



Skills of Using the Pirls International Assessment Program in Developing Learning Competence of Students

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Abstract: This article talks about the methods of formation and development of students' educational competences based on the PIRLS international assessment program, and the methodology of their application.

Key words: education, training, method, formation, activation, development, thinking, activity, memory, attention, situation, control, personal, management, game, orientation, synthesis, comparison, classification, technology, in groups performance, global, etc.

Formation of the intellectual activity of the young generation has become an important issue not only for a specific country, but also for the international community. Systematic reforms in the field of education are being implemented in our republic in order to create the necessary conditions for the young generation to acquire the knowledge and skills of the 21st century. To implement any systemic changes in the field of education, it is important to reform the methods of knowledge assessment, and today we need not only changes, but transformations of a global nature. Only they can equip students with the skills they need to succeed in tomorrow's global economy. "The main criterion of success in the field of education in the world economy is not only to raise the requirements of national standards, but also to form an educational system at the level of world standards

PIRLS is an international research program for assessing 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

Literature Analysis and Methodology

In PIRLS studies, 2 texts are given to determine and evaluate students' knowledge, i.e. artistic text and informational text. Based on these texts, the following two types of reading, which are most often used, are studied:

1. Reading for the purpose of acquiring the qualification of literary reading.
2. Reading for the purpose of acquiring and using information

The growing influence of international studies in today's world as a result of the processes of globalization indicates that the students entering independent life are expanding the social orders about what knowledge and skills are needed in the labor market, as well as the demands placed on competitive professionals.

Developmental requirements, which are always implemented in all classes, include the formation and development of positive qualities of students' learning activities, interest, creative initiative and activity, students' perception



studying and taking into account the level of possibilities, "designing the near zone of development", organizing educational activities at the level of "exceeding", encouraging new changes in the development, intellectual, emotional, social development of students anticipating "jumps",

such as operational restructuring of educational activities based on taking into account the changes that are beginning.

In the educational process, educational tools are recognized as one of the important elements that ensure the effectiveness of education. Educational tools include: technical and information devices (overhead projector, kinescope, equipment, radio, television, computer, audio and video recorders), laboratory equipment (tubes, test tubes, chemical reagents, microscope), map, models, diagrams, posters, pictures, drawings, etc. are used.

The didactic process theory is based on the classification of educational methods based on N.S. Sayidahmedov². It is known that the didactic process, as the basis of any pedagogical technology, embodies the following three components:

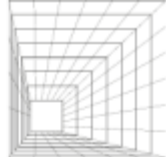
- 1) motivational stage;
- 2) educational activities;
- 3) management.

Therefore, in accordance with the structure of the didactic process, educational methods can be divided into the following three groups:

- I. Stimulating and motivating methods for study and work.
- II. Methods of organization and implementation of educational activities.
- III. Methods of managing educational activities.

In turn, each group is divided into subgroups on a scientific basis:

II. Methods of organization and implementation of educational activities		
Subgroup I	Subgroup II	Subgroup III
Methods of creating the target basis of educational activity	Methods of performing educational activities	Methods of control and self-control in work and work
Oral: - story; - conversation; - explanation; - lecture; - - instructions	Practical: - exercise; - educational and production experience; - educational and productive work; - working with a book; - written work	- Oral individual request; general request; - programmed oral survey
Must show: - illustration; - - demonstration	Applicant: - partially traceable - research; - algorithmic; - - diagnostic	Written: - control-written work; - written test (test); - written exam; - programmed written test (test); - laboratory-practical; - control laboratory work; - machine control; - - quantitative and qualitative assessment of productive work



According to the pedagogues, the student's success is his
Increases interest in educational activities. Interest in reading
It exists only when students are inspired by the successful acquisition of knowledge
will come. If the student feels joy in the process of his work, he will overcome difficulties
if he is proud of what he has done, he starts looking at the educational process with special
interest.

That's why the teacher should create a situation for students to enjoy learning.

Educational activity is multi-motivated, because the sources of activity of the student are
diverse and colorful.

Three sources of activity are distinguished in pedagogy.

- internal;
- external;
- private

The combination of internal, external and personal (private) activity sources of
educational activity directly affects the quality of the educational process and its final results.
The lack of one of these sources of activity leads to the imperfection of the system of learning
motives or their composition. implementation using ready-made "forms" of interest is
considered. In this way, the student's conscious desire to find his place in society based on the
content of educational materials is brought up in the process of learning.

This way is based on methods of persuasion, influence, explanation, information,
example. In this process, the community where the student lives and works, the social
environment and the views, traditions, conditions, etc. created in them, play an important role.
Only when the student sees his parents, neighborhood, peers and other members of society
deeply understanding the essence of learning and education as a vital necessity for him, his
attention to direct education will increase. Through this, a positive attitude towards the role and
place of education in society and social life is formed in the student and he begins to treat it
seriously, in other words, his strong interests increase.

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