

## **ABOUT IMPROVING THE MECHANISM OF WORK WITH LOW- ABSORBING READERS BASED ON THE TEXT AND ASSIGNMENTS STUDIED IN INTERNATIONAL ASSESSMENT PROGRAMS**

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### **ABSTRACT**

*This article discusses international education quality assessment programs, successful participation in international assessment programs, and the importance of international assessment programs in education.*

**Key words:** *international, research, evaluation, experiment, PISA, PIRLS, TIMSS.*

### **АННОТАЦИЯ**

*В данной статье рассматриваются международные программы оценки качества образования, успешное участие в международных программах оценки и важность международных программ оценки в образовании.*

**Ключевые слова:** *международный, исследование, оценка, эксперимент, PISA, PIRLS, TIMSS.*

### **INTRODUCTION**

What is the assessment itself, what is it for us? How to evaluate? They are evaluated to determine, measure, analyze the results of students' educational activities. Assessment is a key and integral part of the current education system. The conclusions drawn as a result of the assessment are used to assess the activities of a student, teacher, educational orientation, educational institution, educational program or a whole-headed educational system.

Assessment-consists in measuring the level of achievement of educational goals at a certain stage of the educational process on the basis of predetermined criteria, identifying and analyzing their results. The purpose of the assessment is to collect relevant information about the development of educational activities of students, make decisions on improving the educational process of students and determine the compatibility of those who are expected from their interests, from teaching with their original results.

Preparing students for the exams of the International Programs of PISA, PIRLS, TIMSS, drawing the necessary conclusions based on the results of the study, making the necessary changes and additions to the content and process of Education has become one of the pressing issues. Therefore, the textbooks updated on the basis of

the national curriculum also include materials that meet the assessment criteria and mechanisms of international assessment programs, serve to prepare students for the exams of these programs. For example, the textbook "native language and reading literacy" contains practical tasks aimed at forming the logical thinking and practical skills of the student, working with texts that are in line with the requirements of the international assessment programs PISA and PIRLS. Through such assignments, it is envisaged to form in the reader the skills of understanding the text, critical thinking and reacting. Mathematics is also being innovated based on the results of research. In particular, the content, evaluation standards and mechanisms of international assessment programs are being introduced into the teaching of mathematics based on local conditions. In the field of biology, however, PISA and TIMSS are enriched with tasks and assignments that meet the requirements of international assessment programs. Practical classes aimed at the formation of logical thinking and practical skills of students, laboratory work and tasks that are performed independently, encouraging creative, creative thinking are being developed. Textbooks, exercise books and methodological manuals of other subjects prepared on the basis of the national curriculum also provide for preparation for international assessment programs for teachers, taking into account their measurements and norms.

## **DISCUSSION AND RESULTS**

It is important to study international experience in assessing the quality of education, to conduct a comprehensive comparative analysis of the existing system, to work closely with international and foreign organizations, agencies, research institutions of the relevant direction, to carry out international projects for assessing the quality of education, to improve a decent national assessment system that meets the requirements of the time. By this time, the globalization process is in full swing in all spheres of society and, in turn, leads to the development of Science and technology, a high level of economy growth, and integration in the field of education leads to a further deepening of the process. The quality of education, its competence, the training of competitive qualified specialists as an important factor in the socio-economic development of the country have become important features of the era of globalization. Also, globalization has led to the generalization of the goals of the countries of the world in the preparation of the younger generation as future owners.

The countries of the world focused on the quality of education, taking into account the important place of education in the development of society and Human Development. At the same time, the concept of quality in the field of education is seen as a global phenomenon. The formation of the intellectual activity of the younger generation has become an important issue not only for a particular country, but also

for the international community. Therefore, PIRLS, TIMSS, PISA, TALIS, PIAAC, ICCS, SITES, IALS of assessment in the field of education in most international organization states with issues such as quality of education, quality of education assessment, International assessment programs such as ALL have been put into practice. In the context of modern globalization and growing international competition, the “concept of sustainable development” remains dependent on the level of knowledge of the younger generation. To this end, systematic reforms in the field of education are carried out in the Republic of Uzbekistan in order to create the necessary conditions for the acquisition of knowledge and skills of the young generation of the XXI century.

PIRLS (Progress in International Reading Literacy Study — rise in the study of International Reading Literacy) is an international assessment system that assesses the quality of reading and understanding levels of primary — grade student youth in different countries. The PIRLS study assesses two types of student learning during class time and extracurricular time:

- reading in order to assess the literary experience of the reader;
- reading for the purpose of mastering and using information.

In accordance with the rules of research, four groups of reading skills are evaluated when reading artistic and informative texts:

1. Finding specific information;
2. Formation of conclusions;
3. Interpretation and synthesis of data;
4. Analysis and evaluation of content, language characteristics and text structure.

TIMSS is a system for international monitoring and assessment of the quality of mastering Mathematics and Natural Sciences. This study aims to comparative study of the level of assimilation of students of the 4th grade of primary school and the 8th grade of the base school in mathematics and Natural Sciences in different countries of the world and recognizes the peculiarities and achievements of the educational system of each country in accordance with the results obtained.

PISA - (English – Programme for International Student Assessment) is a program that assesses the literacy of 15-year-olds (reading, mathematics, natural sciences) and the ability to apply their knowledge in practice in different states. It takes place once every 3 years. Originally developed in 1997 and first applied in 2000. In Pisa, the monitoring of the quality of knowledge of students is determined in 5 directions.

Research areas research areas  
Reading literacy

Mathematical literacy  
Financial literacy  
Computer literacy  
Natural-scientific literacy

TALIS is a study based on an international comparative analysis of pedagogical processes organized in different countries and established by the International Organization for Economic Cooperation and development.

Successful participation in international assessment programs is directly related to improving the quality of Education. Participation in it is not only in Uzbekistan, but also in the world community that students keep their curriculum in mind the assessment of their competencies, that is, the ability to apply the knowledge acquired in school in real life situations, is considered an important tool in the development of creative and logical thinking skills and the transition to its assessment.

In conclusion, it would be advisable to focus on further improving the National Assessment System while practicing international assessment programs in assessing the knowledge of the younger generation. Participation in international programs to determine whether the younger generation is developing in the future, thus creating opportunities for new directions of efficiency and efficiency, further improvement of the National Assessment System will contribute to their creativity and competence and, in turn, further development of the quality of education, while ensuring successful participation in international assessment programs. After all, the education of the same period and global progress also demand the universality of knowledge. In our country, we need to carry out a large-scale work to raise the educational system to a completely new level, to radically improve the quality level of pedagogical personnel training in accordance with generally accepted international requirements and standards.

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