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Today, there are Prestigious International Organizations that Conduct Research on the Evaluation of the Achievements of the Educational System of the Countries of the World and Help in the Implementation of Reforms

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ABSTRACT

Today, there are reputable international organizations that conduct research to assess the achievements of countries in the world of education and assist in the implementation of reforms, which are international programs that assess the knowledge of students through international criteria. This article discusses the pedagogical features of PIRLS, an international research program that measures the level of reading comprehension of primary school students.

KEYWORDS: PIRLS, reading literacy, normative requirements, participant questionnaire, art texts, informative texts.

The current state and level of development of modern education requires its regular improvement. A number of works are being carried out in the field of education on the basis of the seven priority directions specified in the Decree No. PF-60 "On the development strategy of new Uzbekistan for 2022-2026". Based on the decree of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to organize international research in the field of education quality assessment in the public education system", it was decided to introduce PIRLS, TIMSS, PISA and TALIS international research in Uzbekistan, in order to implement aforementioned researchs The National Center for the Implementation of International Research on the Evaluation of Education Quality was established under the State Inspection of controlling education quality. These international evaluation programs and research within them are organized by the Organization for Economic Co-operation and Development International Association for Evaluation of Educational Achievements in cooperation with the countries of the world on a certain periodic basis. [1] Participation in PIRLS-2021, the international program for assessing the level of pupils' reading comprehension, was started according to the agreement documents signed between the State Inspection of controlling Education Quality and the OECD and IEA organizations. In April 2021, 4th grade pupils from more than 140 schools of Uzbekistan participated in the PIRLS international assessment program.

Preparation for the international evaluation program is organized for 3rd and 4th grade pupils in the course of extracurricular reading classes, in the course of reading classes, in the course of science clubs organized within the study subject. According to PIRLS, reading literacy is the ability of pupils to understand and use forms of written language that are required by society and valued by humans, as well as the ability to create meaning from texts in various forms. Preparing for the program is a complex process that requires regular, consistent preparation. Taking into account that in previous years, the reading technique of elementary school pupils was evaluated in accordance with the requirements of DTS (SES), it is appropriate to take into account the fact that the reading comprehension level is taken into account along with the reading technique. Firstly, the content of the text is read and explained by the teacher in order to form the ability to read and understand the text in primary school pupils. Primary school pupils are participants of this process. Along with observing the text, pupils consciously choose effective reading technologies. It helps the reader to interpret the text according to the structure, form and rules of the given texts. The given texts can be given in different forms. These include books, magazines, documents and newspapers, as well as written forms in digital, diagrammatic form. Such texts can be found among the texts given in the exercise books and newsletters reviewed during the preparation for the PIRLS assessment programs. Among them, there are texts such as "The Dolphin Saved Me", "Charlie's Ability", "Charlotte the Brave", "The Butterfly Worm Turns into a Beautiful Butterfly". [1]

It is also appropriate to pay attention to the types of texts when preparing for PIRLS studies. Texts, in turn, are divided into artistic texts and informational texts. These texts teach pupils to acquire artistic experience, acquire, assimilate and use information in the process of reading the text. In the process of reading literary texts, pupils learn by reading the text illuminated with events and incidents, the place where the event is depicted, images, causes and consequences, heroes, atmosphere of the work, feelings, experiences, characters. They share their conclusions from the text with their friends, classmates, and family members. Although the imagination derived from this type of text does not exist in real life, it creates an imagination in the children, as if it is happening in front of their eyes. [2]

The second category of texts, i.e. informational texts, are written on the basis of information that has a material basis. The main task of these texts is to provide information, to turn the information into authentic material. The information provided in the texts is stated directly, such as the completion of this or that task or authentic facts. Some texts are written based on information with a concrete source. Informative texts are created and modified taking into account the age and individual characteristics of pupils. These texts include "The Secret of the Huge Tooth", "African Rhinoceroses and Oxpeckers", "Foraging for Food", "Walking into Space". [2]

The given texts should correspond to the worldview and artistic taste of today's student. In addition to being surprised by the supernatural and fantastic events in literary texts, children should live in the same circle and breathe the same air as the heroes of the text. As long as the child is not surprised and delighted, he will not feel the other educational and spiritual content that the stories and images in the text can provide. [3] In order to make today's reader be able to enjoy the work, great experience and research are required from the creator. Not only in the process of preparing for evaluation programs, but also constantly reading works of art allows this child to enter the process of reading a foreign text without hesitation.

In the PIRLS international assessment program held in 2016, countries such as the Russian Federation, Northern Ireland, Singapore, and Finland took the lead, and the main reason why these countries achieved high reading literacy results is:

- Availability of children's libraries in families;

- Availability of digital devices in families;
- Intellectual parents and their love for books;
- The fact of the child learned to read and write before going to school;
- The high rate of coverage in preschool educational institutions. [1]

The PIRLS international assessment program is organized every five years. If participation in 2021 is considered the first step for Uzbek pupils, it is appropriate to prepare pupils for this research program step by step in the next five years, that is, from the 2nd grade to the 4th grade. In this process, it is necessary to increase the culture of reading not only in the course of lessons and club activities at school, but also in the family. For this purpose, it is considered appropriate to establish "Parents' reading culture" centers under the authority of city and district public education departments, to organize training sessions in cooperation with parents. There is no doubt that the cooperation with elementary school pupils and their parents in the next five years, i.e. between 2022-2026, will bring positive results.

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