



THE ROLE OF THE PIRLS INTERNATIONAL ASSESSMENT PROGRAM IN FORMING CREATIVE AND CRITICAL THINKING OF PRIMARY STUDENTS

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Annotation: This article provides skills for forming creative and critical thinking of primary school students. It also provides instructions for working with the tasks and the role of the PIRLS program in developing students' creative and logical thinking

Key words: creative thinking, critical thinking, competence, analysis, skills

INTRODUCTION

In the educational process, students' creative and critical thinking skills are important for their personal and academic development. For primary school students, developing these skills is a foundation for their future success. This article analyzes the role of the Progress in International Reading Literacy Study (PIRLS) international assessment program in developing creative and critical thinking in primary school students. The PIRLS study is conducted every four years and assesses the reading level of 4th grade students around the world. The main goal of the study is to identify students' reading abilities, their motivation, and various factors in the reading process. The data collected through the PIRLS program is important for assessing and improving the effectiveness of education systems.

LITERATURE REVIEW AND METHODOLOGY

As society changes and develops at a very rapid pace, its level of development depends on the quality of education. In the education system, training students based on the international assessment program is of great importance for us to guarantee an effective education system and be among the advanced foreign countries. Studying and analyzing the education system using the experience of developed countries, using new approaches in teaching, and developing practical skills, thinking and creative abilities in students are urgent tasks, and extensive work is being carried out to participate in international student assessment programs. In this regard, many international organizations and countries have implemented international assessment programs in the field of education, such as PIRLS, TIMSS, PISA, TALIS, in connection with issues such as the quality of education and the assessment of the quality of education. The PIRLS international assessment program is also aimed at increasing the creative and critical thinking of primary school students.

However, the requirements for education in our country mean that it is necessary to attract advanced experiences aimed at improving the quality of education by assessing and monitoring the development of educational and scientific fields, as in foreign countries. Increasing the critical and creative thinking of the younger generation has become an important issue not only

for a particular country, but also for the international community. The existence of a number of complexities associated with the creative and critical thinking of students indicates the need for research. Taking this into account, there is a need to improve the education system in secondary schools, to form the comprehensive intellectual potential of the younger generation through modern social innovations. Creative thinking is a real competence based on knowledge and experience, which creates conditions for people to achieve the expected results in critical and complex situations. The task of education is to provide students with the necessary competencies for their future success. Because of this, they help to adapt to a rapidly changing world, where literacy and digitization are promoted and modern requirements are met, flexible workers adapt to the world. As a result of young people acquiring creative and critical thinking, they will be able to use new technologies to solve current problems, work in sectors that have not yet been created, including the ability to perform tasks that machines cannot perform and to solve global problems. In schools, the need for students to think creatively and critically is also increasing due to the demand for the school market. The importance of schools in society is to increase the feelings of students as part of society, contributing to the prosperity of society and fulfilling their duties to it. International research, on the other hand, ensures that by increasing students' creative thinking, they approach experiences, events, and other situations in a new way, and helps them acquire knowledge. In order to accelerate students' thinking, curiosity, and motivation, new technologies and learning forms should be formed that reveal their creative potential as well as new facets.

RESULTS AND DISCUSSION

PIRLS also represents two broad goals: to assess the acquisition of artistic experience and the skills to obtain and use information, which constitute a large part of the learning of young students in and out of school. It can also be said that this program keeps pace with the times and continues to improve its assessment criteria in accordance with modern requirements. As an example, it is worth mentioning that in the study to be conducted in 2021, it is planned to provide students with tasks in digital format for the first time. Along with the transition to a digital format, changes are also envisaged, such as the introduction of computer-based assessment of ePIRLS online reading, which is managed in an Internet environment. Uzbekistan also participated in the first PIRLS-2021 program. Uzbekistan's result ranked 49th among 57 countries. The knowledge of students is not yet sufficient to meet international assessment programs. PIRLS texts require students to think more. However, they lack the skills of logical, creative and critical thinking.

The PIRLS study suggests the following methods:

1. Text analysis: Students are asked to identify and evaluate important information from the PIRLS text. For example, questions such as "What are the main ideas in the text?" encourage students to analyze the text more deeply.
2. Evaluation questions: Students are asked questions such as "Do you agree with the author's opinion? Why?" to give them the opportunity to express their opinions and analyze other points of view. In the process, they develop logical thinking skills.

The results of the PIRLS study are important in assessing the effectiveness of education systems. The information obtained helps educators take the necessary measures to develop creative and critical thinking skills in primary school students.

1. Pedagogical approaches: Teachers can use methods developed on the basis of the PIRLS study to organize activities that stimulate creative and critical thinking in the educational process. This can be done, for example, through group work, discussion sessions, or creative projects.

2. The role of parents and society: Parents and society also play an important role in developing creative and critical thinking in primary school students. They can help children by encouraging them to read books, discuss, and participate in creative activities.

Today, the development of human capital, the reform of school education, which is the foundation of New Uzbekistan, has become an important issue, preparing students for independent life, and forming the skills necessary for their success.

CONCLUSION

In conclusion, the formation of creative and critical thinking skills in the educational process, its implementation in the process of teaching primary school students, leads to tangible results. In this process, based on the students' mastery, the tasks given should be closely related to the subjects taught at school, and practical and test tasks should be simple and straightforward, similar to tasks performed in the classroom or outside the classroom. It is somewhat difficult to collect data on various aspects of creative and critical thinking in PIRLS studies. However, this is one of the main tasks. When working with the text, students should be able to reason and answer each question logically. The information provided in the process of working with these tasks is at the level of developing the student's creative and critical thinking and will clarify it. The collected general information is supplemented by other creative approaches aimed at developing students' creative thinking (openness, goal-orientedness, reliability) through active participation in classroom and extracurricular activities. The PIRLS international assessment program is of great importance in the formation of creative and critical thinking skills of primary school students. The texts and tasks used in the study help children develop new ideas and learn to think critically. In order to develop these skills in the educational process, educators, parents and society must work together. Such approaches should be one of the main tasks of education systems in order to raise successful individuals in the future.

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