

**INCREASING THE TEXT READING LEVEL OF PRIMARY SCHOOL STUDENTS  
BASED ON INTERNATIONAL ASSESSMENT PROGRAMS****Gadayev Oybek Yakhshiboyevich**

Associate Professor, Samarkand State Pedagogical Institute

Email: oybekgadayev76@gmail.com

Tel: +99893 349 76 76

**Ahmedova Durдона Salohiddin qizi**

Master's Student, Samarkand State Pedagogical Institute

Tel: +99894 893 27 01

Email: axmedovadurdona2003@gmail.com

**Abstract:** The study analyzes international experience in assessing students' reading literacy and examines ways to adapt it to the national education system. In addition, effective methodological approaches to developing text comprehension competencies, types of reading tasks, question-and-answer technologies, and examples of lessons designed on the basis of an integrative approach are presented. As a result of the research, mechanisms aimed at the step-by-step development of primary school students' skills in working with texts have been developed.

**Key words:** PIRLS, primary school, reading literacy, text comprehension, assessment criteria, methodological approach, learning tasks, integrative education, competencies.

Reading literacy is the ability of an individual to understand, use, reflect on, and respond to written texts in order to achieve personal goals, develop knowledge and potential, and find one's place in society. In the following definition of reading literacy, special attention is given to each of its components, and certain important changes have been introduced and thoroughly developed based on PIRLS data and other applied studies. These changes were made taking into account theoretical developments and global transformations.

Compared to earlier definitions, the term "reading literacy" is used instead of simply "reading," as this concept provides a clearer understanding of the scope and research focus of the program even for non-specialists. Reading literacy encompasses a range of cognitive activities and language competencies, from understanding the meaning of individual words to comprehending grammatical and linguistic structures of texts and relating textual meaning to one's knowledge of the world. It also includes metacognitive competencies, namely the ability to know and appropriately apply various strategies required for working with texts. These competencies become active when students think, observe, and purposefully direct their reading activities.

Although the term "literacy" is closely related to an individual's ability to learn, use, and transmit written and published information, it usually refers to knowledge within a specific subject or field. This definition of "reading literacy" reflects active, purposeful, and effective reading in various situations and for different purposes.

Primary education teaches students writing, drawing, basic arithmetic operations, and the rules for performing them, as well as independent learning skills. As noted by the well-known scholar Professor B. Ziyomammedov, one of the fundamental principles of pedagogy is engaging students' interest to attract their attention to the lesson.

Organizing the process of improving students' reading literacy based on the requirements of the PIRLS assessment program is an important educational process. Activating this process,

fostering students' motivation for independent learning, encouraging independent reading of subject-related information, and developing literacy levels, skills, and competencies serve as key indicators of educational quality and effectiveness. This process contributes to the development of the following student characteristics:

- demonstrating reading and writing literacy levels;
- forming knowledge, skills, and abilities;
- planning subject-related learning activities;
- organizing and consciously using knowledge acquired inside and outside the classroom;
- developing creative abilities.

The PIRLS assessment program evaluates and compares students' literacy levels. Students' literacy is directly related to their reading skills, and developing the ability to read and comprehend texts is one of the most important tasks of the educational process.

In PIRLS assessments, both informational and literary texts are used to evaluate students' reading and comprehension levels. Texts are selected according to specific criteria: text length (up to 1,000 words; 400–500 words for countries with lower literacy levels), topic relevance, linguistic clarity, age appropriateness (9–10-year-old students), cultural neutrality, logical coherence, and appropriate use of vocabulary without colloquial or jargon expressions. Informational texts should cover topics not taken directly from textbooks, while literary texts should allow students to generalize beyond the given content. Visual elements such as headings, tables, and graphics are used to support structure and logical flow.

For PIRLS, reading literacy is defined as the ability to understand and use written language forms required by society or valued by individuals. Young learners construct meaning from various texts and read for learning, participation in school and everyday life, and personal development.

The PIRLS assessment program focuses on three aspects of reading literacy:

- purposes for reading;
- comprehension processes;
- reading and response.

Four types of comprehension processes are assessed:

- focusing on explicitly stated information;
- making correct inferences;
- interpreting and integrating ideas and information;
- examining and evaluating text structure, language, and elements.

These factors play an important role in strengthening students' reading and writing literacy.

The PIRLS assessment also examines students' engagement in reading purposes and comprehension processes, which are closely connected to learners' interests, needs, and motivations for reading. Generally, these include reading for personal enjoyment, reading for participation in society, and reading for learning. These aspects are especially important for young readers.

The PIRLS assessment system aims to account for most reading activities performed by students both in and outside school and focuses on three main purposes:

- reading for literary experience;
- reading to acquire new information;
- reading to apply new knowledge.

Each type of reading is important at this age, and PIRLS includes an equal proportion of materials to assess each purpose. Reading literacy is the ability to create meaning from various

texts and includes behaviors, processes, and attitudes that support lifelong reading and enable individuals to fully realize their potential in a literate society.

The main goal of teaching reading in primary school is to shape students' moral and ethical values, literary and aesthetic taste, independent thinking, and imaginative reasoning through exposure to national and world literature, as well as to foster reading culture and broaden students' worldview.

Research conducted in schools participating in the PIRLS assessment revealed several challenges among fourth-grade students, including unfamiliarity with non-standard texts, weak skills in working with informational texts, difficulty answering logically structured questions, anxiety during assessments conducted by unfamiliar individuals, excessive haste and hesitation, insufficient attention to conscious reading, lack of creative activity by teachers, and underdeveloped project-based and independent learning skills.

To achieve high results in international assessments, the following methodological recommendations are proposed:

planning;

implementation (trial);

collaborative analysis;

evaluation;

revision and application.

Although primary education offers significant opportunities to improve students' literacy levels, insufficient attention is currently paid to integrated development of reading and writing literacy, modern analysis of literacy content, and effective use of teaching methods and tools. This indicates the presence of pedagogical challenges in organizing, implementing, and monitoring literacy education.

Addressing these issues requires a scientific and pedagogical approach, recognition of the need to improve literacy levels, and the creation of appropriate conditions. Priority should be given to strengthening theoretical and methodological foundations, systematic research, and practical recommendations for implementing international assessment programs.

Assessment programs aim to guide student activity correctly, protect students' well-being, and promote creativity, critical thinking, competitiveness, imagination, and entrepreneurial skills through integrated theoretical and practical approaches.

### **Foydalanilgan adabiyotlar:**

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