

**PEDAGOGICAL AND PSYCHOLOGICAL POSSIBILITIES OF FORMING COMMUNICATIVE  
COMPETENCES IN PRIMARY CLASS STUDENTS ON THE BASIS OF THE PIERLS  
INTERNATIONAL ASSESSMENT PROGRAM**

<https://doi.org/10.5281/zenodo.10099613>

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**Abstract:** *the article talks about the pedagogical possibilities of forming communicative competences in students based on the PIRLS international evaluation program, the teacher's pedagogical abilities and methods of using them in the formation of communicative competences of students from primary grades, the relevance of forming communicative competences in students .*

**Key words:** *educational process, competence approach, communicative competence, pedagogical abilities, communicative ability, pedagogical opportunity, educational success.*

The International Association for the Evaluation of Educational Achievement in the World is an international collaboration of national research institutes, research agencies, scholars and analysts working to evaluate, understand and improve education around the world. A number of works are being carried out on the use of PIRLS international assessment programs aimed at objective assessment of winter literacy. After all, in the global community, it is an important tool in the transition from evaluating whether students have memorized the curriculum to evaluating their competencies, that is, their ability to apply the knowledge they have acquired at school in real life situations, to develop creative and logical thinking skills, and to evaluate it is considered to be.

The Decree of the President of the Republic of Uzbekistan dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" stipulates that by 2030, the Republic of Uzbekistan will enter the ranks of the first 30 advanced countries of the world according to the rating of the PIRLS International Student Assessment Program. . Based on this Decree, the strategic goals of the public education system are planned, which are: innovative development of the economy in the general education system, creating the opportunity to receive quality education in accordance with advanced international experience and modern requirements of society; development of human capital is defined as the main factor determining the level of competitiveness of the student in the labor market and in the country as a whole.

The Decree of the President of the Republic of Uzbekistan dated January 28, 2022 No. 60 on the "Development Strategy of New Uzbekistan" for 2022–2026 provides a number of goals and tasks aimed at introducing a number of modern innovations in education:

creation of additional 1.2 million student places in the public education system through the introduction of the national school development program;

granting academic and financial independence to state higher education institutions, including establishing the practice of independent determination of wages, the number of employees, the amount of payment contracts and the form of education by them;

Targeted preparation of 10 potential higher education institutions to enter QS and TNE international ratings by 2026;

to provide open and high-quality education for young people, to ensure that young people receive excellent education at all stages of education, to create conditions for the development of inclusive education in the regions;

allocation of 605 billion soums from the State budget for the implementation of the textbook renewal program in general secondary educational institutions;

By 2026, complete revision and implementation of educational programs and textbooks based on advanced foreign experience;

improving the quality of education in schools, bringing the knowledge and skills of pedagogues to the international level.

In addition, the Law of the Republic of Uzbekistan No. 637 "On Education" dated September 23, 2020, the Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated December 8, 2018 "Measures to organize international research in the field of education quality assessment in the public education system" Among them are Resolution No. 997, Resolution No. 4884 of the President of the Republic of Uzbekistan dated November 6, 2020, "On Additional Measures to Improve the Education System".

Analyzing the demands placed on modern teachers, we found it permissible to quote the views of President Shavkat Mirziyoyev, who said, "It is necessary to form and educate patriotic individuals who can think independently and do good and acceptable work."

Indeed, we cannot create a foundation for young people to become highly qualified specialists without enjoying the achievements of modern science and technology, science in general.

It can be seen from the international experience that, in order to improve the quality of today's education, especially the primary teacher should bring a number of positive and creative qualities to the educational process and be able to imbibe them.

Another aspect of the application of PIRLS research based on international experiences in the educational process is: the development of objective measures and tools that reflect world priorities in the field of education; comparative assessment of the effectiveness of the organization of the country's educational process; to identify the contextual factors that influenced the research results; aimed at solving problems such as having evidence-based information recognized by the international community.

Indeed, in the period of global changes, the development trends of the education quality assessment system at various levels, the participation of the Republic of Uzbekistan in international comparative programs on the assessment of education quality are

considered as an opportunity to increase the potential of the education system. The active penetration of our country into the world community and the widening of the scope of participation in international programs gave impetus to major changes in all spheres of the country's life.

Currently, according to the PIRLS tariff, reading literacy is the ability to understand and use written language forms that are required by society and valued by people, as well as the ability to create meaning from texts in various forms.

PIRLS focuses on the two goals of young learners' learning in and out of the classroom: learning for the arts and learning to acquire and use information.

PIRLS integrates four broad comprehension processes in each of the reading objectives: focusing and finding specific information, making direct inferences, and interpreting and integrating ideas and information, evaluating and critiquing content and textual elements.

In PIRLS, the questions asked about each passage or text serve as a basis for assessing the four comprehension processes. As readers make meaning from text, they provide explanations for ideas or information that are not clearly explained. Summarizing allows readers to go beyond the text. In most cases, the author creates the text so that the reader can make clear or direct conclusions. In addition to simple inferences, students can focus on specific or general meanings or connect details to general themes and ideas when interpreting and combining ideas and information in a text. comprehension of the text, or at least important parts of it, as well as ideas or information outside the text is required.

The content of the texts used in the PIRLS research is up to 1000 words, fiction texts have a main theme, which can be summarized by the student in addition to the given text, informative texts should cover a topic not taken from educational materials. The text does not use any colloquial words or jargon and removes unnecessary technical expressions. The content of the text should correspond to the age characteristics of 910-year-old students, avoid topics that are very specific to certain cultures, and the text should be interesting and enjoyable for schoolchildren of this age, and should not be too familiar for the student.

International comparative programs for the assessment of the quality of education in the creation of national teaching-methodical and measurement materials from the comprehensive analysis of results, assessment of students' reading, natural sciences, mathematical and creative thinking literacy, methodology and assessment criteria of international programs creating an opportunity to use it, it is important to carry out new research on this problem.

As we know, the results of the PIRLS study conducted in different countries are widely discussed by the pedagogical community. Mechanisms for monitoring the achievements of primary school students and the results achieved by them are being introduced, educational technologies and requirements for the educational achievements of primary school students are being reviewed for further improvement. Research on the

literacy of schoolchildren, pedagogical teams and innovative teachers on the basis of international test tasks is aimed not only at evaluating the scientific literacy achievements of students, but also primarily at the formation of reading culture and skills. , this is an important factor for the young generation in every country to get thorough and quality education.

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