Publisher: Master Journals

Research Article

ORGANIZATIONAL AND PEDAGOGICAL CHARACTERISTICS OF IMPROVING READING LITERACY OF PRIMARY CLASS STUDENTS

Xo'Jamqulova Nafisa Roziqulovna

Teacher At The Faculty Of Pedagogy At The Uzbekistan-Finland Pedagogical Institute, Uzbekistan

ABSTRACT

In this article, specific and mutually different aspects of EGRA and PIRLS international programs have been clarified. EGRA and PIRLS are two separate but complementary international programs aimed at improving reading literacy skills among primary school students. Although both programs have a common goal of improving reading skills, they differ in their goals, methodologies, and targeted outcomes.

KEYWORDS

PIRLS, EGRA, objectives, methodology, integrated approach.

INTRODUCTION

These differences contribute to a comprehensive approach to reading literacy by addressing different aspects of reading skills and providing valuable insights into students' abilities. Below, we examine the differences between the EGRA and PIRLS programs and explore how these differences together contribute to a holistic approach to reading literacy.

Objectives. Both EGRA and PIRLS have the primary goals of assessing and improving reading literacy, but they do so in different ways. The EGRA is primarily aimed at assessing basic reading skills such as phonemic awareness, phonics and decoding in the early grades of primary education. Its goal is to identify studen's strengths and weaknesses in these key learning components and administer targeted interventions to accelerate their learning. PIRLS, on the other hand, aims to assess students' reading literacy skills in a broader context. It assesses students' comprehension skills, vocabulary, and reading strategies across text types. The PIRLS goes beyond decoding skills to measure student's ability to engage

with and derive meaning from a variety of texts, reflecting their overall reading proficiency and cognitive engagement.

Methodologies. The methodologies used by EGRA and PIRLS differ in their objectives and the skills they aim to assess. EGRA uses a range of assessment tools and tasks to assess student's basic reading skills. These tasks may include phonemic awareness assessments, word recognition exercises, and oral reading fluency assessments. Emphasis is placed on identifying specific areas of learning difficulty in order to administer targeted instructional interventions.

PIRLS, in contrast, uses a comprehensive assessment approach that involves administering reading tasks with a variety of text types and genres. Students are asked to read and comprehend literary and informational texts, demonstrating the ability to interpret, analyze, and synthesize information. In addition, PIRLS includes a questionnaire to gather information about students' reading habits, attitudes, and their impact on literacy-rich environments.

Target results. The target outcomes of the EGRA and PIRLS programs are aligned with their respective assessment focus. EGRA aims to provide teachers with accurate information about students' phonemic awareness, decoding and word recognition skills. The program aims to facilitate the design of targeted interventions that address these key skills and pave the way for further learning development.

In contrast, PIRLS targets broader reading literacy outcomes. The program assesses student's ability to understand and make sense of texts, demonstrating their advanced reading skills. The PIRLS seeks to measure students' ability to engage with complex texts, obtain information, make inferences, and think critically about what they read. PIRLS results shed light on student's general reading competence and their

readiness for academic and lifelong learning challenges.

Comprehensive approach. The differences between the EGRA and PIRLS programs support a comprehensive approach to improving reading literacy. EGRA's focus on basic reading skills addresses the critical need to ensure that students have a strong phonological foundation that enables them to correctly decode and recognize words. This focus is especially important in the elementary grades because it lays the foundation for future reading skills.

The combined approach of EGRA and PIRLS allows teachers to address the multidimensional nature of reading literacy. By identifying specific areas of reading difficulty through EGRAs, teachers can tailor interventions to improve key skills. Next, PIRLS provides insight into students' overall reading proficiency and helps teachers grade their ability to effectively comprehend, analyze, and evaluate texts. This comprehensive approach equips teachers with a nuanced understanding of student's reading abilities and helps them direct instructional strategies that develop comprehensive reading literacy.

Overall, the differences between the EGRA and PIRLS programs in terms of goals, methodologies, and targeted outcomes support a comprehensive approach to improving reading literacy. EGRA's focus on basic reading skills related to phonemic awareness ensures the need for a strong phonological foundation. PIRLS' comprehensive assessment of comprehension, vocabulary, and reading strategies reflects the higher-level cognitive processes required for proficient reading. By combining these programs, teachers gain a holistic understanding of students' reading abilities and can tailor interventions that target key components of reading and complex comprehension skills.

To facilitate successful implementation, assessment strategies should include a variety of tasks that reflect real learning scenarios. EGRA assessments should include tasks that assess students' phonological awareness, decoding, and fluency, and PIRLS assessments should include tasks that assess comprehension, vocabulary, and the ability to use reading strategies. These assessments provide a comprehensive picture of students' reading literacy skills and help plan instruction.

Technology plays a critical role in enhancing the implementation of EGRA and PIRLS programs. Technology-enabled assessment tools simplify data collection, automate scoring, and provide real-time information on student performance. Digital platforms can make assessment management easier, making it easier for teachers to manage large-scale data collection efforts. In addition, technology can be used to provide a personalized learning experience for students. Curriculum and digital resources can offer customized practice exercises, interactive reading materials, and customized activities that meet the needs of individual learners. These resources create opportunities for independent learning, provide differentiated instruction, and extend EGRA and PIRLS programs beyond the classroom.

EGRA recognizes the central role of phonics in reading literacy and prioritizes specific phonics instruction in its approach. This allows students to learn the relationship between sounds and letters, and to decode words correctly. Teachers use systematic and structured phonics instruction, introducing students to letter-sound correspondences and general spelling rules.

EGRA places great emphasis on oral reading fluency, recognizing its role in promoting accurate and expressive reading. Oral reading fluency is not only an indicator of students' ability to decode words, but is also an important component of comprehension. The program includes regular opportunities for students to engage in individual and group oral reading practice.

Timed readings, paired reading activities, and repeated readings are strategies commonly used in EGRA to improve oral reading fluency. Timed readings challenge students to read a text within a certain amount of time, which promotes speed and automaticity. Paired reading involves students reading aloud in pairs, peer support, and modeling expressive reading. Repeated readings encourage students to read the same text multiple times, allowing them to improve pronunciation, intonation, and overall fluency.

EGRA recognizes that vocabulary is a key component of reading comprehension. Vocabulary increases students' ability to understand and work with texts. To address this, the program incorporates vocabulary enrichment activities that introduce students to a variety of words and phrases.

Vocabulary activities include context-based word learning, semantic mapping, and word learning exercises. Context-based word learning involves introducing new words into the context of a text, allowing learners to infer meanings from the surrounding sentences. Semantic mapping visually represents the relationships between words, helping with vocabulary acquisition and retention. Vocabulary exercises engage students in learning word origins, prefixes, suffixes, and synonyms, deepening their understanding of word meanings and uses.

The EGRA program uses technology to implement and enhance its impact. Digital platforms facilitate the administration of assessments, allowing for efficient data collection and analysis. In addition, learning materials and curriculum integrated with technology

provide students with an engaging and interactive learning experience.

Digital platforms often include interactive e-books, audio resources, and multimedia content that engages students in a variety of learning styles. These resources provide independent learning opportunities that allow students to access reading materials tailored to their interests and reading levels. In addition, technology supports the collection and analysis of assessment data, allowing teachers to monitor student progress and adjust instruction accordingly.

In PIRLS programs, teachers are encouraged to design lessons that include reading activities in subjects such as science, social studies, and mathematics. By engaging students in reading texts related to these subjects, teachers can help develop domain-specific vocabulary and comprehension skills. This integration allows students to transfer their reading skills to different contexts, strengthening their overall reading literacy.

The PIRLS program focuses on strategic reading comprehension, equipping students with the skills to actively engage with texts, make inferences, and make connections. PIRLS recognizes that advanced learners not only decode words, but also extract meaning from texts through in-depth analysis.

Teachers in PIRLS programs use a number of strategies to develop strategic reading comprehension. These strategies include specific instruction on reading strategies such as predicting, questioning, clarifying, and summarizing. Teachers guide students in using these strategies as they read, encouraging them to interact with the text, ask questions, and monitor their understanding. By becoming active learners, students develop deeper understanding of texts and develop critical thinking skills.

PIRLS is firmly established in international reading literacy standards, ensuring that its methodologies and instructional strategies are aligned with research-based best practices in reading education. The program draws on and integrates findings from extensive research in the field of reading literacy.

PIRLS offers a comprehensive approach that reflects the multifaceted nature of reading literacy through alignment with international standards. By addressing aspects such as comprehension, vocabulary, reading attitudes, and the integration of reading with meaningful learning, PIRLS provides a comprehensive reading education that prepares students for the challenges of the 21st century.

As elementary education systems navigate the complexities of modern education, the methodologies and instructional strategies supported by PIRLS remain an invaluable resource. By applying PIRLS's multifaceted approach to reading literacy, educators contribute to creating a generation of proficient readers equipped to engage in the information age with confidence, critical thinking, and a lifelong love of reading.

The organizational and pedagogical features of the EGRA and PIRLS programs reflect a common commitment to improving reading literacy among elementary school students. Both programs support a comprehensive approach that includes assessment-based learning, specific teaching strategies, integrated learning, and the development of study habits. The impact of these features on improving reading literacy is profound, fostering a generation of skilled readers equipped to thrive in an increasingly complex world.

Likewise, PIRL'S international benchmarking, literacy-rich environments, strategic comprehension guidelines, and alignment with international standards support holistic reading instruction. PIRLS fosters not

---

only improved reading skills, but also a lifelong passion for reading through consistent silent reading sessions and integrated learning experiences.

As primary education systems strive to equip students with basic literacy skills, the organizational and pedagogical features of the EGRA and PIRLS programs provide valuable insights. These features emphasize the interconnectedness of assessment, instruction, and participation in improving reading literacy. By embracing these characteristics, educators contribute to transformative learning experiences that empower students to become critical thinkers, lifelong learners, and active participants in a global knowledge society.

In general, the organizational and pedagogical features of the EGRA and PIRLS programs illuminate the way to improve reading literacy among elementary school students. Through assessment-based learning, specific teaching strategies, integrated learning, and a commitment to a culture of learning, these programs provide a foundation for academic success and personal growth. A collective effort to carefully and diligently implement these features is critical to realizing the full potential of the EGRA and PIRLS programs in shaping the future of education and educating generations of competent, confident, and curious readers.

CONCLUSIONS

1. Through the lens of international programs such as EGRA and PIRLS, the theoretical and methodological foundations of improving the reading literacy of primary school students have been created. It is important to address the important aspects, pedagogical, psychological and organizational factors that form the basis of effective reading literacy. Examining these dimensions provides a comprehensive understanding of the multifaceted

approach needed to help young students acquire critical reading skills.

2. The concept of "Reading Literacy" as defined in the EGRA and PIRLS international programs includes the identification of key components and indicators used to measure student's reading ability. By understanding these components, teachers gain insight into the multifaceted nature of reading proficiency, decoding, comprehension, vocabulary, and attitudes toward reading. This understanding lays the groundwork for targeted interventions and instructional strategies that address all aspects of reading literacy.

3. A review of empirical evidence in Europe, Asia and Uzbekistan allows to determine the positive impact of these programs on improving reading literacy, and to confirm the methodology of these programs. A discussion of methodologies, instructional strategies, and alignment with international standards demonstrates how deep and wide-ranging these program's contributions to reading literacy are.

REFERENCES

1. Elley, W.B. (1992). How in the world do students read? IEA study of reading literacy. The Hague, Netherlands:International Association for the Evaluation of Educational Achievement (IEA).

2. Britt, M.A., Goldman, S.R., & Rouet, J.-F. (Eds.). (2012). Reading—From words to multiple texts. New York, NY: Routledge.

3. Snow, C. (2002). Reading for understanding: Toward an R&D program in reading comprehension. Santa Monica, CA: RAND Corporation.

4. Afflerbach, P., & Cho, B.-Y. (2009). Identifying and describing constructively responsive comprehension strategiesin

new and traditional forms of reading. In S.E. Israel & G.G. Duffy (Eds.), Handbook of research on reading comprehension (pp. 69–90). New York, NY: Routledge.

5. Langer, J. (2011). Envisioning literature: Literary understanding and literature instruction (2nd ed.). Newark, DE: International Reading Association.

6. Miller, C.R. (1994). Genre as social action. In A. Freedman & P. Medway (Eds.)., Genre and the new rhetoric (pp. 23–42). Bristol, PA: Taylor & Francis.

7. Rowsell, J., & Pahl, K. (2011). The material and the situated: What multimodality and new literacy studies do for literacy research. In D. Lapp & D. Fisher (Eds.), Handbook of research on teaching the English language arts (3rd ed., pp. 175–181). Newark, DE: International Reading Association.

8. Rueda, R. (2013). 21st-century skills: Cultural, linguistic, and motivational perspectives. In D.E. Alvermann, N.J.Unrau, &R.B. Ruddell (Eds.), Theoretical models and processes of reading (6th ed., pp. 1241–1268). Newark, DE: International Reading Association.

9. Leu, D., Kinzer, C., Coiro, J., Castek, J., & Henry, L. (2013). New literacies: A dual-level theory of the changing nature of literacy, instruction, and assessment. In D.E. Alvermann, N.J. Unrau, & R.B. Ruddell (Eds.), Theoretical models and processes of reading (6th ed., pp. 1150–1181). Newark, DE: International Reading Association.