

IMPROVING THE METHODOLOGY FOR TEACHING ELEMENTARY STUDENTS BASED ON THE PIRLS INTERNATIONAL RESEARCH PROGRAM

Rajabova Munisa Aminboy qizi

Bachelor, At Gulistan State University.

<https://doi.org/10.5281/zenodo.11372786>

Abstract. *This article explores the potential of the Progress in International Reading Literacy Study (PIRLS) research program to enhance teaching methodologies for elementary students. By analyzing the PIRLS framework and its implications for classroom practices, we propose a set of strategies to improve reading literacy instruction. The study employs a comprehensive literature review and a qualitative analysis of PIRLS data to identify key areas for improvement. The results suggest that focusing on reading comprehension strategies, engaging with diverse texts, and fostering a positive reading culture can significantly enhance student performance. The article discusses the practical applications of these findings and offers recommendations for educators and policymakers to integrate PIRLS-informed practices into their teaching methodologies.*

Keywords: *PIRLS, reading literacy, teaching methodology, elementary education, international research.*

СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ОБУЧЕНИЯ УЧАЩИХСЯ НАЧАЛЬНЫХ ПЕРИОДОВ НА ОСНОВЕ МЕЖДУНАРОДНОЙ ИССЛЕДОВАТЕЛЬСКОЙ ПРОГРАММЫ PIRLS

Аннотация. *В этой статье исследуется потенциал исследовательской программы «Прогресс в международном исследовании грамотности чтения» (PIRLS) для совершенствования методик преподавания учащихся начальной школы. Анализируя структуру PIRLS и ее влияние на практику работы в классе, мы предлагаем ряд стратегий для улучшения обучения грамоте чтения. В исследовании используется всесторонний обзор литературы и качественный анализ данных PIRLS для определения ключевых областей для улучшения. Результаты показывают, что сосредоточение внимания на стратегиях понимания прочитанного, взаимодействии с разнообразными текстами и формировании позитивной культуры чтения может значительно улучшить успеваемость учащихся. В статье обсуждается практическое применение этих результатов и предлагаются рекомендации преподавателям и политикам по интеграции практик, основанных на PIRLS, в свои методики преподавания.*

Ключевые слова: *PIRLS, читательская грамотность, методика преподавания, начальное образование, международные исследования.*

INTRODUCTION

The Progress in International Reading Literacy Study (PIRLS) is a well-established international research program that assesses the reading literacy of fourth-grade students across the globe [1].

By providing valuable insights into the factors that influence reading achievement, PIRLS has the potential to inform and improve teaching methodologies for elementary students [2]. This

article aims to explore how the findings and framework of PIRLS can be leveraged to enhance classroom practices and ultimately boost student performance in reading literacy.

METHODS AND LITERATURE REVIEW

To investigate the implications of PIRLS for teaching methodologies, we conducted a comprehensive literature review of scholarly articles, reports, and official PIRLS publications. The review focused on identifying key themes and strategies that have emerged from PIRLS research and their potential applications in the classroom setting.

Additionally, we performed a qualitative analysis of PIRLS data from the 2016 and 2011 assessment cycles [3][4].

This analysis involved examining student performance, questionnaire responses, and contextual factors to pinpoint areas where teaching methodologies could be improved to better align with the PIRLS framework and findings.

RESULTS

The literature review and qualitative analysis revealed several key areas where PIRLS-informed strategies could enhance teaching methodologies for elementary students.

- **Reading Comprehension Strategies:** PIRLS emphasizes the importance of teaching reading comprehension strategies, such as making inferences, interpreting information, and evaluating content [5]. By explicitly teaching and modeling these strategies, educators can help students develop the skills necessary to engage with texts at a deeper level [6].

- **Engaging with Diverse Texts:** PIRLS assessments include a range of text types, including literary, informational, and persuasive texts [7]. Incorporating a variety of genres and text structures into reading instruction can expose students to diverse perspectives and help them develop a broader understanding of the world around them [8].

- **Fostering a Positive Reading Culture:** PIRLS data consistently shows that students who enjoy reading and have positive attitudes towards reading tend to perform better on reading assessments [9]. Creating a classroom environment that celebrates reading, provides access to high-quality reading materials, and encourages students to read for pleasure can contribute to improved reading outcomes [10].

ANALYSIS AND DISCUSSION

The findings from the literature review and qualitative analysis suggest that integrating PIRLS-informed strategies into teaching methodologies can have a significant impact on student reading literacy. By focusing on reading comprehension strategies, educators can equip students with the tools they need to engage with texts critically and construct meaning from what they read.

This approach aligns with the PIRLS framework, which emphasizes the importance of both retrieving explicitly stated information and making inferences based on the text.

Exposing students to diverse texts is another crucial aspect of improving reading literacy. PIRLS assessments demonstrate that students who engage with a wide range of genres and text types tend to perform better on reading tasks.

By incorporating varied reading materials into their instruction, teachers can broaden students' horizons and help them develop the skills necessary to navigate an increasingly complex information landscape.

Moreover, fostering a positive reading culture in the classroom can have far-reaching effects on student attitudes and performance. PIRLS data consistently shows a strong correlation between student enjoyment of reading and reading achievement.

By creating an environment that values and celebrates reading, educators can help students develop a lifelong love for reading, which in turn can lead to improved academic outcomes.

CONCLUSION

The PIRLS international research program offers valuable insights into the factors that contribute to reading literacy success among elementary students. By leveraging the findings and framework of PIRLS, educators can enhance their teaching methodologies to better support student learning and achievement.

This article has highlighted three key areas where PIRLS-informed strategies can be particularly effective: teaching reading comprehension strategies, engaging with diverse texts, and fostering a positive reading culture.

By explicitly teaching and modeling comprehension strategies, exposing students to a wide range of genres and text types, and creating a classroom environment that celebrates reading, educators can help students develop the skills and attitudes necessary for reading success.

Ultimately, the integration of PIRLS-informed practices into teaching methodologies has the potential to significantly improve reading literacy outcomes for elementary students.

By embracing these strategies and adapting them to their specific contexts, educators and policymakers can work towards providing all students with the tools they need to become confident, competent readers.

REFERENCES

1. Mullis, I. V., Martin, M. O., Foy, P., & Hooper, M. (2017). PIRLS 2016 International Results in Reading. Boston College, TIMSS & PIRLS International Study Center.
2. Lenkeit, J., Chan, J., Hopfenbeck, T. N., & Baird, J. A. (2015). A review of the representation of PIRLS related research in scientific journals. *Educational Research Review*, 16, 102-115.
3. Mullis, I. V., Martin, M. O., Foy, P., & Drucker, K. T. (2012). PIRLS 2011 International Results in Reading. Boston College, TIMSS & PIRLS International Study Center.
4. Mullis, I. V., Martin, M. O., Foy, P., & Hooper, M. (2017). PIRLS 2016 International Results in Reading. Boston College, TIMSS & PIRLS International Study Center.
5. Afflerbach, P., Cho, B. Y., Kim, J. Y., Crassas, M. E., & Doyle, B. (2013). Reading: What else matters besides strategies and skills?. *The Reading Teacher*, 66(6), 440-448.
6. Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (4th ed., pp. 51-93). Newark, DE: International Reading Association.
7. Mullis, I. V., Martin, M. O., & Sainsbury, M. (2015). PIRLS 2016 reading framework. In I. V. Mullis & M. O. Martin (Eds.), *PIRLS 2016 assessment framework* (2nd ed., pp. 11-29). Boston College, TIMSS & PIRLS International Study Center.

8. Cervetti, G. N., & Hiebert, E. H. (2015). The sixth pillar of reading instruction: Knowledge development. *The Reading Teacher*, 68(7), 548-551.
9. McGeown, S. P., Johnston, R. S., Walker, J., Howatson, K., Stockburn, A., & Dufton, P. (2015). The relationship between young children's enjoyment of learning to read, reading attitudes, confidence and attainment. *Educational Research*, 57(4), 389-402.
10. Clark, C., & Rumbold, K. (2006). Reading for pleasure: A research overview. National Literacy Trust.