

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

Rizayeva Maftunaxon Abdumannob kizi

Master of the 2nd year of theory and methodology of education of Andijan State  
Pedagogical Institute

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**Abstract.** Speaking about the methods and methods of assessing the results of students' educational activities, knowledge and skills, it is necessary to first mention how preferable and effective the assessment is. This article will focus on the methodology for assessing students' knowledge based on International Assessment.

**Keywords:** assessment, methodology, methodology, national curriculum, program, International Assessment System, PISA, TIMSS, PIRLS, TALIS, diagnostic assessment, formative assessment, summative assessment.

ОБ СОВЕРШЕНСТВОВАНИИ МЕХАНИЗМА РАБОТЫ С  
МАЛОПОНИМАЕМЫМИ ЧИТАТЕЛЯМИ НА ОСНОВЕ ТЕКСТА И ЗАДАНИЙ,  
ИЗУЧЕННЫХ В ПРОГРАММАХ МЕЖДУНАРОДНОЙ ОЦЕНКИ

**Аннотация.** Говоря о методах и методах оценки результатов учебной деятельности, знаний и умений студентов, необходимо в первую очередь упомянуть о том, насколько предпочтительна и эффективна оценка. В данной статье речь пойдет о методике оценивания знаний учащихся на основе международного оценивания.

**Ключевые слова:** оценивание, методика, методология, национальный учебный план, программа, Международная система оценивания, PISA, TIMSS, PIRLS, TALIS, диагностическое оценивание, формирующее оценивание, суммативное оценивание.

Independent Uzbekistan is developing rapidly today. In every area, huge changes are being made and Uzbekistan takes on a unique appearance. In particular, the introduction of the international assessment system into the educational system will also not be an exaggeration to say one of the important changes. Accordingly, it is determined that it is an important task for every subject teacher today to have knowledge of the International Assessment System and prepare students for the PIRLS exams. At this point, the question arises What is PIRLS itself?

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. This type of test is designed to be carried out every 5 years.

The decree of the head of state “on approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030” of April 29, 2019 sets out the tasks of achieving the entry of PISA into the top 30 most advanced countries of the world by the rating of the Student Assessment Program by 2030.

PISA assesses the level of reading, mathematics and natural-scientific literacy of 15-year-olds. The concept of the development of public education has been approved.

PIRLS assesses the level of reading and understanding of the text of 4th graders. TALIS international study of teaching and teaching.

The TIMSS International Assessment Program, on the other hand, assesses the level of mathematics and natural-scientific literacy of students in grades 4 and 8. PIRLS and TIMSS can be recognized as complementary programs.

Considering the research of PISA and TIMSS, as one of their priorities, the assessment of the mathematical literacy of students, it can be said that it will also be in harmony with the reforms carried out in our Republic on the development of the field of mathematics.

There are 3 different views of the assessment:

1. Diagnostic evaluation (primary)
2. Formative assessment (formative, current)
3. Summative assessment (summary, final)

Diagnostic assessment is a regular and rigorous process carried out at school at the beginning of the school year, which is a primary assessment. At the time of the beginning of the educational subject or academic stage, even the educational center is a center that can assess the best time to give diagnostic assessments to its students.

Objectives of diagnostic evaluation:

- Understand what state students are;
- Find out what he knows about the subject;
- Make decisions that make your life easier;
- Improving learning in the process of developing the educational process;

Formative assessment (assessment for learning) is the assessment of the quality of assimilation of learners during the educational process. Formative assessment is a formative, current assessment that is conducted in a regular manner. It makes it possible to quickly identify achievements and shortcomings in the educational process, coordinate the educational process and ensure a return connection between the educator and the learner. Marina Alexandrovna Pinskaya, candidate of Pedagogical Sciences, researcher writes the following in the book "new forms of assessment": formative assessment is necessary to diagnose how the educational process is going not only at the final stage, but also at the primary and secondary stage, and if the data turns out to be unsatisfactory, it is possible to make changes based on the information obtained and Formative assessment focuses on individual learning skills or skills in the curriculum instead of the entire curriculum. These assessments say that they are intended to measure aspiration towards a specific goal.

One of the most useful parts of formative assessment is that there is no single method of formative assessment. Instead, there are hundreds of different evaluation methods available. Each teacher can develop an in-depth repertoire of potentially formative assessments. In addition, teachers can adapt and modify the formative assessment to the needs of their students. This is important because the discrepancy helps to attract students and ensures that the teacher is in line with the correct assessment of the concepts being studied. Having options can also help students see the types of assessments throughout the year that naturally match their personal preferences or strengths and weaknesses.

The best formative assessment is to engage, adapt to the strengths of students, and identify areas that need additional training or assistance. Formative assessment is a proven teaching tool that has a lot of importance for teachers and students. Teachers can develop and use formative

assessment to guide future classes, develop individual learning goals for students, and obtain valuable information about the quality of the classes offered to students.

A summative assessment determines whether the learner meets the criteria and standards of the educational process for a specified period of time for certain mastering results. Summative assessment is carried out at the conclusion of a certain stage of the educational process. The type of summative assessment can be carried out at the end of the year and the main stage of the subject, quarter or half-year, using assignments corresponding to the curriculum. Summative assessment can take the forms of writing, testing, oral, conversation, practical assignment. The goal is to test the students' knowledge, i.e. to what extent they have learned the material they taught them. Summative assessment seeks to assess the effectiveness of a lesson or program, examines the educational process, etc.

In summary, assessment is a fundamental and integral part of the current education system. If we look at the education system of developed countries an example is the education, assessment and quality assurance (TAQA) award in the UK for helping employees (teachers) learn and develop good practice in relation to the assessment of education by adults (leaders) in the context of education and training. This means that assessment is the main process for the development of Education. Formative assessment in particular provides accurate information about the quality of Education. Not just formative assessment other types of assessment are also important and effective. At this point, it should be said that our country pays special attention to improving the quality of education, to the issue of proper preparation for international assessment processes, and a number of advanced foreign technologies are being used for the educational system.

All this is of course also for our country to see itself among the developed countries and to be a pioneer. After all, the future is in the hands of young people. That is why the president of our country is beginning to radically reform the education system, paying special attention to young people.

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