

**ASSESSMENT OF KNOWLEDGE OF ELEMENTARY SCHOOL STUDENTS IN AN  
INNOVATIVE EDUCATIONAL ENVIRONMENT**

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**ANNOTATION**

This article suggests evaluating primary school teachers through international programs in an innovative educational environment. Evaluation of pupils' knowledge of competence through PIRLS program is also addressed.

**Keywords:** *innovative education, primary education, governmental educational standards, pupil, evaluation, international programs, PIRLS program.*

**Annotatsiya:** *ushbu maqolada innovatsion ta'lim muhitida boshlang'ich sinf o'quvchilarining bilimini xalqaro dasturlar asosida baholashga oid tavsiyalar berilgan. PIRLS dasturi orqali o'quvchilarda shakllanadigan bilim hamda kompetensiyalarning baholanishi e'tiborga olingan.*

**Kalit so'zlar:** *innovatsion ta'lim, boshlang'ich ta'lim, davlat ta'lim standarti, o'quvchi, baholash, xalqaro dasturlar, PIRLS dasturi.*

**Аннотация:** *на этой статье даны рекомендации по оцениванию учеников начального класса на основе новой технологии международного стандарта. Предлагается использовать программы PIRLS при оценивании знания учеников и приобретаемые компетенции.*

**Ключевые слова:** *инновационное образование, начальное образование, ГОС государственные образовательные стандарты, ученики, международные стандарты, программа PIRLS.*

**INTRODUCTION**

Today in our country a great deal of attention is paid to the development of science and the education system, the training of qualified specialists, the education of the younger generation, the implementation of an innovative educational environment. Because the development of any country depends on the weight of people with solid knowledge and intellectual potential. Resolution of the Cabinet of Ministers "On approval of state educational standards of general secondary and secondary special, vocational education" New approaches to teaching in the education system, the use of modern programs in teaching subjects, the formation and development of the level of knowledge of students through an innovative approach to the educational process. The purpose of the state educational standard is to organize the general secondary education system based on the ongoing socio-economic reforms in the country, the best practices of developed countries and science and modern information and communication technologies, spiritual development and is to nurture an intellectually developed individual.

The objectives of the state education standard are:

- setting requirements for the content and quality of general secondary education;
- Introduction of effective forms and methods of educating students on the basis of national, universal and spiritual values;
- Introduction of pedagogical and modern information and communication technologies in the educational process, setting requirements for the qualifications of students and graduates of general secondary education;
- Ensuring the effective integration of education, science and industry for targeted and quality training;

- Improving the legal framework for quality control of education and its outcomes, the procedure for systematic assessment of students' skills, as well as the quality of educational activities;
- Ensuring that the requirements of state educational standards meet the international requirements for the quality of education and training. [1]

An important aspect of the DTS, adopted on April 6, 2017, is that it allows students to apply the knowledge, skills and competencies they acquire in practice on the basis of basic and scientific competencies. Competencies help students develop mentally and spiritually and take a firm step into the future. The level of mastery of students in primary education is assessed on the basis of their knowledge and competencies. The 5-point grading system is currently being implemented, taking into account the requirements for basic and scientific competencies.

### **MATERIAL AND METHOD**

The assessment system is a set of criteria that determine the level of mastery of the qualification requirements of general secondary education by students and the effectiveness of the general secondary education institution according to the state educational standard. An overall analysis of students' knowledge and skills determines the level of quality of education in a country. To this end, during the school year, internal and external monitoring is carried out in each educational institution, the results of which determine the sequence of the most exemplary schools, the potential of teachers and the level of mastery of students. As this process is an important criterion for the development of education, the Ministry of Public Education and the Republican State Inspectorate for Quality Control in Education have launched international programs to assess the knowledge of secondary school students. PISA (Program for International Student Assessment), TIMSS (Trends in Mathematics and Science Study), PIRLS (Progress in International Reading) and Literacy Study).

PISA monitors the quality of students' knowledge in 5 areas:

- Reading literacy;
- Mathematical literacy;
- Financial literacy;
- Computer literacy;
- Natural science literacy.

Uzbekistan is expected to participate in 2021 in 3 areas (reading literacy, mathematical literacy, science literacy).

TIMSS is the quality of teaching mathematics and science in schools is an international monitoring organization organized by the International Association for the Evaluation of Educational Achievement (IEA). This study helps to compare the level and quality of knowledge acquired by 4th and 8th grade students in different countries in mathematics and science, and to identify differences in the national education system. In addition, factors related to the content of mathematics and science education in schools, the educational process, the capacity of the educational institution, the potential of teachers, and the families of students are studied. This information is used as a basis for determining the status of the specified subjects. The survey is conducted every four years by many research centers and organizations around the world, including the US Educational Testing Services (ETS), the Statistical Center of Canada, and the International Association for the Evaluation of Educational Achievement. (IEA). Advisory committees of various government experts will also be set up. [2]

PIRLS is an international research program to assess the reading comprehension of primary school students. In other words, information on public policy in the field of education to improve reading and learning,

which allows for an international comparison of data on the level of development of reading comprehension skills of primary school students. is the largest international evaluation program it offers.

PIRLS also represents two broad goals, which make up the bulk of in-school and out-of-school learning by young students, namely the acquisition of artistic experience, the assessment of information acquisition and use skills.

Innovative education is an educational process based on innovations and innovations in the field of education, updated new technologies. In today's innovative educational environment, changes are taking place that ensure the introduction of innovations and the successful transition of the system to new indicators. Innovative teaching in primary education requires a new teaching system, teaching students based on newly introduced technologies, international research. Consider the following assignment from the PIRLS test to determine students' knowledge through international assessment programs using international experience in the primary education system in an innovative learning environment:

## **DISCUSSION**

*WONDERFUL NIGHT* (Franz Hohler)

Anina was ten years old and could easily go from her room to the bathroom even when she was asleep. The door was usually sloping open, and the lamp illuminated the hallway from the telephone booth to the bathroom. One night, as Anina was walking to the bathroom in front of the telephone booth, she heard a rustling sound. But because he was asleep, he didn't pay much attention to this rustling. It was as if the sound was coming from afar. It was only when he returned to his room that he noticed where the rustling was coming from. There was a pile of old magazines and newspapers lying under the table where the phone was, and that was the sound coming from there. Suddenly, a pile of newspapers and magazines shifted to the right, left, right, and back, scattering in all directions. Anina couldn't believe her eyes as she saw a crocodile crawling out from under the phone. Anina froze where she stood. Anina's eyes widened in astonishment as she watched the crocodile emerge from the pile of newspapers and look around slowly. The crocodile's body was dripping with water, as if it had just come out of a river. Wherever the crocodile pressed the carpet, it would get wet. The crocodile hissed hard as he turned his head back. Seeing the beast's terrible, long teeth, Anina gasped. He was moving slowly back and forth with his tail. Anina had read in a magazine about wildlife how a crocodile could defend itself against an enemy or attack it with its tail. His gaze was scattered from a pile of newspapers and magazines to the last issue of a magazine about the animal world that lay beneath his feet. She was even more frightened. Earlier, the cover of the magazine featured a picture of a large crocodile by the river. Now the riverbank on the cover was empty. Anina leaned over and picked up the magazine. At that moment, the crocodile struck the vulture with its tail and dropped the vase with sunflowers on it. The vase was broken and the sunflower was scattered everywhere. Anina jumped to her room and closed the door. He moved the bed and pushed it against the door. He created a barrier to protect him from the crocodile, and only then did he breathe lightly. Then he thought, "What if the crocodile is just hungry? Maybe he should be given some food to force the crocodile to leave? " Anina looked at the animal magazine again. If the crocodile is out of the picture, then other animals can come out as well? Anina quickly flipped through the magazine and stopped at the flamingos in the swamp. "That's the decent thing to do," he thought. The flamingo seemed to be a substitute for a holiday cake for the crocodile. Suddenly, something snapped, and the crocodile's tail slammed into the door, piercing it. Anina quickly put a picture of a flamingo in the doorway and shouted, "Get out of the swamp! Kisht-kisht! " He shouted. He then threw the magazine out of the hole into the hallway and applauded. He could hardly believe that something was going to happen. Suddenly, the aisle was filled with flamingos, spreading their wings and screaming from side

to side with their long, slender legs. Anina noticed that one of the birds was biting a sunflower and the other was pulling her mother's hat with her beak. He also saw another flamingo enter the crocodile's mouth, and the crocodile swallowed him twice, and immediately grabbed the flamingo holding the sunflower in its beak. Two flamingos were enough for the crocodile, which seemed to stretch out in the middle of the quiet corridor. He closed his eyes and did not move. Anina slowly opens the door and walks down the hall

took out. He put the cover of the pictureless magazine under the crocodile's nose. "Please," he whispered, "go home." Then he went back to his bedroom and saw through the doorway that the crocodile had entered the magazine cover again. After that, Anina carefully entered the hotel, where the flamingos were gathered around the sofa and armchairs, standing on the TV. Anina opened a blank, unpainted page of the magazine. "Thank you, thank you very much, you can go back to your swamp," he said. In the morning, it was very difficult for Anina to explain to her parents where the big, wet spots on the floor came from and why the door was broken. They didn't believe the crocodile story, even though their mother's hat was missing.

### TEXT QUESTIONS

#### *Wonderful night*

1. What was the first sign of a strange event?
  - A. The shift in the stack of magazines and newspapers
  - B. Anina sees the cover of the magazine
  - C. The breaking of the door of his room
  - D. Anina heard a rustling sound
2. Where did the crocodile come from?
  - A. From the washroom
  - B. From the cover of the magazine
  - C. From under the bed
  - D. From a nearby river
3. What phrase expresses Anina's fear?
  - A. "frozen in place"
  - B. "couldn't believe his eyes"
  - C. "breathed lightly"
  - D. "heard a rustling sound"
4. Why did Anina think the crocodile was going to attack?
  - A. He showed his long teeth
  - B. He hissed loudly
  - C. He shouted and made a noise
  - D. He would move slowly back and forth with his tail.
5. Express the sequence of events in the story in numbers.

Number 1.

Anina saw the crocodile. The crocodile ate two flamingos.

1 Anina walked towards the bathroom.

Anina jumped to her room and closed the door.

Anina tried to explain to her parents why the door was broken.
6. Why did Anina call flamingos?
7. How did the bedroom door break?

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- A. The crocodile had knocked on the door with its tail.
  - B. A large vase hit him.
  - C. Flamingo's sharp beak went in
  - D. The bed knocked on the door
8. How did the magazine help Anina? Give two examples.
9. How does Anina feel about flamingos at the end of the story?  
appeared?
- A. Guilt
  - B. Vigilance
  - C. Gratitude
  - D. Anxiety
10. Describe an incident that happened to Anina that was difficult for her parents to explain
11. You learned from Anina's actions what kind of character she is. Write down one of his qualities. To substantiate your answer, give two examples of what he did
12. The author does not tell us whether Anina's adventures were in the afternoon or on the night. Give one proof that this is a dream.

*ANSWERS Wonderful night (Classification of answers)*

|     |   |
|-----|---|
| 1.  | D   |
| 2.  | B   |
| 3.  | A   |
| 4.  | D   |
| 5.  | Express the sequence of events in the story in numbers.<br>Number 1. Comprehension (1 point): In the answer, the sentences are clearly numbered as shown below. To get the full price, each sentence must be numbered correctly.<br>2. Anina saw a crocodile.<br>4. The crocodile ate two flamingos.<br>1. Anina walked towards the bathroom.<br>3. Anina jumped to her room and closed the door.<br>5. Anina tried to explain to her parents why the door was broken.<br>Answer not accepted: Other answers. |
| 6.  | Why did Anina call flamingos?<br>Complete understanding (1 point): The answer is a general notion that flamingos are food for crocodiles or that Anina used flamingos to protect herself from crocodiles. Feeding the crocodile. They save Anina from the crocodile.  |
| 7.  | A   |
| 8.  | How did the magazine help Anina? Give two examples.<br>Process: Summarize and comment on information and ideas.<br>Complete understanding (2 points): Anina uses two methods to get out of the situation: expelling them from the house or feeding the crocodile.<br>Partial Comprehension (1 point): In the answer, the reader identifies only one path that the journal has helped. The second way can be wrong or very abstract.   |
| 9.  | C   |
| 10. | Describe an incident that happened to Anina that was difficult for her parents to explain.<br>Process: Focus and summarize the information provided.<br>Have a complete understanding (1 point): The answer describes one of the events that took place in the house, including a wet floor, a broken door, a mother's lost hat, a broken vase, scattered sunflowers .<br>Answer not accepted: Other answers.   |
|     | You learned from Anina's actions what kind of character she was. Write down one of his qualities. To substantiate your answer, give two examples of what he did.  |

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| 11 | <p>Process: Summarize and comment on information and ideas.</p> <p>Have a full in-depth understanding (3 points): The characteristics that characterize Anina in the answer (e.g., smart, deep, creative thinking, ingenious, courageous, cautious, fearless, brilliant) and two specific situations that justify it.<br/>For example: He is brave because he dared to leave his room and put the magazine under the crocodile's nose.</p> <p>Satisfactory Comprehension (2 points): The answer provides only one clear and convincing understanding of the student's work. For example: He was smart because he was able to make a plan to drive the crocodile.</p> <p>Partial Comprehension (1 point): This answer corresponds to Anina's trait, but the condition on which the trait is based is vague or general.<br/>For example: Anina was smart. He used the magazine.</p> <p>Or gives only one clear concept in the answer without explanation.<br/>For example: Anina had deep thoughts. Or it may be that the answer does not specify a specific quality.<br/>For example: He took the flamingos out of the magazine and was able to return the crocodile to the magazine.</p> |
| 12 | <p>The author does not tell us whether Anina's adventures were in the afternoon or on the night.</p> <p>Give one proof that this is a dream. _____</p> <p>Give one proof that this is not a dream. _____</p> <p>Process: Evaluate and research text elements and content.</p> <p>Comprehension (2 points): The answer provides evidence that part of Anina's adventure is a dream and part is not a dream.</p> <p>Partial Comprehension (1 point): The answer is one of the proofs that Anina's adventure is a dream or not.</p>   |

**CONCLUSION**

Students' knowledge will be tested based on the answers given in the PIRLS notebook. A student who has a complete understanding of the text will receive 2 points and a partial answer will receive 1 point. The main purpose of the PIRLS test today is to bring international experience and innovative processes to the education system of Uzbekistan. It is important to ensure the participation of Uzbekistan in this international study, which is scheduled for 2021, and to assess the level of reading and comprehension of primary school students in the 4th grade. In an innovative learning environment, PIRLS research aims to help primary school students become more aware of innovative news, scientific and technical advances, understand the topic through media sources, express their opinions based on pictures, serves to develop competencies such as improving reading literacy, analyzing what is read, interpreting, and being able to draw correct conclusions. One of the most pressing issues today is the use of innovative international assessment programs by primary school teachers in the classroom and the focus on the individual characteristics of students. Widespread use of international research programs in the classroom to increase the effectiveness of primary education, the participation of Uzbekistan in the international research in 2021, along with developed Asian countries, and the solution of all goals in the educational process. we must put it as a task. One of the most important requirements today is the effective use of innovative international research programs in improving education, opening the way to modern knowledge. The reform of the system of continuing education in our country is aimed at organizing it on the basis of new state educational standards. Nowadays, special attention is paid to the work of teachers, their awareness of innovative education. Recommendations for the application of international research in the teaching process, which are beginning to play a role in the innovative activities of teachers working in the educational process, are very important for teachers.

Given that the PIRLS-2021 research is a new project for the education system of our country, and we are participating in it for the first time, we feel a great responsibility for the tasks ahead. The primary school

teacher has the ability to deepen the essence of modern, scientific and international research in order to fulfill the complex, responsible and urgent tasks and to form new views on the educational process. 'should be. The introduction of innovative educational technologies and teaching aids in education, the understanding of international assessment programs and their use in improving the knowledge of students, the role of children in the development of a harmoniously developed person. Education through research, creativity, initiative and hard work is a modern requirement for a teacher. It is advisable to use international research methods to engage more students in the lessons.

### **LITERATURE**

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