of test tasks representing educational tasks.
- Questionnaires for students about their educational institution.
- Questionnaires for school directors about the work of the educational institution.
- Surveys for managers organizing testing, as well as questionnaires.
- Questionnaire questions for employees of educational bodies.
- Guidelines for the development of test tasks and mathematical and statistical analysis of the results obtained.

These international assessment programs are important for updating the content of the

educational system, creating an innovative educational environment and improving the quality of education in the republic [3].

Although PIRLS has provided valuable information, there are issues that need to be addressed. These include ensuring that the sample is representative, addressing language barriers and socioeconomic differences that may affect reading literacy levels. Future directions should focus on continuously monitoring literacy levels, improving teaching strategies, and promoting a reading culture in Uzbekistan. One of the key goals of PIRLS is to identify effective educational practices and policies that can improve student literacy.

### Conclusion

The implementation of PIRLS in Uzbekistan has played an important role in assessing and improving reading literacy among fourth grade students. The evaluation provided valuable data that allowed policymakers and educators to identify areas for improvement, develop evidence-based interventions, and benchmark results against international standards. PIRLS has played a critical role in shaping education reforms in Uzbekistan, focusing on improving reading instruction and promoting reading skills among students. Continued efforts in this direction will help improve overall learning outcomes and empower students with strong reading skills.

Participation in PIRLS gives the country global recognition in the field of education. This can attract the attention of international organizations, partners and specialists, which facilitates the exchange of experience and the transfer of best practices. Participation in an international study poses a challenge for a country to improve its performance. This can be a powerful incentive to introduce innovation into the education system and improve the quality of learning.

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