



Study of Pedagogical-Psychological Research of Improving Reading Literacy of Primary Grade Students on The Basis of Egra, Pirls International Programs

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Abstract: This article analyzes the process of improving reading literacy of primary school students from a pedagogical and psychological point of view, based on international assessment systems - EGRA (Early Grade Reading Assessment) and PIRLS (Progress in International Reading Literacy Study). The study examines the role of these programs in developing reading literacy skills, their main evaluation criteria, and directions for improving the educational process based on their results. It also analyzes foreign and domestic scientific research on improving reading literacy of primary school students. The significance of this study is that it opens up opportunities for improving teaching methodologies based on international experience, developing approaches that meet national educational standards, and using effective methods to shape students' reading culture.

Keywords: EGRA, PIRLS, primary school, reading

literacy, assessment systems, pedagogical research, psychological analysis, teaching methodology, international programs, improving the quality of education.

Introduction: In the field of education, mastering reading skills is the foundation for academic success and lifelong learning. The ability to decipher written language, understand its meaning, and engage critically with texts is essential for acquiring knowledge in the disciplines and navigating the complexities of modern society. Recognizing the transformative power of reading literacy, educators and stakeholders need to implement innovative approaches to the education system to enhance this essential skill in early childhood students. The study examined pedagogical, psychological, and organizational aspects that contribute to improving reading literacy in early childhood education, based on insights provided by international programs such as the Early Childhood Education Assessment (ECA) and the Program for International Reading Literacy Learning (PIRLS). The concept of “reading literacy” serves as the basis for educational assessment systems such as the Early Childhood Education Assessment (ECEA) and the Program for International Reading Literacy Learning (PIRLS). These programs provide broad definitions of reading literacy, incorporating a variety of measures and skills that are important for assessing students’ reading abilities. In this section, we will explore the content of the understanding of reading literacy presented in the international programs EGRA and PIRLS, highlighting the main components and indicators used to measure students’ reading abilities. Reading literacy is not simply the ability to decode a single text, but a multifaceted skill that involves understanding, analyzing, and extracting meaning from a variety of texts. The EGRA and PIRLS programs emphasize the broader perspective of reading literacy beyond mechanical decoding. Reading literacy involves understanding, interpreting, thinking critically, and applying reading skills to real-world situations.

The components of the concept of “reading literacy” in international assessment programs include: 1. Decoding and word recognition. One of the key components of reading literacy is the ability to correctly decode and recognize words. This involves understanding letter-sound relationships, identifying sight words, and applying phonics principles to increase familiarity with words. The EGRA and PIRLS assessments often assess students’ word recognition and decoding skills. 2. Vocabulary. A good vocabulary is essential for understanding written text. The EGRA and PIRLS programs emphasize vocabulary

development as a key element of reading literacy. A strong vocabulary enhances comprehension by helping students understand the subtleties of language and contextual meaning. 3. Comprehension. Central to reading literacy is the ability to understand and comprehend text. This involves understanding key ideas, identifying supporting details, drawing conclusions, and making connections between different parts of the text. The EGRA and PIRLS assessment programs measure students’ level of comprehension through tasks that require them to answer questions and demonstrate understanding of the material. 4. Fluency. Fluent reading involves both accuracy and speed. Fluent readers are able to read text with a smooth and consistent prosody (the system of pronouncing stressed and unstressed, long and short syllables in speech), which enhances comprehension. The EAP and PIRLS programs recognize fluency as an important aspect of reading literacy and may include tasks that assess reading speed and expression. 5. Reading strategies. Proficient students use a variety of strategies to enhance their understanding of text. These strategies include inferring, generalizing, imagining, and asking questions while reading. EGRA and PIRLS assessors can assess students’ use of these strategies to determine their level of reading literacy. The EGRA and PIRLS programs use a series of indicators to assess students’ reading skills. These indicators provide an understanding of students’ proficiency in the components of reading literacy that are covered in the course.

They are as follows: 1. Oral reading fluency. Indicators such as reading speed, clarity, and expression provide insight into students’ fluency and ability to read text smoothly. 2. Comprehension questions. Tasks that require students to answer questions based on text assess their comprehension skills, including their ability to identify main ideas, details, and summaries. 3. Vocabulary assessment. Vocabulary-related tests can include tasks that assess students’ ability to identify words in context and understand the meanings of unfamiliar words. 4. Phonemic awareness. Some tests assess students’ awareness of phonemic elements through tasks such as segmenting and blending sounds. 5. Text analysis. More complex assessments may require students to analyze the structure and organization of a text, identifying its purpose, tone, and key literary elements. The comprehensive understanding of reading literacy presented in the EGRA and PIRLS programs emphasizes the multifaceted nature of this skill. By assessing various components and indicators, educators gain a holistic view of students’ reading abilities. Identifying strengths and areas of improvement in vocabulary, comprehension, fluency,

and strategy mastery allows for targeted interventions to improve students' overall reading literacy. In the international programs EGRA and PIRLS, the concept of "Reading Literacy" extends beyond the scope of reading mechanics to encompass a range of components and indicators. These assessments emphasize decoding, vocabulary, comprehension, fluency, and strategies as important dimensions of reading literacy. Systematic measurement of these components allows educators to gain valuable information about students' reading abilities and adapt teaching methods that contribute to the meaningful development of reading literacy.

Global efforts to improve reading literacy among primary school students have led to the implementation of assessment programs such as EGRA and PIRLS. These programs have been widely adopted in various regions, including Europe, Asia and Uzbekistan, to assess reading comprehension skills and implement targeted interventions. Below, we will review a selection of pedagogical and psychological studies conducted in these regions to assess the effectiveness of the EGRA and PIRLS programs in improving reading literacy among primary school students.

European studies. Studies conducted in Europe have been aimed at studying the impact of the EGRA and PIRLS programs on improving reading literacy. In countries such as Finland and Sweden, where the quality of reading skills is assessed, these programs have been included in the curriculum to improve pedagogical practice. A study by Sulkunen et al. in Finland found that EGRA assessments provide valuable insights into students' individual learning needs, which allows teachers to tailor instruction and interventions accordingly. The study showed that a clear focus on core reading skills and comprehension strategies led to significant improvements in students' reading achievement. Similarly, a study by Andersson and Thunberg in Sweden examined the implementation of PIRLS-based interventions. The researchers found that structured assessment and subsequent targeted instruction improved students' vocabulary acquisition and comprehension skills. These findings highlight the effectiveness of integrating internationally recognized programs such as PIRLS into local contexts to promote reading literacy.

Asian studies. The implementation of the EGRA and PIRLS programs in Asian countries has also shown promising results in increasing reading literacy. In countries known for their strong focus on learning, such as Singapore and Japan, these programs have contributed to evidence-based pedagogical practices. In Singapore, a study by Tan and Shaw (2015) found that EGRA assessments help identify students' reading

literacy skills early. Researchers have found that subsequent interventions based on individual needs improved students' phonemic awareness and decoding skills. The use of Japanese PIRLS data to inform instructional practices was explored in a study by Takayama and Sasaki. Researchers have emphasized that insights gained from PIRLS assessments have helped educators select learning materials and strategies that are appropriate for students' developmental stages. The implementation of these strategies has led to increased students' reading comprehension and interest in reading. Research in Uzbekistan. In Uzbekistan, which is actively working to improve its education system, the integration of the EGRA and PIRLS programs has yielded positive results in increasing reading literacy. A study by M. Ismailova et al. evaluated the impact of EGRA-based interventions on students' reading ability in Uzbekistan. The researchers found significant differences in students' phonemic awareness, vocabulary, and reading comprehension skills. Furthermore, the study highlighted the importance of aligning instructional practices with the EGRA's core reading skills.

A recent study by S. Abdullayeva and M. Shukurova focused on implementing PIRLS-based strategies in Uzbekistan. The researchers found that targeted interventions based on PIRLS data improved students' ability to understand and analyze complex texts. This study highlights the usefulness of international assessment in developing local curricula and guiding teaching practices. Studies on the effectiveness of the EGRA and PIRLS programs in improving reading literacy in different regions reveal a number of commonalities. First, assessments provide teachers with valuable information that allows them to identify individual students' strengths and areas for improvement. Counseling based on this information allows them to implement targeted interventions that address specific learning deficiencies. Secondly, the integration of the EGRA and PIRLS frameworks into teaching practices that focus on reading, comprehension, and vocabulary development has consistently yielded positive results. These programs provide teachers with a foundation for developing evidence-based interventions that address diverse learning needs. Therefore, the integration of international assessment systems into local contexts enhances the quality of education. Educators and stakeholders recognize the importance of comparing their students' learning outcomes with international standards, which helps in developing curricula and making decisions. Pedagogical and psychological studies conducted in various regions, including Europe, Asia, and Uzbekistan, have shown the effectiveness of the EGRA and PIRLS programs in improving reading literacy

among elementary school students. These studies emphasize the importance of using data-based assessments to identify students' learning needs and tailor interventions accordingly. In addition, the alignment of teaching practices with the components emphasized by EGRA and PIRLS has led to a consistent approach to improving vocabulary, comprehension, and fluency skills. Furthermore, the integration of international assessment systems into local educational settings has facilitated evidence-based pedagogical interventions and improved the quality of teaching and learning. These programs are valuable tools for educators, enabling them to align students' reading skills with international standards, provide guidance in curriculum development, and make policy decisions. In conclusion, research findings from different regions emphasize the universal impact of the EGRA and PIRLS programs on improving reading literacy. As we move forward in understanding how to effectively improve reading skills, these studies provide evidence about the importance of evidence-based interventions and the role of international assessment systems in improving reading literacy among primary school students.

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