

**PIRLS INTERNATIONAL ASSESSMENT PROGRAMME IN  
PRIMARY EDUCATION***Mahmudova Sabina**3rd year student of GulDPI Primary Education Department*

**Abstract:** This article provides information about the PIRLS international assessment program, discusses the issues of preparing primary school students for this international assessment program, as well as the work that needs to be done in this regard, and notes the results of our country in 2021.

**Keywords:** PIRLS international assessment program, comprehension level, comprehension skills, teacher, student, reading strategies, PIRLS-format tasks.

**Аннотация:** В данной статье представлена информация о международной программе оценки PIRLS, рассматриваются вопросы подготовки учащихся начальной школы к данной международной программе оценки, а также работа, которую необходимо провести в этом направлении, а также отмечаются результаты нашей страны в 2021 году.

**Ключевые слова:** международная программа оценки PIRLS, уровень понимания, навыки понимания, учитель, ученик, стратегии чтения, задания в формате PIRLS.

**Annotatsiya.** Ushbu maqolada PIRLS xalqaro baholash dasturi haqida ma'lumot berilib, boshlang'ich sinf o'quvchilarini ushbu xalqaro baholash dasturiga tayyorlash masalari shuningdek bu borada amalga oshirilishi kerak bo'lgan ishlar ko'rsatib o'tilgan hamda davlatimizning 2021- yildagi natijalari qayd etilgan.

**Kalit so'zlar:** PIRLS xalqaro baholash dasturi, tushunish darajasi, tushunish ko'nikmasi, o'qituvchi, o'quvchi, o'qish strategiyalari, PIRLS formatidagi topshiriqlar.

**Introduction.** In recent years, numerous reforms in the field of education have been implemented in Uzbekistan. These reforms are reflected in the "Development Strategy of New Uzbekistan for 2022–2026," which was adopted based on the Decree of the President of the Republic of Uzbekistan dated January 28, 2022.

In modern education, the importance of international assessment programs is steadily increasing. In particular, the PIRLS (Progress in International Reading Literacy Study) program plays a vital role in evaluating the knowledge and skills of primary school students. Through this program, students' reading literacy, text comprehension, analysis, and ability to express opinions are assessed based on international standards. Uzbekistan's participation in this program creates opportunities to improve the quality of education and bring students' knowledge levels closer to international benchmarks. Therefore, it is essential to thoroughly prepare primary school students for this assessment. In this process, teachers should use modern methods of instruction and develop students' independent reading and critical thinking skills. This article discusses effective approaches, educational programs, and methodological tools for preparing primary school students for PIRLS assessment.

Additionally, the role of teacher-parent collaboration and the learning environment is also considered.

**Literature Review.** This program celebrated its 20th anniversary in 2021, highlighting its long-standing success. PIRLS is a large-scale international assessment designed to evaluate the reading comprehension skills of 4th-grade students and to provide data to inform educational policies aimed at improving reading and teaching quality.

According to Samariddin Qorayev and Sarvinoz Allayorova, PIRLS serves two broad goals: to assess students' literary experiences and their ability to gather and use information, both in school and outside. Moreover, the program continues to evolve with modern demands. For example, the 2021 study introduced digital-format tasks for the first time. With this transition, ePIRLS was also launched to assess online reading on computers in an internet-based environment.

**Research Methodology.** The PIRLS international study in 2021 involved nearly 60 countries. It compares the reading literacy of 4th-grade students worldwide. About 6,000 students from 180 schools in Uzbekistan, along with their parents, school principals, and classroom teachers, participated in PIRLS-2021. The study required students to complete tasks aimed at identifying their ability to read, understand, make conclusions, and link ideas and thoughts in texts. Additionally, surveys were conducted to determine the learning environment, and parents participated in questionnaires about factors influencing education quality, home environment, and their relationship with educational institutions.

Participating schools and students were selected randomly in cooperation with the International Association for the Evaluation of Educational Achievement, considering criteria like language of instruction and school size. In the 2021 PIRLS international study, Uzbek students scored 437 points.

**PIRLS and Reading Literacy.** Reading literacy is defined as the ability to understand and use written language forms valued by the individual and/or society. Students derive meaning from different types of texts. They read to learn, engage with peer groups, and spend their time effectively in both school and daily life.

**Analysis and Results.** PIRLS focuses on three key aspects of reading literacy:

- Purposes for reading;
- Processes of comprehension;
- Reading and attitudes toward reading.

Four types of comprehension processes assessed by PIRLS:

1. Focusing on explicitly stated information;
2. Making straightforward inferences;
3. Interpreting and integrating ideas and information;
4. Examining and evaluating content, language, and textual elements.

Preparing primary school students for the PIRLS assessment requires a multi-stage and systematic approach:

1. Developing interest in reading. Students' positive attitude toward reading is a crucial factor for PIRLS results. To support this, classrooms should have reading corners, mini-libraries, and engaging and interactive reading activities.
2. Teaching reading strategies. Students should gradually develop skills such as identifying main ideas and details, recognizing unfamiliar words, and expressing opinions about texts. This enables not just reading, but thoughtful reading.

3. Working with PIRLS-style tasks. Students should become familiar with the test format, learn to understand question structures, and analyze answer choices. Practicing with multiple-choice, open-ended, and inferential questions is beneficial.

**Conclusion and Recommendations.** Preparing primary school students for the PIRLS international assessment is not only about developing their comprehension and analytical skills but also about increasing their interest in reading, encouraging critical thinking, and fostering a learning environment based on modern teaching methods.

In this preparation process, improving teacher qualifications, refining methodological guides, and collaborating with families and the community are of great importance. Moreover, providing students with tasks that promote independent thinking, question-asking, and problem-solving enhances their readiness for international assessment standards.

In conclusion, preparing for PIRLS is a key step that allows for evaluating the quality of education at an international level and contributes to the further development of the national education system.

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