

CONTENT OF THE CRITERIA SET FOR TEXTS USED IN THE PIRLS INTERNATIONAL STUDY

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ABSTRACT

This article discusses the implementation of the PIRLS international assessment program, the definition of reading literacy, the goals of reading literacy, the comprehension processes that combine reading goals, the criteria established for the texts used in the PIRLS study. It also provides information about the “PIRLS UZBEKISTAN” mobile application designed to prepare primary school students for the PIRLS international assessment program.

In the global education system, the elements of verbal competence in the content of education, in particular, listening comprehension, reading, speaking and writing, which occupy a central place in the activities of teachers and educators, are being implemented in practice, technologies for improving the quality and effectiveness of education through integrative, communicative, innovative approaches. As a result of this practice, the PIRLS international study organized by the International Association for the Evaluation of Educational Achievement (IEA) plays an important role in the study of reading literacy.

PIRLS (Progress in International Reading Literacy Study) is an international assessment system that measures the reading and comprehension skills of primary school students in different countries. This type of test is designed to be conducted every 5 years.

The study will involve 4th grade students of general secondary schools. The selection of 4th grade students for this study is noteworthy because it is in the fourth year of study that students achieve a high level of learning, which helps them to form the ability to acquire knowledge in further education and thereby successfully adapt to the modern world.

To successfully complete PIRLS assessments, students are required to respond to tasks with independent, creative thinking.

In 2016, the ePIRLS study was launched as an alternative. The ePIRLS study focuses on online reading literacy, which is currently gaining increasing importance. It is known that the Internet is considered a key tool for students to obtain information and conduct school subject classes. The ePIRLS study includes interesting innovative opportunities for primary school students, covering topics related to natural and social sciences, and bringing them closer to school subject classes. In our opinion, online learning also contributes to a certain extent to the learning and improvement of reading literacy of primary school students. It is desirable that the subjects taught to primary school students be integrated with subjects such as technology, mathematics, English, physical education, music, and the environment.

The definition of reading literacy in the PIRLS study is based on a 2001 study by the International Association of Educational and Cultural Education (IEA), which defined reading literacy as “the ability to understand and use all forms of written language that are valued by the individual or required by society.” Reading literacy also measures the participation of voice and the understanding and comprehension of the meaning, idea, and content of text.

Each study recognizes that the above definition of reading literacy can be applied to learners of all ages and to a wide range of written language forms, but it needs to be redeveloped to reflect the unique reading skills and experiences of young learners who are increasingly exposed to a wide range of textual information in today’s technologically advanced world, and who are increasingly aware of the importance of reading comprehension in school and in everyday life. The definition of reading literacy used by the PIRLS international study is now as follows: Reading literacy is the ability to understand and use all forms of written language that are valued by the individual and/or required by society. Readers extract meaning from texts in a variety of forms. They read to learn, to integrate with other readers in school and everyday life, and to spend their time productively. The texts that students read develop their information skills and thinking abilities.

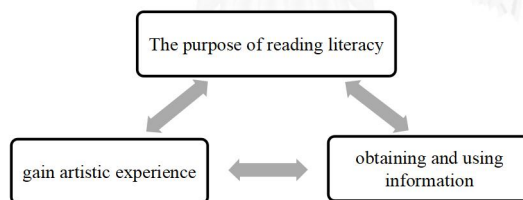
The PIRLS (Progress in International Reading Literacy Study), which has been conducted internationally every five years since 2001, serves as a basis for students in nearly fifty countries to gain library experience and skills in the purposeful use of information.

The content of the text is formed through the interaction between the reader and the text based on a specific reading style. The reader is embodied as a person who quickly grasps the meaning of the text, reflects on the text, is aware of effective reading strategies, and reflects on reading.

At the beginning, middle, and end of the learning process, the learner uses a set of primary knowledge and skills in language skills, cognitive and metacognitive strategies, and content formation.

In addition, the conditions that create a reading environment help shape the content of the text by motivating and engaging the reader to read, but the conditions can also create certain demands that make it impossible to understand the content of the text.

PIRLS focuses on two broad goals for primary school students' learning, both in and out of the classroom.



The purpose of reading literacy

Text evaluation and critical analysis include:

Evaluating the accuracy and completeness of the information provided in the text;

Evaluating the likelihood that the event described will actually occur;

Evaluating how accurate the author's ideas are in changing people's thoughts and actions;

Evaluating how well the title of the text reflects the main content;

Describing the impact of language features such as metaphor or tone of voice;

Determining the author's views on the main topic.

"The following criteria were set for the texts used in the PIRLS study:

Length: up to 1000 words.

Topic: Fiction texts have a main theme that is summarized by the reader beyond the given text. Information texts should cover a topic that is not taken from the educational materials.

Language: Translated into over 40 languages, it is important that the translation is easy to understand. Use descriptive words that are clear, such as metaphors or epithets. Avoid colloquialisms or jargon, and remove unnecessary technical terms.

Content: the content of the text should be appropriate for the age characteristics of 9-10-year-old students, avoid topics that are very typical of certain cultures, and the text should be interesting and enjoyable for schoolchildren of this age, and not too familiar to the reader.

Coherence and sequence: It is important to follow the logical structure of the plot. In an information text, it is essential to observe the structure of the text and the logical sequence of information, as well as the connection of visual elements such as headings, tables, graphs.

The levels of reading literacy in the PIRLS study are described as follows:

the highest level (625 points and above) - students can understand the text as a whole and at the same time understand its individual parts in relation to each other. They can rely on the text to justify their opinion when explaining the author's idea;

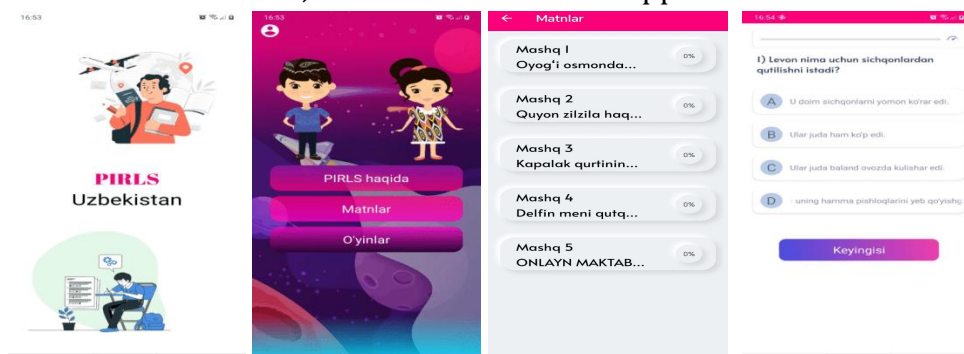
high level (550 points) - students understand the important messages of the text, draw their own conclusions based on the text, can evaluate both the content and form of the text, and pay attention to some of its linguistic features;

medium level (475 points) - students find information from the text, draw their own conclusions based on the text, using some features of the text's form and language;

low level (400 points) - students extract a message that is clearly given in the text and is easy to limit".

In the PIRLS study, in the process of completing tasks aimed at assessing reading comprehension, the following important factors are considered: finding information presented in a clear form (20%), drawing direct conclusions (30%), summarizing, interpreting and harmonizing ideas and information (30%), and evaluating content and text elements and being critical (20%).

As a result of our research, we created the mobile application "PIRLS UZBEKISTAN".



Appearance of the "PIRLS UZBEKISTAN" mobile application

Purpose of the mobile application: An innovative approach to preparing primary school students for the PIRLS and EPIRLS international assessment programs using digital technologies.

Expected results of the mobile application:

1. Primary school students will develop an understanding of the PIRLS international assessment framework and the skills to work with texts in PIRLS workbooks.
2. An interesting mechanism for working with workbooks using digital technologies in preparation for the PIRLS international assessment framework will be implemented.
3. The opportunity to work with PIRLS workbooks at any time will be created.
4. Reduce paperwork and enable effective use of digital technologies.
5. Provide opportunities to work on each text repeatedly.
6. Parents are also involved in the process of preparing primary school students for the PIRLS international assessment program.
7. Parents and students gain confidence in the fairness and transparency of the results.
8. It saves the teacher's time.

The "PIRLS UZBEKISTAN" mobile application, which was created by us and serves to prepare primary school students for the PIRLS and EPIRLS international assessment programs using interesting interfaces created by us, is available for use in educational institutions of the republic, including graduates of primary education of higher and secondary specialized educational institutions, teachers and students of public education institutions, and researchers. creates a convenient opportunity. The mobile application, which includes information about the PIRLS study and exercise texts, serves as an important tool in effectively preparing primary school students for international research.

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