



## PEDAGOGICAL FACTORS FOR THE DEVELOPMENT OF READING LITERACY WITHIN THE FRAMEWORK OF INTERNATIONAL ASSESSMENT PROGRAMS

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**Annotation:** *This article examines the role of international assessment programs in enhancing the quality of the education system, with particular emphasis on the development of reading literacy. It provides a comprehensive analysis of how such programs contribute to improving educational outcomes and shaping effective teaching practices. Additionally, the study explores the influence of key pedagogical factors on the formation of reading literacy skills. The importance of the systematic and purposeful application of diverse teaching methods and approaches is also substantiated.*

**Keywords:** *Education, interactive methods, international assessment programs, reading literacy, instructional process, PIRLS, PISA, text, pedagogical factors.*

**Introduction:** In the context of globalization, enhancing the quality of the education system and assessing students' knowledge levels in accordance with international standards has become increasingly significant. In many countries around the world, various international assessment programs have been introduced to evaluate students' knowledge and competencies. These include large-scale assessment systems such as PISA, PIRLS, and TIMSS. Such programs not only assess students' performance in reading literacy, mathematics, and

science, but also provide essential data for improving the effectiveness of the educational process. Reading literacy, in particular, is considered one of the key competencies, as it encompasses students' ability to comprehend, analyze, and interpret texts, extract relevant information, and apply it effectively in real-life situations. Therefore, pedagogical factors play a crucial role in the development of reading literacy, ensuring the formation of essential skills required for lifelong learning.

International assessment programs provide an opportunity to compare students' levels of knowledge on a global scale. Reading literacy is regarded not only as a fundamental component of the education system, but also as a necessary condition for achieving success in various spheres of life. Particular attention to students' reading abilities—such as selecting, comprehending, interpreting, and evaluating information—constitutes one of the primary objectives of modern educational research. Reading literacy can be defined as an individual's ability to understand, use, reflect on, and engage with texts in order to develop their knowledge and potential, and to participate effectively in society. It encompasses a wide range of cognitive processes and language competencies, including understanding the meaning of individual words, interpreting the grammatical and linguistic structure of texts, and integrating textual information with one's existing knowledge and worldview [1]. Moreover, reading literacy involves metacognitive competencies, which include awareness and effective use of various strategies required for working with texts. These competencies are activated when learners consciously monitor, regulate, and direct their reading activities toward specific goals. For instance, the PIRLS program focuses on assessing the reading literacy of primary school students, while the PISA program evaluates

the ability of 15-year-old students to apply their knowledge and skills in real-life contexts.

Through these programs: – the strengths and weaknesses of the education system are identified; – opportunities are created for improving teaching methodologies; – students' independent thinking and analytical skills are developed. Furthermore, the results of international assessment programs play a significant role in shaping national education policies. The pedagogical factors influencing the development of reading literacy can be outlined as follows. A number of key factors are essential in fostering reading literacy. First and foremost, it is necessary to apply modern pedagogical technologies and interactive teaching methods in the instructional process [2]. This approach increases students' engagement in lessons and promotes the development of their independent thinking skills. The second important factor is the formation of a reading culture among students. Regular engagement with texts of various genres enables learners to develop essential skills such as comprehension, analysis, and drawing conclusions. The third factor is the teacher's pedagogical competence. Teachers should organize the learning process by taking into account students' age and psychological characteristics, while encouraging active and critical thinking. In addition, the development of reading literacy is effectively supported through the use of problem-based tasks, diverse text analysis techniques, as well as collaborative learning methods such as group and pair work.

The key pedagogical factors for developing reading literacy on the basis of international assessment programs can be outlined as follows: Interactive and creative teaching methods. Moving away from traditional teaching approaches and applying learner-centered methods such as

“INSERT,” “cluster,” “Venn diagram,” and debates encourages students to think critically and actively engage in the learning process. Diversity of text types. It is essential to develop students’ ability to work not only with literary texts but also with informational, documentary, popular science, and digital texts, thereby broadening their comprehension and analytical skills. Teacher’s methodological competence. Teachers should have a clear understanding of international standards such as PIRLS and PISA, be familiar with their assessment criteria, and be able to design tasks accordingly. Development of cognitive skills. This includes forming students’ abilities to locate information in a text, comprehend and interpret it, generalize ideas, evaluate content, and express personal responses to what they read. Context-based (real-life) approach. Students should be taught to use texts as tools for solving real-life problems, which enhances the practical relevance of reading literacy. Use of digital educational resources. The integration of electronic learning tools contributes to increasing students’ motivation to read and improves the speed and efficiency of text comprehension. There are significant opportunities to improve students’ literacy levels in primary education. However, at present, the issue of developing students’ reading and writing literacy in an integrated manner is not sufficiently addressed as a pressing pedagogical problem. Moreover, modern approaches to analyzing and designing the content of literacy are недостаточно applied, and insufficient attention is given to the effective use of appropriate methods, forms, and instructional tools [3].

This indicates that there are a number of pedagogical challenges in organizing, implementing, and assessing students’ literacy development in primary education. Contemporary teaching methods serve as an

important tool in enhancing students' reading literacy. For instance, methods such as "Brainstorming," "Cluster," "INSERT," and "Boomerang" facilitate a deeper understanding of texts and promote active student engagement in the learning process. In addition, the use of information and communication technologies significantly increases students' interest in reading. Electronic books, interactive platforms, and multimedia resources make the reading process more effective, engaging, and accessible for learners.

In conclusion, international assessment programs play a crucial role in the development and continuous improvement of the education system. These programs not only help to determine students' levels of knowledge and competencies, but also serve as an important mechanism for refining teaching practices and educational strategies. The development of reading literacy, in particular, is achieved through the effective integration of modern pedagogical approaches, the professional competence of teachers, and the active participation of students in the learning process. Moreover, aligning teaching methods with the requirements and frameworks of international assessment programs contributes to fostering higher-order thinking skills, such as critical analysis, problem-solving, and independent learning. It also ensures that students are better prepared to apply their knowledge in real-life contexts, which is essential in today's rapidly changing, knowledge-based society. Therefore, the consistent implementation of innovative, learner-centered methodologies, along with the effective use of digital technologies and diverse textual materials, can significantly enhance students' reading literacy and overall academic performance. Ultimately,

this will contribute to raising the quality and competitiveness of the national education system at the international level.

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