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Бош муҳаррир ўринбосари:

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Масъул котиб: **З. МАЖИД**

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Инструменты



Мобильный вид



Общий доступ



Fazilat KHUDAYKULOVA,
*Faculty of "Pedagogy" of Chirchik State Pedagogical University
Teacher of the department "theory of primary education"*

ACTUAL PROBLEMS OF PREPARING PRIMARY CLASSES FOR INTERNATIONAL ASSESSMENT RESEARCH PROGRAMS (PIRLS, TIMSS, EXAMPLE)

Annotation

This article provides information about the current problems of preparing primary classes for International Assessment Research Programs today, their importance, as well as a number of programs that assess and monitor the quality of education by the world community – PIRLS, TIMSS, PISA, TALIS.

Key words: Primary Education, International assessment programs, IEA, PIRLS, TIMSS, PISA, TALIS.

Introduction. It is clear to all of us that the XXI century is a social globalization, an information age. The role of education in this globalization process is immeasurable. The more perfectly organized, managed, driven by innovation, the more perfect and effective both the result and the quality will be. Work is being carried out at lightning speed to introduce innovations at the international level in order to reform and improve the education system in our country. In particular, the state educational standard of general Secondary Education, approved by the decree of the Cabinet of Ministers of the Republic of Uzbekistan dated April 6, 2017 No. 187 "on approval of state educational standards of general secondary and secondary special, vocational education", as well as the educational program of general secondary schools of grade 1-4, approved by the order of the Minister-decree of the president of the Republic of Uzbekistan No. 997 "on measures of development of education and science in the new period of development of Uzbekistan", the adoption of the national curriculum created on November 6, 2020, based on the Decree No. PF-6108, accelerated the implementation of these innovations in rapid pictures. In the implementation of the task set out in the above regulatory documents, primary education occupies the main place. Not every innovation in education bypasses the process of primary education, it is in this educational process that innovative approaches carried out in education are experiment-tested.

Literature analysis and methodology. Primary education is an important stage in ensuring that students grow up to be a perfect person in the future. A number of achievements have been made in the development of primary education in our country. In particular, new state educational standards that meet the requirements of the time for the stage of primary education, a training program, including multimedia applications of textbooks, textbooks and teaching aids, were developed and introduced into practice. Advanced pedagogical technologies and interactive teaching methods are widely used.

The teacher should not forget that the course Process - education-is continuous, aimed at a specific goal, in which special attention is paid to the formation of a harmonious personality, and the main goal of the pedagogical process is to bring up a harmonious human personality. Today, at a time when our country is rapidly developing on the path of modern development, it is important to comprehensively support the creative ideas and creativity of young people who are followers of our future, to form their knowledge, skills and abilities, as well as to improve the assessment system based on advanced foreign experiences, international criteria and requirements, to study international. In order to improve the

quality and efficiency of education, it is important to study foreign best practices and introduce requirements of international standards. The practical steps taken in the Republic of Uzbekistan in this regard can be cited as an example of the adoption of a government decision on the organization of international research in the field of assessing the quality of education in the public education system, the establishment of cooperation relations with a prestigious organization as the International Association for the assessment of achievements in.

In recent years, extensive positive work has been carried out in the educational system of our country, in particular in primary education. Improving the quality of education is due to the simultaneous improvement of the three most basic branches, which consist in the development of the material technical base of general educational institutions, its provision with educational methodological literature, the introduction of modern pedagogical and information technologies in the educational process. In primary education, the use of modern pedagogical and information technologies includes the Didactic Educational material of the teacher, lesson development, etc. Consistent reforms are being carried out in the education system to create opportunities for quality education in accordance with advanced international experience and modern requirements of society, to strengthen the material and technical base of public educational institutions and to improve the efficiency of budget funding, to implement measures aimed at creating additional conditions for youth education. At the same time, the current state of general secondary educational institutions indicates the need to create mechanisms for the rapid elimination of systemic problems and shortcomings in their activities, reduce the gap in the quality of material and technical support and education of rural and urban schools, and create equal conditions for the education of students.

Today, a number of programs have been formed by the world community that assess and monitor the quality of Education. Some of these programs are:

1. PIRLS - (the Progress in International Reading Literacy Study) - an international program evaluating the level of text reading and understanding of students in Grades 4 (on April 5-14, 2021, Uzbekistan took part for the first time, in which about 6,000 4th graders of 180 schools took part);
2. TIMSS - (Trends International Mathematics and Science Study) - international program evaluating the literacy of 4th and 8th grade students in mathematics and Natural Sciences (Uzbekistan will participate in this program in 2023);
3. PISA - international program for assessing students' educational achievements;

4. There are a number of international programs such as TALIS – a study based on an international comparative analysis of pedagogical processes established in different countries, which are widely used as a criterion for further improving the quality of education in developed countries.

Results and discussions. The PIRLS program, which is held every five years, evaluates the reading literacy of students in Grades 4 at the international level. Since 2016, an additional selection-based PIRLS system has been introduced, which is designed to assess students' online reading literacy. The Internet is the primary way of obtaining information for students, as well as a central resource for conducting research within the framework of school subjects. The number of countries participating in the PIRLS program is increasing every year. For example, the program involved 35 countries in 2001, 40 in 2006, 45 in 2011, 50 in 2016, and 60 in the next 2021 study. In 2016, 206 general secondary education schools and 4,577 primary school students from 42 regions of the Russian Federation were involved in the study, according to the results of the study, the Russian Federation took the first place in the world. Reading literacy serves as the basis for the growth of students' scientific and personal success, and is also a valuable tool for assessing the impact of the policy pursued in the field of education on success.

The international study PIRLS 2021 began to move from paper form to digital form, and about half of the participating countries used the digital form of the study, and the other half used the traditional paper form. To ensure compatibility between both forms of assessment, attention is paid to the uniformity of texts and questions to be asked regarding reading comprehension in digital and paper-shaped PIRLS programs, but PIRLS research has opportunities and assignments that cannot be applied to the evaluation process in paper, traditional form. In PIRLS studies, the following two types of study are studied, which are most commonly used by students in the lesson:

1. Reading for the purpose of mastering the qualification of literary reading.

2. Reading for the purpose of understanding and using content in practice.

Students are given two different assignments:

Studying the experience of literary reading;

Development and use of information.

The basis of reading literacy is the formation of reading skills necessary for full-fledged work with texts. It consists in finding and disseminating the necessary information by the reader, drawing conclusions on a certain part of the text, interpreting the actions of the main characters, confirming text samples and text structure with a preliminary analysis. Since PIRLS is learning monitoring and one of its main tasks is to study the dynamics of Reading Quality, a prerequisite for reading is the reuse of texts in each part and part of the tasks assigned to them.

The assessment of the educational and learning achievements of the study participants is carried out in accordance with the instructions of international experts in the field of assessing the quality of school education based on certain levels of students' reading skills. These levels describe the educational activities of students of different complexity when working with the proposed text in the work. Specific level criteria allow you to statistically divide the results of children into separate groups, the preparation of which can be described using specific tasks that characterize a certain level in terms of Reading Literacy.

The evaluation system for the work performed combines qualitative and quantitative assessment. The evaluation of PIRLS is carried out on a scale of 1000 points (mainly the results of states from 300 to 700 points). The average value is 500 points, the standard deviation is 100

points. For each task, a certain score is awarded, depending on the difficulty of the task. International experts assess reading literacy in accordance with the scale of assessing the quality of reading artistic and informational texts and individual groups of reading abilities. PIRLS studies show four degrees, in total internationally:

1. The highest level is 625 points

2. High level 550 points

3. Average level - to 475 points

4. Low level-corresponds to 400 points

Through these levels, the reading literacy of students is evaluated. The fact that they have the ability to think, logical thinking, the ability to creativity, an independent idea, in addition, makes it important for them to be able to read the text correctly, comprehensively. We know that there are four reading comprehension processes. These are: fast reading, conscious reading, expressive reading. In reading literacy assessment processes, it is based on comprehension processes that analyze the extent to which the student has potential. In addition, evaluation notebooks are also issued within the program. The adapted assessment procedure coordinates the gap between the ability of students of each participating country and the degree of complexity of the questions by distributing more complex assessment books in countries with relatively high mastering performance and distributing more easy assessment notebooks in countries with relatively low mastering performance. Accordingly, more information is obtained in the evaluation results, with the new evaluation procedure making as few changes as possible to the time standards and existing procedures.

Although the assessment procedure, which is divided into groups, is designed in order to ensure compliance between the level of complexity of the questions and the ability of students in the country, if additional groups of students are identified that differ significantly in the indicator of student appropriation of the participating country, this procedure can also be introduced within the country.

Also, the role of the TIMSS International Assessment Program in improving the literacy of Primary School students in the Natural Sciences is incomparable. In addition to comparing the level and quality of knowledge acquired by students of grades 4 and 8 in mathematics and Natural Sciences and identifying differences in the national education system, the TIMSS International Assessment program additionally examines the content of education given in mathematics and Natural Sciences in schools, 404 educational processes, the possibilities of an educational institution, the potential of teachers. The TIMSS program began its first research in 1995, and was established every four years until 2019 in 1999, 2003, 2007, 2011, 2015 and 2019. The next periodicity of 8 is planned to be implemented in 2023. The TIMSS international study assesses the educational achievements of 4th and 8th grade students every 4 years and at the same time allows you to solicit not only their knowledge and skills, but also their attitude, interest in these disciplines, as well as their motivation for education. The main plan of the study: for 4 years, the results of his knowledge of mathematics and natural sciences are monitored until the student of the 4th grade reaches the 8th grade. In this way, monitoring of the cognitive achievements of students of primary and upper grades of the school is carried out. The formation of a positive attitude towards mathematics and science is one of the most important goals of these disciplines, curricula in many countries. Completing assignments at home will allow students to reinforce the material learned at school and extend the learning time on the subject for teachers. The result is expected to achieve higher results than students who have received large amounts of homework or have not received it at all. The traditions of doing homework are common by many

countries. In some countries in the 4th grade, they are rarely asked at home, mainly for corrective purposes, to allow individual students to master the materials with their peers. In general, a large amount of homework has a negative impact on the quality of students' educational achievements. Literacy in the Natural Sciences is understood as an individual's knowledge of ideas about the natural sciences, being able to solve problems related to the natural sciences as an active citizen. A person who is literate in the Natural Sciences will be able to participate in the discussion of problems related to the natural sciences and technologies based on scientific evidence. An important factor in the development of students' literacy in the Natural Sciences is the use of tasks similar to the one mentioned above in lesson and extracurricular reading hours, circle classes, repetition classes.

Conclusion. In conclusion, International Studies have a positive effect on the qualitative conduct of National Research in the field of Education. The fact that in recent years, as a result of the reforms carried out in our country, huge economic growth indicators have been achieved, further

increasing the demand for qualified personnel and mature specialists in all areas. This in itself requires increasing the nature of our students' interest in classes and increasing the attention of teachers to comprehensive education and upbringing. The fact that the above requirements are very important for the education system means that advanced experiences aimed at improving the quality of education should be involved in the industry through the assessment and monitoring of the development of education and science fields, as in most foreign countries.

One of the urgent problems facing primary education educators is the psychological approach to the program of international assessment of students. It is about cultivating their parental minds and giving insights into it. Today, as a continuation of the noted work, work is underway to create additional educational and methodological manuals, a set of assignments, newsletters, videodars and videos, as well as to prepare special control materials for experimental and test processes.

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