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METHODOLOGY FOR PREPARING AND USING ASSIGNMENTS BASED ON THE REQUIREMENTS OF THE PIRLS INTERNATIONAL STUDY

Orzigulova Farangiz Jamal qizi
University of Information Technology and management Primary education course 3rd year student

A B S T R A C T
in the preparation of assignments, the article provides recommendations on the preparation of questions about understanding, structuring the text, and isolating key points, as well as various question formats and evaluation criteria. The methodology also discusses approaches aimed at developing students ' creative and critical thinking, consistent development of reading skills. When preparing assignments, it is emphasized that it is necessary to take into account the individual differences, abilities and levels of students, to develop the most effective reading and writing assignments for them. As a result, this methodology helps students develop their reading skills to increase their intellectual potential.

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INTRODUCTION.

PIRLS is an international research program to assess the level of reading and understanding of text by Primary School students. In other words, it is a major international assessment program that allows international comparison of data on the extent to which Primary School students have developed reading comprehension skills, providing information on public policy in education to improve reading and teaching. The PIRLS program was first established in 2001 by the IEA –International Association for the evolution of Educational Achievement (IEA-International Association). All responsibility for the organization of the international study is assigned to Boston College in Chestnut Hill (Massachusetts, USA). Research conducted under the PIRLS program takes place every five years, meaning that the first PIRLS study was conducted in 2001, followed by studies in 2006, 2011, 2016. The most recent study was conducted in April 2021. This international study, more than 20 years since it was conducted, makes it possible to compare students ' knowledge 20 years ago and now.

The PIRLS study of the international asotsation of the assessment of achievements in the field of training in the implementation of reading literacy will serve as an international assessment of the skills of Reading and understanding the text of Primary School students. This study, which is carried out every five years, ensures that the child is able to use Reading Literacy even when thinking independently and acquiring other sciences and knowledge. "Reading literacy is the ability to understand and be able to use all forms of written language valued by an individual or required by society. The idea that the reader generates content from texts of different shapes" is put forward by the PIRLS international study.

Research and methods.

The basis of Reading Literacy in PIRLS is the formation of reading skills necessary to fully work with texts. This includes finding and disseminating the necessary information by the reader, drawing conclusions on a certain part of the text, commenting on the actions of the main characters, confirming the text samples

and text structure with a preliminary analysis. Now we will get acquainted with the textual criteria of the PIRLS international study. For the texts used in the PIRLS study, the following criteria are considered established, and let's consider them:

1. Text. The volume should be up to 1000 words, for countries with low reading literacy, 400-500 words.
2. Subject. Literary texts have a main theme, which is summarized by the reader in addition to the text given. Texts that consist of information should cover a topic that is not taken from educational materials.
3. Language. Parts are translated into more than 40 languages, so it is important that the translation is convenient. Specific expressive descriptive words such as metaphor (comparison) or epithet (adjective) are chosen. No colloquial lexicon or slang (slang) is used. Excessive excess technical expressions are removed.
4. Content. The content of the text should correspond to the age characteristics of readers aged 9-10 years. It is necessary to deviate from themes that are very characteristic of certain cultures. The text should be interesting and enjoyable for schoolchildren of this age. It should be well written and not very familiar.
5. Dependence and sequence. It is important to adhere to the logical structure of the plot. If dialogue prevails, it is necessary to combine information and add complex sentences. In an informative text, it is imperative to observe the structure of the text and the logical sequence of information in relation to visual elements such as headings, tables, graphs.

The purpose of the PIRLS study is to compare the level of text comprehension by fourth-graders from different countries of the world, as well as to identify differences in reading literacy in national education systems. According to the international dictionary of the study, reader literacy is the ability to understand and logically understand a variety of written languages, necessary for a person to fully express himself in life and achieve his goals. Also, reader literacy is given high priority. The object of this PIRLS study is the academic achievements of primary school graduates, since it is they who accumulate all the knowledge and skills for teaching in the fourth year of school. At this age, students should master reading well, so that they can use texts of various content and formats in order to successfully continue their studies in the main school. PIRLS is conducted according to the plan of the International Center. Large countries are divided into strata corresponding to administrative divisions. To select strata, data is collected on the number of students in each region in the population studied.

In all countries, the selection of schools is carried out by a probabilistic method, taking into account the number of students in parallel. The basis of reading literacy is the formation of reading skills necessary to fully work with texts.This includes finding and disseminating the necessary information by the reader, drawing conclusions on a certain part of the text, commenting on the actions of the main characters, confirming the text samples and text structure with a preliminary analysis. The international PIRLS study provides unique information materials about the best curricula and the experience of developing reading skills of young students. Participation in PIRLS allows Uzbekistan to independently objectively assess the level of reading skills among elementary students. In addition, the openness and integration of Uzbekistan's education ensures the integration of the world's leading educational systems into the international community. The international PIRLS study provides unique information materials about the best curricula and the experience of developing reading skills of young students. Participation in PIRLS allows Uzbekistan to independently objectively assess the level of reading skills among elementary students. In addition, it ensures the openness of Uzbekistan's education and integration into the international community of the world's leading educational systems.

Result and discussion.

Of course such an approach is very effective, in which a connection between the reader and the text is formed. Readers will be able to quickly understand texts, make good use of them by forming the right thoughts. Readers can read and learn if tevarak uses different texts to get an idea of their surroundings and themselves. Each text encourages the reader to understand, analyze.At the same time, advanced readers of the present are not only traditional when they look for some information or text(book, newspaper,

magazine, etc.k) but also receive information through internet networks. Reading literacy and developing text comprehension skills are crucial in this process. Because when the data is searched, readers read different texts and, as a result of reasoning, determine the choice they need and the most acceptable. The purpose of developing these skills is to gain a Badi experience, gain information and use it.

Let us see the following text as an example:

Feast in the forest

Lion opens kitchen In the forest today,
Wild and domestic For animals.
Pishar various dishes "Jazz-Jazz"in Kazan.
Bouryvoy - Firefly, Rabbit-head chef.
Smile parable – Busy in preparation.
Ox bobo-guard, Goat-waiter.
Kitchen-luxury, Not visible gard.
A letter was written on the door: "Art your hoof!»
Animals one after another Came from every side:
Mountain and village, from pasture And from the forest.
Khourandas innumerable, Barely reached place.
Kuchuk ordered bone, Monkey-spicy tea.
The cat said: "Bring – Bread sliced into milk.
No, in you, temple, A newer mouse?»
Tulkivoy der: "today sal Except cold.
To me-boiling cocoa And a living chicken".
Lamb begged Bede, Almaxon-nuts.
And the pig ordered Chiric pumpkin.
Demanded calf Konjara, straw.
Burnt toasted Hedgehog Chaghir suvilon.
Moaning from Appetite Soli solshar horse.
Two lagan Bacani Yedi Begemot.
"Hang on me ... look too!"deb Screaming Ass.
Sekingina said Elephant: "A ton of cartilage!»
Hoopbacked animals Kalib jamul-jam.
The Only Turtle Was that little.
The turtle is also far away It looked, ana.
Unfortunately, until he arrives Bekdir kitchen.

Questions and assignments:

1. Who opened the kitchen in the forest?
A) lion B) turtle C) Wolf
2.What animals was the kitchen for ?
A) wild B) insects C) Wild and honaki
3.What profession did the rabbit in the kitchen become?
A) fire fighter B) Cook C) guard
4.Continue the sentence.
Ox bobo-guard, Goat – ……
5.Find the meaning of the word luxury.
A) clean B) beautiful C) dark
6. Art your hoof! Where was the inscription written?
A) on the door B) on the entrance C) on the tree

7. Fill in the position of points.
Monkeys are not really bitter tea ..... they eat.
8. Who ordered boiling kaka ova live chicken?
A) wolf B) Fox C) Cat
9. How many more animals ordered from tulkivoy to Donkey in the lion ?
A) 7 B) 5 C) 9
10. How many kg of 1 ton of hash?

11. The turtle came to the kitchen late. Why ?

12. Write apart wild and domestic animals in the lion.

Wild	pet

13. What kind of domestic animals do you have?
14. You know what Proverbs are associated with animals.
15. Where else do you get the information on the animals? The Internet, books or TV leave your answer.
16. Bring a proverb or a proverb that is appropriate for the content of the fairy tale.
17. What conclusion did you draw from a fairy tale?
This is a text from the 2nd grade reading literacy book with assignments prepared as follows.
And in the preparation of assignments, the following developmental tasks were used:
Finding the main purpose of the read text;
Search for known feedback;
Determining where and in what way the story will take place;
Correctly identify the main purpose and data in graphs or tables, etc .k
Conclusion. In summary, the assignments that are prepared based on the requirements of the PIRLS study serve to further increase students ' reading and writing literacy. Through methodical approaches and effective application of technologies, great progress can be made in the development of reading skills in the educational system. This in turn has a positive effect not only on the academic success of students, but also on their future personal and professional development.
The PIRLS international study is an important study aimed at evaluating students ' reading and writing skills. The tasks prepared on the basis of the requirements and methodologies arising from this study serve to develop students ' skills in understanding, analyzing, and critical thinking of the text. When preparing assignments that meet the requirements of the PIRLS study, it is important to take into account the individual needs of students, correctly draw up questions, and the methodology for their effective use will greatly help the successful organization of the educational process. As a result, students develop reading

and writing skills to increase their intellectual potential.

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