

**FORMATION OF COMMUNICATIVE COMPETENCIES OF PRIMARY CLASS STUDENTS ON THE BASIS OF THE PIRLS INTERNATIONAL ASSESSMENT PROGRAM**

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Abstract

In the era of rapid globalization, educational systems worldwide are adapting to meet the evolving demands of modern society. This article explores the formation of communicative competencies among primary class students, emphasizing the role of the Progress in International Reading Literacy Study (PIRLS) assessment program. It examines the educational reforms in Uzbekistan, driven by strategic goals to enhance reading literacy and overall communicative skills in alignment with international standards. The integration of technology in education is highlighted as a key factor in developing these competencies. The article underscores the significance of targeted interventions, innovative teaching strategies, and policy reforms in preparing students to succeed in an increasingly interconnected world.

Keywords: Communicative competencies, primary education, PIRLS, reading literacy, educational reforms, Uzbekistan, globalization, technology integration.

Introduction

In today's era of rapid globalization, the educational landscape is undergoing significant transformations to meet the demands of modern society. Education systems worldwide are striving for rapid development, adapting to social changes, and focusing on forming a generation capable of meeting future challenges. International assessment programs like PISA, PIRLS, and TIMSS play a crucial role in evaluating and improving the quality of education, particularly in developing communicative competencies among primary class students. This article delves into the significance of the PIRLS assessment program and its role in shaping the communicative competencies of primary class students, with a focus on the educational reforms in Uzbekistan. The Programme for International Student Assessment (PISA), the Progress in International Reading Literacy Study (PIRLS), and the Trends in International Mathematics and Science Study (TIMSS) are key international programs designed to evaluate the quality of education across countries. These programs assess students' abilities to apply their knowledge and skills in real-life situations, emphasizing critical thinking, creativity, and logical reasoning. The International Association for the Evaluation of Educational Achievement (IEA) spearheads these assessment programs, collaborating with national research institutes, research agencies, scholars, and analysts worldwide. The IEA's mission is to evaluate, understand, and improve education globally, making these programs essential tools for educational policymakers and practitioners. PIRLS, in particular, focuses on assessing reading literacy among primary school students. It evaluates students' ability to understand and interpret texts, an essential skill for academic success and lifelong learning. By



shifting the focus from rote memorization to competency-based evaluation, PIRLS aims to develop students' creative and logical thinking skills, preparing them for the complexities of the modern world.

Educational Reforms in Uzbekistan. Uzbekistan has embarked on a comprehensive journey of educational reform, driven by the vision of its leadership and the strategic goals outlined in various presidential decrees and government resolutions. 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," sets ambitious targets for the country's educational system. One of the key objectives is to rank among the top 30 countries in the PIRLS assessment by 2030. This strategic goal reflects Uzbekistan's commitment to innovative development in education, aiming to provide quality education aligned with international standards and the modern needs of society. The development of human capital is identified as a critical factor in enhancing the competitiveness of students in the labor market and contributing to the country's overall progress.

The PIRLS International Assessment Program. The PIRLS assessment program evaluates reading literacy by measuring students' abilities to understand and interpret written texts. It assesses four key components of reading comprehension: retrieving and straightforward inferencing, interpreting, integrating, and evaluating. By focusing on these components, PIRLS provides a comprehensive understanding of students' reading abilities and their capacity to engage with texts critically and thoughtfully. In Uzbekistan, the PIRLS assessment program is seen not merely as a testing tool but as an opportunity to improve the educational system. It provides valuable insights into the strengths and weaknesses of students' reading abilities, enabling educators and policymakers to design targeted interventions and reforms to enhance reading literacy and communicative competencies. Communicative competencies encompass a range of skills essential for effective communication, including reading, writing, listening, and speaking. These skills are crucial for students' academic success and their ability to navigate various social and professional contexts. The PIRLS assessment program plays a vital role in shaping these competencies by emphasizing reading literacy and comprehension.

Reading Literacy. Reading literacy forms the foundation of communicative competencies. It involves not only the ability to read and understand texts but also to interpret, analyze, and evaluate information. The PIRLS program assesses these skills, providing a comprehensive evaluation of students' reading abilities. By focusing on reading literacy, educators can develop targeted strategies to enhance students' comprehension skills, enabling them to engage with texts more effectively. In primary education, developing reading literacy involves a multifaceted approach. Teachers must create a literacy-rich environment, incorporating a variety of texts and reading materials to engage students and foster a love for reading. Interactive reading activities, guided reading sessions, and discussions about texts can enhance students' comprehension skills and encourage critical thinking.

Writing Skills. Writing skills are another crucial component of communicative competencies. Effective writing involves organizing thoughts coherently, expressing ideas clearly, and using



appropriate language and grammar. Developing writing skills in primary classes requires a structured approach, incorporating activities that encourage creative expression and critical thinking. Teachers can use writing prompts, journaling activities, and collaborative writing tasks to engage students and develop their writing skills. Providing constructive feedback and opportunities for revision helps students improve their writing and build confidence in their abilities. Integrating technology, such as digital storytelling tools and online writing platforms, can further enhance students' writing experiences and provide diverse opportunities for expression.

The integration of technology in education has transformed the way students learn and communicate. In the context of developing communicative competencies, technology offers numerous tools and resources that can enhance the learning experience and provide diverse opportunities for practice and engagement. Digital reading platforms provide access to a vast array of reading materials, including e-books, articles, and interactive texts. These platforms often include features such as audio narration, interactive quizzes, and annotation tools, which can enhance students' reading comprehension and engagement.

In conclusion, the formation of communicative competencies among primary class students is a critical aspect of education, essential for their academic success and ability to navigate various social and professional contexts. The PIRLS international assessment program plays a significant role in shaping these competencies by emphasizing reading literacy and comprehension. Uzbekistan's commitment to educational reform, as reflected in various presidential decrees and government resolutions, underscores the importance of developing communicative competencies and aligning educational practices with international standards. By integrating technology into the development of communicative competencies, educators can create dynamic and engaging learning environments that prepare students for success in the 21st century. Digital reading platforms, online writing tools, and interactive communication platforms offer diverse opportunities for practice and engagement, enhancing students' reading, writing, listening, and speaking skills. As Uzbekistan continues to implement educational reforms and align its practices with international standards, the focus on developing communicative competencies through programs like PIRLS will be instrumental in preparing students to meet the challenges of a rapidly evolving world. Through targeted interventions, innovative teaching strategies, and the integration of technology, educators can foster the development of communicative competencies and empower students to thrive in the global community.

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