

Advantages of Teaching Based on International Programs in Primary Classes of Uzbekistan

Xurinisa Karimovna Qarshiboyeva
Tashkent Economy and Pedagogical Institute

Abstract

The study of advanced foreign experiences and the introduction of international standards are important in improving the quality and efficiency of education.

Keywords: international assessment programs, text, ideas, information, PIRLS, TIMSS, EGMA, EGRA.

INTRODUCTION

Currently, our government is paying a lot of attention to the field of education. At a time when innovative development is developing in our country, it is important for young people to grow up mature, educated, modern and able to think independently. For this, first of all, education in the country should be highly developed.

It is important to study advanced foreign experiences and introduce the requirements of international standards in improving the quality and efficiency of education. Resolution No. 997 of the Cabinet of Ministers of the Republic of Uzbekistan, adopted on December 8, 2018, on measures to organize international studies in the field of education quality assessment in the public education system. The establishment of cooperation relations with such a prestigious organization as the association is the first step to this.

For more than 60 years, the International Association for the Evaluation of Educational Achievement has been the leading organization in the field of comparative education. This organization conducts large-scale research in the field of education in order to study the influence of state policy and practice in the education system. These studies examine educational processes and outcomes and provide a comparative analysis of factors affecting educational quality.

International assessment programs are being put into practice starting from primary grades. PIRLS, TIMSS, EGMA and EGRA types of international assessment programs are used in primary classes. PIRLS (Progress in International Reading and Literacy Study) is an international research program to assess the level of reading comprehension of primary school students. In other words, data on the extent to which primary school students have developed reading comprehension skills can be compared internationally, and information on public policy in the field of education to improve reading and teaching. is a major international assessment program that provides

The PIRLS program was established in 2001 by the International Association for the Assessment of Educational Achievement. Chestnut Hill Boston College is responsible for organizing international research. Also, the preparation of tasks for research is carried out in the German data center. International assessment program PIRLS is aimed at comparing the

work and results of reading literacy in the national education system of different countries of the world. The PIRLS program, which is held every five years, evaluates the reading literacy of 4th graders at an international level. Reading literacy provides a foundation for students' academic and personal growth, and PIRLS is a valuable tool for evaluating the impact of educational policies on achievement.

Literacy is the ability to perceive and practice the forms of written language required by society and valued by people. Currently, according to the definition of PIRLS, reading literacy is the ability to understand and use written language forms that are required by society and valued by people, as well as the ability to create meaning from texts in various forms. PIRLS focuses on two goals for young learners' learning in and out of the classroom: artistic experience and learning to acquire and use information.

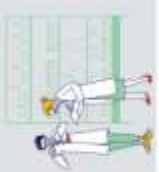
PIRLS integrates four broad comprehension processes in each of the reading objectives: focusing and finding specific information, making direct inferences, interpreting ideas and information, and evaluation and critique of content and textual elements. In PIRLS, the questions asked about each passage or text serve as a basis for assessing the four comprehension processes. As readers make meaning from text, they provide explanations for ideas or information that are not clearly explained. Summarizing allows readers to go beyond the text. In most cases, the author creates the text so that the reader can make clear or direct conclusions.

In addition to simple inferences, readers can focus on specific or general meanings or relate details to general themes and ideas when interpreting and integrating ideas and information in a text.

A complete response requires the reader to understand all of the text, or at least significant parts of it, as well as ideas or information outside the text.

The content of the texts used in the PIRLS research is up to 1000 words, the fiction texts have a main topic, which should be summarized by the student in addition to the given text, and the informational texts should cover a topic that is not taken from the educational materials. The text does not use any colloquial words or jargon and removes unnecessary technical expressions. The content of the text should correspond to the age characteristics of students of 9-10 years old, avoid topics that are very specific to certain cultures, and the text should be interesting and enjoyable for school students of this age and not too familiar for the student. must

The use of PIRLS tests in reading classes increases the thinking ability of students, and serves to develop their reading comprehension skills. I believe that this study has both positive and negative aspects. In my opinion, the texts chosen for the PIRLS studies are somewhat inappropriate for the age characteristics of 10-14 year old students. Analyzing some of the texts given in the manuals created for international assessment programs, I witnessed that these texts do not correspond to our nation. It would be appropriate if the texts were adapted to our own nation when the PIRLS study was conducted.



References:

1. Qarshiboyeva, X. K. (2020). Boshlang'ich sinf o'quvchilarining ona tili va o'qish darslarida nutqiy faoliyatini takomillashtirish yo'llari. *Konferensiya*, 1(1), 379-382.
2. Qarshiboyeva, X. K. (2021). Yozma savodxonlikni oshirishda boshlang'ich sinflarda chiroyli yozuv malakalarini shakllantirish. *Konferensiya*, 1(1), 286-289.
3. Qarshiboyeva, X. K. (2023). TALIS xalqaro baholash dasturining ahamiyati va afzalliklari. *Mugallim ilmiy metodik jurnali*, 1(3), 72-77.
4. Qarshiboyeva, X. K., & Muminov, Z. S. (2023). Boshlang'ich sinf ona tili va o'qish savodxonligi darslarida o'quvchilarining nutqiy faoliyatini rivojlantirish usullari. *Mugallim ilmiy metodik jurnali*, 1(3), 269-274.
5. Karimovna, K. K. (2023). Taking the Education System to a New Level with the TALIS International Assessment Program and Action Strategy. *Central Asian Journal of Literature, Philosophy and Culture*, 4(4), 245-249.
6. Каримжонов, А. (2023). БОШЛАҒИЧ СИНФ ЎҚИТУВЧИЛАРИНИ ИЛҒОР ПЕДАГОГИК ТАЖРИБА МАКТАБЛАРИ ФАОЛИЯТИНИ ЎРГАНИШ. *European Journal of Interdisciplinary Research and Development*, 18, 121-124.
7. Karimjonov, A. (2023). Improvement Of Primary Education System On The Basis Of" Development Strategy Of New Uzbekistan". *Diversity Research: Journal of Analysis and Trends*, 1(5), 23-26.
8. Jumayeva, Z. A. (2023). FORMATION OF SKILLS OF SELF-STUDY OF STUDENTS IN THE PROCESS OF SOLVING PROBLEMS ON PHYSICS. *Science and Innovation*, 2(6), 189-192.
9. Jumayeva, Z. A. (2023). Fizikani kasbga yo'naltirib o'qitish jarayonida ilg'or pedagogik texnologiyalardan foydalanish metodikasi. *Ta'lim va innovatsion tadqiqotlar*, 1(6), 146-148.
10. Temirov, X., Mansurov, M., Xudoykulov, M., Azimova, F., & Igamberdiyeva, K. (2020). Directions of attracting investments into the real sector enterprises. *Journal of Advanced Research in Dynamical and Control Systems*, 12(S2), 137-142.
11. Имомбердиев, С. С. (2023). Экологическое воспитание на уроках математики в средней школе. *Образование наука и инновационные идеи в мире*, 18(3), 46-52.
12. Имомбердиев, С. С. (2022). Основные направления работы с одарёнными детьми в начальной школе. *European Journal of Interdisciplinary Research and Development*, 10, 226-229.
13. Имомбердиев, С. С. (2023). Математика дарсларида экологик компонентдан фойдаланишнинг аҳамияти. *Мугаллим*, 1(3), 186-191.
14. Qaxramon o'g'li, K. M. (2022). Formation and development trends of corporate governance of oil and gas industry of Uzbekistan for providing its sustainable development. *International Journal of Social Science & Interdisciplinary Research ISSN: 2277-3630 Impact factor: 7.429*, 11(02), 142-147.
15. Salimov, I. I., Kushakova, M. N. (2022). Analysis of the Problems of Innovative Development of the National Economy and Financial Stability of the Republic of

-
- Uzbekistan. *International Journal of Innovative Research in Science Engineering and Technology*, 11(2), 1603-1605.
16. Kushakova, M. N. (2022). Increasing the Efficiency of Logistics Management in Railway Transport. *ACADEMICIA An International Multidisciplinary Research Journal*, 12(2), 342-346.
 17. Narimanovna, K. M., & Ikromovich, S. I. (2022). Improving the financial management system of rail transport. *Galaxy International Interdisciplinary Research Journal*, 10(5), 646-653.
 18. Мухаммадиев, Қ. С. (2022). Замонавий таълимга қўйиладиган таълаблар. *Eurasian Education Science and Innovation journal*, 2(2), 105-107
 19. Мухаммадиев, Қ. С. (2022). Бола шахсига йўналтирилган таълим. *Мактабгача таълим*, 1(1), 29-33.
 20. Esanturdievich, P. A., Sodikovich, M. K., & Abdullaevna, E. S. (2021). Focus on preschool education-today's demand. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(4), 1423-1428.
 21. Мухаммадиев, Қ. С. (2021). Таълим технологияларини ишлаб чиқишнинг ўзига хос томонлари. *Таълим фидойилари*, 4(4), 747-754.