THE METHODOLOGY OF PREPARING PRIMARY SCHOOL STUDENTS FOR INTERNATIONAL ASSESSMENT SYSTEMS OF READING LITERACY

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ABSTRACT

This thesis discusses the methodology for preparing primary school students for international assessment systems of reading literacy, in particular the PIRLS program. The study developed effective teaching methods based on methods, innovative technologies and diagnostic approaches aimed at developing students' reading, comprehension and analysis skills. The results show that the use of active learning methods and interactive tools has a positive effect on improving students' reading literacy.

KEYWORDS: Reading literacy, PIRLS, international assessment, methodology, primary education, student competence, innovative technologies, active learning.

INTRODUCTION

In today's globalization environment, improving the quality of education and ensuring the international competitiveness of students is becoming a priority task for every country. Uzbekistan is also implementing large-scale reforms to bring its education system into line with global standards by participating in international assessment programs. One of these is the PIRLS program. This assessment system is aimed at determining the reading literacy of 4th grade students, that is, their ability to read the text correctly, understand its content, analyze it, distinguish an important idea and express their thoughts coherently. Reading literacy is not just reading letters, but the process of receiving information through the read text, analyzing it and creating a new idea. Therefore, the development of reading literacy in primary education is the foundation of their academic success and thinking culture at later stages. The PIRLS international assessment system measures not only the student's knowledge, but also his level of thinking, motivation to read, and skills in analyzing the text in different contexts. Therefore, this assessment process is an effective tool for analyzing the

quality of education on an international scale. Uzbekistan's active participation in the PIRLS program starting in 2021 required the introduction of new methodological approaches in primary education, integrated reading literacy lessons, and tasks that encourage independent thinking.

The role of the teacher in the development of reading literacy in primary education is invaluable. A modern teacher is not only a teacher, but also a person who shapes the student's analytical thinking, creative thinking and independent decision-making ability. In this regard, it is necessary to increase the methodological competence of teachers in accordance with the requirements of PIRLS, base the lesson process on active reading methods, and use strategies for working with text. Effective methodological ways of preparing primary school students for international assessment systems for reading literacy, the role of the teacher, and mechanisms for assessing student activity are scientifically covered. The methodological basis of the study is aimed at organizing the teaching process based on a competency-based approach, active learning methods, and scientific and pedagogical analysis. In preparing primary school students for international assessment systems for reading literacy, the main attention was paid to the development of the student's personal activity, critical and creative thinking skills. The study used theoretical analysis, experimental work, observation and diagnostics, active learning methods, the use of innovative technologies, and integrative approaches. Through the theoretical analysis method, the content, goals, and assessment criteria of the PIRLS international assessment system were studied in depth. Also, the scientific works of local and foreign scientists on reading literacy were analyzed and best practices were summarized. During the experimental work, tasks aimed at developing reading literacy, text analysis, question-and-answer exercises, and logical inference exercises were introduced as a test in classes with primary school students. Students' reading, comprehension, and thinking skills were observed and evaluated. During the observation and diagnostics process, students' text processing activity, reading speed, level of understanding of the content, ability to distinguish the main idea, and interest in reading were measured. As active learning methods, methods such as “Cluster”, “Venn Diagram”, “Insert”, “T-Chart”, “Question-Answer Chain”, “Five Words” were used. These methods developed students' ability to deeply understand the text, clearly express ideas, and identify logical connections. In the process of using innovative technologies, lessons were organized using interactive platforms such as “Kahoot”, “Quizizz”, “Classtime”, “Mentimeter”. These digital tools

ensured students' active participation in the lesson and served to effectively organize the reading assessment process. Reading lessons based on an integrative approach were conducted on the basis of interdisciplinary connections, which developed students' skills in connecting the read text with life situations and understanding its social and moral content. During the study, the methodological preparation of teachers was also studied, and methodological recommendations were developed on how to create tasks that meet PIRLS requirements, properly organize reading analysis, and guide students to independent thinking. As a result of methodological approaches, the quality of education was increased by forming students' reading literacy competencies, developing tasks that meet PIRLS criteria, and implementing innovative technologies.

Conclusion

Preparing primary school students for international assessment systems of reading literacy is important for developing their thinking culture, analytical and inferential skills. By using methodological approaches that meet PIRLS requirements, innovative technologies, and active learning methods, students' motivation for learning increases and the quality of education improves.