

Pedagogical and Psychological Possibilities of Forming Communicative Competence in Students on The Basis of The Pirls Program

Olimjonova O'g'ilkhon

Namangan State University, Department of Pedagogy, 3rd year basic doctoral student, Faculty of Arts and Sports, Abdurasul daughter, Uzbekistan

Received: 31 December 2025; **Accepted:** 23 January 2026; **Published:** 28 February 2026

Abstract: This article discusses the methods of developing communicative competence in international assessment studies. Information about communicative competence is provided, pedagogical and psychological possibilities of improving communicative competence are highlighted. One of the international assessment studies, PIRLS, determines the level of reading comprehension of students. For this, it can be assumed from the current requirements that it is necessary to use various modern methodologies so that students can read and understand the text and analyze it correctly. Of course, communicativeness is of particular importance for this.

Keywords: Program for International Assessment, PIRLS, communicative activity, competence, reading comprehension, creative thinking, constructiveness, communicativeness, organization, speech development.

Introduction: The PIRLS study consists not only of a system of tasks aimed at determining the literacy of students, but also includes questionnaires that determine the educational reforms being carried out in this regard. Such questionnaires are carried out among school administrators, teachers and parents or guardians. The questionnaire data on the opportunities and conditions of students in obtaining education play an important role in interpreting educational results. One of the important aspects of the PIRLS study is that the analysis of the results achieved in the program and the generalization of the data from the conducted questionnaires allow collecting valuable information about the best practices in improving reading literacy around the world.

Currently, according to the PIRLS definition, reading literacy is the ability to understand and use written language forms that are required by society and valued by a person, as well as the ability to extract meaning from texts in various forms. One of the international assessment studies, PIRLS, determines the level of

reading comprehension of students. For this, it can be assumed from the current requirements that in order for students to be able to read and understand the text, and to analyze it correctly, it is necessary to use various modern methodologies. Of course, communicativeness is of particular importance for this.

Communicativeness is a special feature of a teacher-pedagogue, which implies a collaborative dialogue with students and colleagues. In this case, the effectiveness of pedagogical activity depends on its communicativeness. Communication should be directed to a didactic basis. At the same time, this component is aimed at the teacher's ability to communicate with children, to find the right way to approach students, to establish meaningful interaction with them from a pedagogical point of view, and to have a pedagogical form. Communicativeness occupies a special place in both the student's activities and his speech.

METHOD

Another aspect of the use of PIRLS research based on international experience in the educational process is: developing objective measures and tools that reflect world priorities in the field of education; comparative assessment of the effectiveness of the organization of the country's educational process; identifying contextual factors that influenced the results of the study; obtaining evidence-based information recognized by the international community. Indeed, in the era of global changes, the development trends of the education quality assessment system at various levels, the participation of the Republic of Uzbekistan in international comparative programs for assessing the quality of education, is seen as an opportunity to increase the potential of the education system. Our country's active integration into the world community and the expansion of its participation in international programs have led to major changes in all spheres of the country's life. Currently, according to the PIRLS definition, reading literacy is the ability to understand and use written language forms that are required by society and valued by the individual, as well as the ability to make meaning from texts in various ways. In PIRLS, each text passage or question is used to assess four comprehension processes. As students make meaning from the text, they provide explanations for ideas or information that are not clearly explained. Inference allows students to go beyond the text. In

many cases, the author creates the text so that the reader can draw clear or direct conclusions. In addition to simple inferences, students may also use specific or general meanings to interpret and integrate ideas and information in a text, or relate details to general themes and ideas. To respond fully, students are required to understand the entire text, or at least important parts of it, as well as ideas or information outside the text.

The texts used in the PIRLS study are up to 1,000 words long, and fiction texts must have a main theme that the student can generalize from the text, while information texts must cover a topic that is not taken from the textbook. The text does not use any colloquial language or jargon, and unnecessary technical terms are eliminated. The content of the text should be appropriate for the age characteristics of students aged 9-10, avoid topics that are very typical of certain cultures, and the text should be interesting and enjoyable for schoolchildren of this age and not too familiar to the reader.

Communicative competence is the ability of a person to use language successfully in various social situations, which has its own components. These competencies are formed in students in primary Russian language classes through interrelated processes, continuously and coherently, and are gradually developed based on reflexive approaches.

	Contents	Content - essence
1	linguistic (language) competence	Possession of a system of information about the language within the levels of the language system being studied: phonemic, morphemic, lexical, syntactic
2	verbal (communicative) competence	Knowing the methods of forming and expressing thoughts through language that enable the organization and implementation of speech acts, using these methods to understand the thoughts of others, and expressing one's own thoughts in various situations, both verbally and in writing.
3	discursive competence	Creating coherent and coherent texts, knowing different types of speech, the rules for their construction, interpreting them in accordance with the communicative situation, developing speech taking into account the extralinguistic features of the communication situation, the roles of the participants

4	pragmatic competence	A person's ability to use the rules of speech construction in accordance with the specifics of interaction in different situations and the social and cultural context of communication
5	ijtimoiy madaniy kompetensiya	Tilni turli ijtimoiy kontekstlarda qo'llay olish qobiliyati. masalan, oila muhitida, maktabda yoki ish joyida turli tarzda muloqot qilish
6	strategic competence	The ability to use verbal and non-verbal means (strategies) that a person resorts to in the event of a failure to communicate (re-asking, asking for a new word, re-reading a phrase, clarifying an incomprehensible point in the text, gestures, facial expressions, etc.)
7	psycholinguistic competence	Expressing emotions through language, understanding the emotional aspects of communication, and managing one's own emotions during communication

Communicative competence is the ability of students to express their thoughts clearly and clearly, to listen and understand the interlocutor, to effectively use language tools in conveying information. Communicative competence is the ability of a person to successfully use language in various social situations, which has its own components. These competencies are formed in students continuously and coherently through interrelated processes in primary Russian language lessons and are gradually developed based on reflexive approaches.

In the process of education, the development of the above communicative competence in young people, taking into account their interdependence, is inextricably linked with the strengthening of the role of a person in society, the growth of requirements for personnel training, and the quality of education in the future.

Pedagogical and psychological possibilities of forming communicative competence in students based on the PIRLS program:

Pedagogical opportunities	Psychological capabilities
text-oriented teaching	building motivation
Speech development exercises	self-assessment and self-regulation
developing communication skills	taking into account personal characteristics
using games and interactive methods	develop creative and critical thinking
evaluation and feedback	socio-emotional development

The study has shown that the combined use of pedagogical and psychological opportunities that meet the requirements of the PIRLS assessment program helps to effectively form not only literacy in students, but also the communicative competence necessary for success in life.

By completing PIRLS tasks in reading lessons, students carefully study new information, analyze it in detail, and logically understand it. At the same time, they have positive thoughts about reading; they appreciate their own success in the reading process; they feel that they

are participants in the reading process during reading lessons.

The process of developing reading and text comprehension in primary school students has a significant impact on the subsequent educational achievements of students and the overall level of literacy. A number of strategies, methodologies, and technologies were used to ensure positive dynamics in this process. During the study, students' reading skills were expanded; It is important to consider indicators such as: understanding and analysis of the text; creative approaches; increasing the role of the teacher; ensuring

the participation of parents and the community.

The positive dynamics of the development of reading and text comprehension in primary school students ensures strong integration through the joint efforts of all parties. The results achieved through the innovative activities of the teacher, increasing the creative activity of the student determine the success of students in further education. This process serves not only to improve achievements, but also to improve the overall quality of education.

CONCLUSION

The participation of the Republic of Uzbekistan in the PIRLS study serves to improve the quality of education, strengthen the state's international reputation, and bring students' knowledge to the level of international requirements. The PIRLS program is aimed at complementing the TIMSS program, which assesses the level of knowledge of 4th grade students in mathematics and natural sciences. PIRLS also assesses the classroom and extracurricular learning of primary school students. The 2021 survey also included primary school students in Uzbekistan. This placed a huge responsibility on teachers. The implementation of this important task requires teachers to demonstrate a new approach and activity in our education.

In preparation for PIRLS, which determines the international assessment level of students, during the reading lesson, students are given the task of independently composing questions based on the text for each text given in the textbook, and through their questions, it is possible to find out to what extent each child has mastered the given text. In this way, teachers' worldview, independent thinking and imaginative thinking are developed during each lesson. During the lesson, the child learns to listen to right or wrong ideas and draw the right conclusion based on real facts. PIRLS allows for evidence-based decisions to improve reading education.

REFERENCES

1. Dilova N.G., Saidova M.J. (2020). Formative assessment of students' knowledge as an innovative approach to education. *The American Journal of Social Science and Educational Innovations*. 2:12, P. 190196.
2. Dilova N.G. (2017). Opportunities of Pupils' Complex Development on the Bases of

Modernization of the Content of Primary Education. *Eastern European Scientific Journal*. No. 1, pp. 1-4. 10.

3. Dilova N.G. (2017). Activity Areas of Primary School Teachers. *Eastern European Scientific Journal*. No. 6, pp. 1-6.
4. Ne'matova F. B. The importance and necessity of using PIRLS international assessment programs in primary grades // *Science and Education*. - 2022. - T. 3. – No. 2. - S. 576-581.
5. M.J. Saidova. The Use of Various Forms in Teaching Future Primary School Teachers Through Distance Learning. *Eurasian Journal of Humanities and Social Sciences (EJHSS)* Vol. 5 (2022): EJHSS. 103– 107.
6. Saidova Mohinur Jonpu'latovna, Karimova Kamola Komilqizi. The Use of Information Technology in Solving Problems in Mathematics Lessons in Elementary School. *European Journal of Life Safety and Stability (2660-9630)*. Vol. 12 (2021).
7. Ishmuhamedov R., Abduqodirov A., Pardayev A. *Innovative Technologies in Education / Practical Recommendations*. – T.: "Iste'dod" Foundation, 2008. – 180 p.