

Technologies For Using Pirls International Assessment Program Tasks in Reading Literacy Classes

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Abstract

The international monitoring study of reading literacy PIRLS - Progress in International is a program of the International Association for the Evaluation of Educational Achievement IEA is described analyzed the usage of it in reading classes. Implementing this project in Uzbekistan's education system can be of great importance.

Keywords: international monitoring, Educational Testing Service, pedagogical measurement, international standards, PIRLS.

I. Introduction

The participation of these organizations in the development of pedagogical measurements for assessing the educational achievements of schoolchildren, based on experimentally tested international standards, will ensure the high quality of organizations and the conduct of the PIRLS study. The purpose of the PIRLS study is to compare the level of understanding of the text by fourth-graders from different countries of the world, as well as to identify differences in the teaching of reading literacy in national education systems.

II. Literature review.

Most of the technical documentation for PIRLS is published by the International Study Center at Boston College. There can be some examples of Kennedy, A.M., Mullis, I.V.S., Martin, M.O., and Trong, K.L. (2007). PIRLS 2006 Encyclopedia: A Guide to Reading Education in the Forty

PIRLS 2006 Countries; Mullis, I.V.S., Martin, M.O., Kennedy, A.M., and Foy, P. (2007). PIRLS 2006 International Report: IEA's Progress in International Reading Literacy Study in Primary Schools in 40 Countries; Martin, M.O., Mullis, I.V.S., and Kennedy, A.M. (Eds.). (2007). PIRLS 2006 Technical Report; Herget, D., Dalton, B., Kinney, S., Smith, W.Z., Wilson, D., and Rogers, J. (2019). Progress in International Reading Literacy Study (PIRLS) and ePIRLS 2016: U.S. Public-Use Data Files (NCES 2019-114), which some of them have been used in Uzbekistan as samples to proceed PIRLS in a country.

III. Analysis. According to the international glossary of the leading experts of this study, "Reading literacy" is a person's ability to understand and logically comprehend various forms of written speech necessary for full self-realization in life and achieving one's own

goals. Thus, an important principle of educational policy is implemented - for the benefit of the individual and society. The PIRLS research is aimed at solving such problems as:

- Development of objective measurements and tools that reflect the world's priorities in the field of education.
- Comparative evaluation of the efficiency of educational process organizations in the country.
- Provision by the research participant of not only country-independent results, but also recommendations for improving education policy.

The **object of the article** is the educational achievements of primary school graduates, since it is the fourth year of study that accumulates all knowledge and learning skills. By this time, students should have mastered reading in such a way that they can use different texts in the main school, both in content and in format, to successfully continue their education. The study is carried out once every five years and three cycles have been carried out so far - 2001, 2006 and 2011.

The participation of more than 40 countries of the world in PIRLS is due to the fact that high methodological and technical support for the study is provided at the professional organizational level. Conducting an approbation study 1 year before the main one is a prerequisite for participation in PIRLS. This gives the participating countries the opportunity to test the effectiveness of the testing procedure and allows international experts to prepare a detailed analysis of the quality of test items and their relevance to the content of the education system.

Standardization and procedure for the study The PIRLS study is conducted in strict accordance with the instructions and rules developed by a single coordinating center for the standardization of research technology in all countries participating in the project. International experts control each stage of the study - sampling, translation and adaptation of tools, testing and questioning, verification and processing of data. For example, translations of test items and questionnaires of respondents produced within the country are sent for additional verification by international experts.

In each region, the National Coordinator agrees with the regional Departments of Education of the regional coordinator responsible for organizing and conducting the study. Accordingly, a School Coordinator is appointed in each school selected for the study. The person conducting the test is selected from among experienced professional teachers who do not teach in the class and school being tested. During testing, international observers are present in certain educational institutions. The International Association appoints them for the Evaluation of Educational Achievement (IEA) from among the independent educational professionals of the participating country (these may be representatives of international and non-governmental organizations). An appointed observer in Uzbekistan is required to speak Uzbek, Russian and English. In accordance with the developed special Guidelines for the conduct of the study, the International Observer selects a certain number of schools for personal participation. This ensures the objectivity of the results of the study.

Research procedure

- For each school, class, parallel, student, its own international identification code (student ID), personal variant number, participation status is established.
- In order to ensure the accuracy of the material received, 1 hour before the start of testing, the School Coordinator builds a closed package with materials and hands it over to the person conducting the testing.
- All questions that arose during the testing, the reasons for deviations from the technology and the research procedure are noted in a special protocol.
- The accepted rules of participation in the assessment procedure are observed (discuss the answers; the teacher's help is excluded, etc.).
- At the end of work, the Testing Person must return to the School Coordinator the workbooks with the answers of the participants in the study and the questionnaires of the respondents.
- Additional testing is carried out if less than 90% of students took part in the main testing due to objective reasons.

Characteristics of the research instrument

The international PIRLS survey instrument includes:

- Student's notebook with texts and questions
- Student's questionnaire
- Teacher's questionnaire
- Parent's questionnaire
- School administration questionnaire
- National Observer's Manual
- Regional Coordinator's Manual
- School Coordinator's Manual
- Manual

Conducting a study Guidelines for assessing knowledge and coordinating answers

Each participant in the study is given a notebook with texts and tasks for them. The first text is artistic - as a rule, a funny story, description or fairy tale, the second is informational (most often a story about animals). 12-15 questions-assignments are attached to each text. Students are given 80 minutes to complete the entire work (two texts of 40 minutes each with a break).

Schoolchildren are given two types of assignments - open and closed, which evaluate reading in order to:

- acquire literary reading experience;
- development and use of information.

The basis of reading literacy is the formation of reading skills that are necessary for full-fledged work with texts. This is the finding and reproduction by the student of the necessary information, the formulation of conclusions on a certain part of the text, the interpretation of the actions of the main characters, confirmation by examples from the text and the initial structure of the text. To ensure the reliability of the presentation of the results of the international test in the process of statistical processing, four groups of skills were combined into two large ones, allowing the introduction of two independent scales:

- 1) A group of skills to find information and formulate simple direct conclusions
- 2) A group of skills to integrate the details of a text message not directly expressed by the author, establish connections and interpret them, correlating with the general idea of the text. Since the PIRLS study is a monitoring study and sets the study of the dynamics of reading quality as one of its main tasks, a necessary condition for conducting the study is the reuse of part of the texts and tasks for them in each of the cycles.

IV. Discussion. An analysis of the results of previous studies shows that countries have different results in mastering the two types of reading. The observed differences, according to international experts, are explained by factors of differences in reading teaching programs and the format of texts used in national textbooks of a particular country. The results also directly depend on an equally important factor - the effective use by teachers of various technologies for teaching literary reading. At the same time, the level of reading culture, as well as the educational environment of the school and the family, plays an exceptionally important role in positioning the country in the international ranking of the most read countries in the world. The student questionnaire is designed to obtain information about the research participant. First, this is data about the student's family. Students answer questions about the availability of a home library, the possibility of using a personal computer, and communicating with parents on educational issues. Thus, testing is accompanied by background information about the student's personal motivation for reading. In addition, the questionnaires contain questions about the organization of education, where he is studying.

How comfortable is the child in school? The Primary School Teacher Questionnaire provides information about the professional level of teachers, the characteristics of the schools in which they teach, as well as some aspects of teaching. A large block of questions is devoted to the organization of the educational process of teaching reading to the study participants:

- organizational forms of work with students;

- textbooks used for teaching;
- used teaching aids and teaching technologies;
- work with different types of texts;
- types, activities aimed at improving the skills or strategies for understanding texts;
- using computers and books from the classroom/school library in class;
- homework and assessment of learning achievements in reading skills;
- professional development and advanced training of a teacher in technologies for teaching reading literacy to younger students.

The questionnaire of parents is unique in content. First, its main purpose is not only to obtain background information, but also the awareness of the parent community of the importance of educating a culture of reading in their child. These are issues of preschool preparation of the child, organization and implementation of classes at home, satisfaction of parents with the quality of educational services provided by the school, etc.

The questionnaire of the head / administration of the school is intended to obtain complete information about the resources of the school - equipment, human resources, management system, forms of work with the parent community, and the organization of the educational process.

How the results are evaluated

International experts using special WinDem software carry out checking the performance of tasks with a choice of answers. At the same time, the National Coordinator checks the tasks with open answers. Experts in accordance with the IEA's International Guidelines grade assignments for Grading Assignments for National Coordinators. The assessment system for completed work combines

qualitative and quantitative assessment. PIRLS is assessed on a 1000-point scale (mostly country results range from 300 to 700 points). The average value is 500 points, the standard deviation is 100. A certain point is assigned for the completion of each task, depending on the difficulty of the task.

International experts evaluate reading literacy in accordance with the scale for assessing the quality of reading literary information texts of certain groups of reading skills. Tasks with a choice of answers from four proposed and tasks for establishing a sequence of events are evaluated by one point. Tasks with a freely constructed answer - from 1 to 3 points, depending on the complexity of the task. Study coding guidelines are confidential and not to be disclosed.

International ranking of previous cycles:

PIRLS Within the framework of international research, new methods and technologies in the field of education quality are most effectively developed. In this regard, the countries participating in the PIRLS study use the results of previous cycles to modernize the content and improve the educational process of national education systems. The pedagogical community notes the quality programs of primary education, including those within the framework of state education standards, the availability of high-quality textbooks, and a well-thought-out methodology for teaching reading. The high level of professionalism of primary school teachers is also directly dependent on the results obtained. Professionally built successful work with students experiencing reading difficulties.

The data from the questionnaires of primary school teachers confirmed that the teachers of our school have an invented methodology for teaching younger students to read consciously. Teachers' answers show that when analyzing texts in the classroom, they are able to pay more attention to all the most significant reading activities, such as finding the necessary information in the text, highlighting the main ideas, formulating conclusions based on the read text, determining the author's point of view, etc. It is important that this happen throughout the initial education. Based on the results of participation in all cycles of the study, the participating countries were able to track the dynamics of their results.

Thus, the results of the PIRLS study conducted in various countries are widely discussed by the pedagogical society. Mechanisms are being implemented to monitor the consequences of the results obtained for the success of schoolchildren, learning technologies and requirements for educational achievements of younger schoolchildren are being revised. On the basis of international text assignments for studying the reading literacy of schoolchildren, pedagogical teams and innovative teachers form their own national database of questions aimed not only at assessing the educational achievements of students, but also at forming, first of all, the culture and reading skills, as an important factor in the educational success of the country's youth. The main results of Uzbekistan's participation in PIRLS-2016. Uzbekistan, taking part in PIRLS-2016 for the first time, showed a result above the international average (27th place, 536 points)

- In the international study PIRLS -2016, fourth-graders from all 14 regions and the cities of Tashkent and Bukhara represented Uzbekistan.

- In all regions, the average score for the informational text was higher than for the literary one.

The average score for the informational text was 544 points, for the literary text - 517 points. At the regional level, students also demonstrate high results when working with informational text. Moreover, in 6 regions (Ferghana Valley, Samarkand, Khorezm) the results of students exceeded the performance of the literary text by more than 20 words.

- In general, in Uzbekistan, as well as in the participating countries, girls showed better results than boys (542 and 531 points, respectively).

- Across the republic, the average indicator with the Uzbek language of instruction was 526 points, with Russian - 556 points. In Bukhara, almost with an equal ratio, students with the Uzbek language of instruction (73 people) lagged behind their classmates (71 people) with the Russian language of instruction by 20 points.

- A global trend is considered a decrease in interest in reading among both adults and children. In this regard, it is alarming that the proportion of parents in the Republic of Uzbekistan who love to read (26%) is less than the international average (32%).

- Confidence of younger students in their knowledge of reading determines the success of their results.

V. Conclusion

An analysis of the results of fourth-graders showed that schoolchildren who are very confident in their knowledge show results higher than others do. One of the important aspects of PIRLS is the distribution of

results according to the difficulty levels of the text - low, medium and high, and advanced. And only in three regions: Samarkand, Namangan and Bukhara- all 100% of fourth-graders completed all levels of the international test. Only in two regions, Fergana and Bukhara, there is an insignificant difference in the share of students who completed tasks for all four levels. It is important that in the National report on the results of PIRLS by regions it is noted that fourth-graders from Fergana valley, Samarkand and Bukhara, Tashkent have achieved good results in various aspects of assessment.

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