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Foreign Translators and PIRLS Program in Primary Education

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Annotation: reading literacy of Primary School students in International Studies. PIRLS program in primary classes in Uzbekistan.

Literature of primary school students in international research. PIRLS program in primary grades in Uzbekistan.

Keywords: foreign experiences, international research, primary class, PIRLS, IEA, experience-testing, literacy

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In order to bring the educational system in Uzbekistan to the world level, it was envisaged to introduce the most popular and effective tajrias of foreign experience into our educational system.

It is envisaged to carry out an international study of the PIRLS on the reading understanding of the text, that is, to increase the literacy of primary school reading of Wushu foreign experiments. PIRLS (Progress in International Reading Literacy Study) comes from the meaning of achievements in the study of International Reading Literacy when translated literally.

PIRLS is a research program for assessing the level of understanding of Primary School students by reading text. In other words, it is a large international assessment program that provides information on public policy in the field of education to improve reading and teaching, allowing international comparison of information about the extent to which Elementary School students have developed reading comprehension skills.[1]

According to the decree of the president of the Republic of Uzbekistan dated April 29, 2019 No. 5712 “on approval of the cooperation of the development of the system of public education of the Republic of Uzbekistan until 2030”, by 2030 it will reach the ranking of the first 30 advanced countries of the world in the ranking of the international program, the tasks of creating a national system for assessing the quality of education, aimed at assessing the level of literacy in mathematics and natural sciences, are defined.[2]

Taking into account the special emphasis on the development of critical and creative thinking, independent search for information, analysis competencies and qualifications of students within the framework of the concept, the introduction of new state educational standards of general education programs that meet the requirements of the modern innovative economy provides for constant participation in international PISA, TIMSS, PIRLS and other programs Successful participation in the research of PIRLS plays a role in the implementation of these tasks.

The PIRLS program was founded in 2001 by the International Association for the assessment of educational achievements (IEA – International Association for the evolution of Educational Achievement). All responsibility for the organization of international research is assigned to Boston College Chestnut Hill (Massachusetts, USA). Also, the preparation of assignments for the study is carried out in the data center of Germany (Hamburg). The International Assessment Program PIRLS is aimed at comparing the work and results carried out on reading literacy in the national education system of different countries of the world.

PIRLS research has been conducted on the scale of primary education from 2001 with an interval of 5 years. It has a high place among international studies.

The number of countries entering this program is growing every year. Since 2001, it has been held 4 times. Within the framework of the PIRLS study, the quality of reading and the level of understanding of the text read by graduates of the



4th grade of states with different educational systems are studied. It is noteworthy that it is precisely in the 4th year of study that students have a high level of learning that contributes to the formation of their ability to acquire knowledge in later education and thus to their successful adaptation to the present. In the course of the study, the following 2 types of study are studied, which are most often used by students in the lesson;

1. Reading with the aim of mastering the skills of literary reading.
2. Reading for the purpose of understanding and using the content in practice

Primary school graduates will participate in the study. It is during this period that the skills of students to study and work on the text develop to such an extent that it lays the foundation for the effectiveness of education in their upper classes.

It is clear to everyone that the school programs of different countries are fundamentally different from each other. Therefore, ensuring that the results obtained from different countries are at a level comparable to O'aro is one of the important tasks of the organizers of such research. For example, in many states, children begin to study at school from the age of 6. But education in England and New Zealand begins at the age of 5. Therefore, students from the 5th grade, and not from the 4th grade, take part in the project. The age of students whose quality of reading and understanding of the text is checked is 10.5 years. Since in the countries of the East, children begin to study from the age of 7, students from 10.7 – 10.9 years old from them take part in the study.

According to the 2016 results of the study, within 50 countries, the countries of Russia, Singapore, Hong Kong, Ireland and Finland recorded authentic results, among which readers in Russia and Singapore showed the highest results in reading and understanding the text. Also, Russian Primary School students led the world according to this criterion. To what extent do Primary School graduates of Uzbekistan study better than their peers in other countries in the study? To what extent is the reading literacy of students of Uzbekistan? Is studying a hobby for 4th grade students? What contribution is being made by the family to the development of literacy? How is the process of teaching reading organized in our country today? Is there any specificity of the process of teaching reading in Uzbekistan in relation to other countries, if so, what is it manifested in? Are the techniques used by the teachers of our primary classes different from those used by the teachers of another country? basic issues such as: The high results in Reading Literacy in these countries are due to the following factors: the availability of books and digital devices in the House, educated parents and their love for books, the fact that the child learned to read and write before going to school, and a high level of coverage for preschool institutions. PIRLS focuses on two comprehensive goals in assessing the classroom and extracurricular learning of Primary School students, namely "gaining artistic experience", "obtaining and using information." In turn, each of these goals combines four broad comprehension processes. According to the complexity of the texts in the study, the average will be from 500 to 800 words, for countries with a low level of reading literacy of students-400-500 words, and in ePIRLS-about 1000. The content of the text is suitable for students aged 9-10 years, deviated from topics very specific to certain cultures, and is also interesting and not very familiar to the reader it is worth mentioning that in the framework of these international studies, which Uzbekistan participates for the first time, experimental testing processes were scheduled for April-may 2020, and the main However, in the context of the pandemic associated with the widespread coronavirus around the world, planned studies were temporarily suspended. Until now, organizations such as the organization for Economic Cooperation and Development (OECD), the International Association for the assessment of achievements in the field of Education (IEA) have conducted discussions on setting the deadlines for the organization of research with the participation of participating countries, members of the program's Board of directors, the international expert council and consortia, and National Centers After discussions and discussions, decisions were made by international organizations to set the following deadlines for conducting research within the framework of the PISA and PIRLS programs:

- Studies within the framework of the PISA program are delayed for a period of one year. In this case, the experimental tests designed in 2020 will be held in April-may 2021, and the main study for 2021 will be held in April-may 2022.

– taking into account the 3-year periodicity of the study, the studies for 2024 were also moved, in turn, to 2025.

The main study within the framework of the "PIRLS" program was not delayed, and plans for its holding in due time, that is, in April 2021, remained in force. At the same time, it was planned to move the experimental testing processes scheduled for April 2020 to October 2020 in case of stabilization of quarantine conditions. It should be noted that in accordance with the requirements of the "PIRLS" program, tests are envisaged to be carried out between the 4th grades of selected schools in the last months of the school year. But due to an unexpected pandemic, the tests are intended to



be carried out in the first months of the new school year as an exception. This does not include changes to the list of previously selected schools. According to the newly planned experience-trial period, students of the 4th grade of selected schools will begin the 5th grade.

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