

**PIRLS THE PROGRESS IN INTERNATIONAL READING LITERACY STUDY,
INTERNATIONAL STUDY OF READING LITERACY AND
COMPREHENSION OF TEXT**

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Аннотация: В данной статье проверяют знания учащихся, заканчивающих четвёртый класс начальной школы, так как именно четвёртый год обучения считается важной вехой в развитии детей — к этому моменту учащиеся должны овладеть чтением до такой степени, чтобы оно стало средством их дальнейшего обучения. Важно при этом отметить, что в странах-участницах наблюдается довольно значительный разброс возраста начала обучения в школе, что, естественно, приводит к существенному разбросу в возрасте учащихся четвёртого года обучения, принимающих участие в исследовании.

Ключевые слова: PIRLS, исследования, сертификация, образовательные технологии, инновации, интеграция

Abstract: This study examines the knowledge of students completing the fourth grade of primary school, as the fourth year of schooling is considered an important milestone in children's development - by this point, students should have mastered reading to such an extent that it becomes a means of their further education. It is important to note that there is a fairly significant variation in the ages of school entry in the participating countries, which naturally leads to a significant variation in the ages of fourth-year students participating in the study.

Keywords: PIRLS, research, atistation, educational technology, innovation, integration

Annotatsiya: Ushbu maqola boshlang'ich maktabning to'rtinchi sinfini tamomlayotgan o'quvchilarning bilimlarini o'rganadi, chunki maktabning to'rtinchi yili bolalar rivojlanishidagi muhim bosqich hisoblanadi - bu vaqtda o'quvchilar o'qishni shu darajada o'zlashtirishlari kerakki, bu ularning keyingi ta'lim vositasiga aylanadi. Shuni ta'kidlash kerakki, ishtirokchi mamlakatlarda maktabga kirish yoshida sezilarli darajada farq bor, bu tabiiy ravishda tadqiqotda ishtirok etayotgan to'rtinchi kurs talabalari yoshida sezilarli o'zgarishlarga olib keladi.

Kalit so'zlar: PIRLS, tadqiqot, atitstatsiya, o'qitish texnologiyasi, innovatsiya, integratsiya

The Progress in International Reading Literacy Study (PIRLS) is an international comparative study of the reading literacy of young students.

PIRLS studies the reading achievement and reading behaviors and attitudes of fourth-grade students in the United States and students in the equivalent of fourth grade in other participating countries.

The study began in 2001 and is administered every five years. To provide comparative perspectives on trends in achievement in the context of different education systems, school organizational approaches, and instructional approaches, PIRLS also collects background information from the teachers and school administrators.

AIR's experts provide technical and analytical support for U.S. participation in PIRLS, including consultation and management support; technical review of statistical reports, data files, and data

documentation; expert analysis; technical support for the development of web-based data tools and other products; and training outside researchers to use PIRLS data files and other survey resources.

The International Study of Reading and Comprehension is a periodic monitoring study of the quality and trends of reading literacy in countries with different education systems. It allows comparing the level and quality of reading and comprehension of written text by primary school students in different countries of the world, as well as identifying and comparing changes occurring in national education systems. It is carried out by the International Association for the Evaluation of Educational Achievement in a consortium with leading international scientific organizations, with the participation of national centers. The study has been conducted since 2001, in five-year cycles, and is considered one of the most representative international studies in the field of primary education. The number of countries covered by the study program is gradually increasing.

The results of the conducted research became the subject of additional analysis, which was conducted by teams of the Russian Academy of Education, the Federal Institute for Education Development and other organizations. The recommendations and materials developed during the analysis were used in the development of second-generation state standards, as well as a number of educational achievement measures. The study examines the level and quality of reading and understanding of the text read by students completing the fourth grade of primary school in countries with different education systems. The choice of fourth-grade students of primary school is explained by the fact that it is by the fourth year of study that students must master reading to such an extent that it becomes a means of their further education and the ability to acquire the knowledge necessary for successful adaptation in the modern world.

The study examines two types of reading that are used most often by students during classes and outside of school:

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

When reading fiction and informational texts, four groups of reading skills are assessed:

1. Finding explicitly given information.
2. Formulating conclusions.
3. Interpreting and summarizing information.
4. Analysis and evaluation of the content, linguistic features and structure of the text.

Students are required to read the text and answer the questions. Some tasks require a choice of answers from the proposed options, while others require freely constructed answers.

Additional questionnaires, which are conducted during the study, provide an opportunity to collect contextual information on the socio-demographic characteristics of students and teachers, the organization of the educational process from the point of view of the administration of educational institutions, teachers, students and their parents, the social status of students' families, the type of school, educational standards and requirements for general education.

PIRLS is an international study of the quality of reading and understanding of text (Progress in International Reading Literacy Study). This monitoring study was organized by the International Association for the Evaluation of Educational Achievement (IEA).

The aim of the 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 the methods of teaching reading literacy in national education systems.

The PIRLS study assesses two types of reading that are most often used by students during classes and outside of school:

reading for the purpose of acquiring literary reading experience;

reading for the purpose of mastering and using information.

In accordance with the conceptual provisions of the study, four groups of reading skills are assessed when reading fiction and informational (popular science) texts:

finding information given explicitly;

formulating conclusions;

interpreting and generalizing information;

analyzing and evaluating the content, linguistic features and structure of the text.

The Progress in International Reading Literacy Study (PIRLS) is an international assessment and research project designed to measure reading achievement at the fourth-grade level, as well as school and teacher practices related to instruction. Since 2001, PIRLS has been administered every 5 years, with the United States participating in all past assessments. In PIRLS, fourth-grade students complete a reading assessment and a questionnaire that addresses their attitudes toward reading and their reading habits. In addition, questionnaires are given to students' teachers and school principals to gather information about students' school experiences in developing reading literacy.

PIRLS complements what we learn from national assessments by providing valuable benchmark information on how U.S. students compare to students around the world. PIRLS allows educators, researchers, and policymakers to examine other education systems for practices that could have applications to the United States, and it contributes to ongoing discussions of ways to improve the quality of education of all students. PIRLS is sponsored by the International Association for the Evaluation of Educational Achievement (IEA) and conducted in the United States by the National Center for Education Statistics (NCES).

The most recent PIRLS data collection was in 2021. U.S. results for the 2021 administration are available on the NCES PIRLS 2021 results web page. The results from previous administrations can be obtained by clicking on the instructions on the banner on the same page. The sixth assessment cycle of PIRLS is scheduled to be conducted in 2026. For more information on PIRLS 2026, refer to the PIRLS 2026 brochure.

Transition to Digital Assessment

In 2016, for the first time, education systems participating in PIRLS could choose to administer an optional assessment: PIRLS. In addition to paper-and-pencil items in PIRLS, students were asked to complete online informational reading tasks. Each task involved navigating to and obtaining information from two to three different simulated websites, totaling 5 to 10 web pages. Students were then asked to complete a series of comprehension questions based on these tasks.

In 2021, education systems were given the option of participating in an entirely digital assessment incorporating both PIRLS passages and ePIRLS tasks. Thirty-three education systems opted to administer the digital assessment, while 32 education systems administered the assessment on paper. Education systems administering the digital assessment also administered a paper-based bridge assessment to a smaller sample of students to examine if there was a mode effect—that is, whether the shift from a paper format to a digital format affected student performance. For more information on the bridge study, refer to the PIRLS 2021 International Methods and Procedures.

The reading passages formed the foundation of the reading literacy test. In accordance with the framework, four assessment blocks contained literary texts and four contained informational texts. The passages were authentic texts drawn from children's storybook and informational

sources. Submitted and reviewed by PIRLS 2001 participating countries, the literary passages included realistic stories and traditional tales. The informational texts included chronological and nonchronological articles, a biographical article, and an informational leaflet.

Two item formats were used to assess children's reading literacy: multiple choice and constructed-response. Each type of item was used to assess both reading purposes and all four reading processes. Multiple-choice items provided students with four possible answers, one of which was correct. Each multiple-choice item was worth one point. Constructed-response items required students to construct their answers rather than select from among possible answers. These items were worth one, two, or three points, depending on the depth of understanding or extent of textual support the item required.

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