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PISA PROGRAM – INTERNATIONAL STUDENT LITERACY ASSESSMENT PROGRAM

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Annotation

This article discusses the idea that the PISA program is an international program to assess student literacy.

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In accordance with the Decree of the President of the Republic of Uzbekistan, to determine the priorities of the systemic reform of general secondary and extracurricular education, to raise the spiritual, moral and intellectual development of the younger generation to a qualitatively new level. In order to introduce innovative forms and methods of education in the educational process, the Republic of Uzbekistan will be among the top 30 developed countries in the world by 2030 in the ranking of the international PISA program and the quality of education in the public education system. Based on the organization of research, the tasks of creating a national system for assessing the quality of education, aimed at assessing the level of literacy of students in reading, mathematics and science.

Within the framework of the concept, with a special emphasis on the development of students' critical thinking, independent information search, analytical skills and competencies, the introduction of general education programs and new state educational standards that meet the requirements of modern innovative economy, regular participation in international PISA, TIMSS, PIRLS and other programs to assess the level of knowledge of students, the quality of education.

The Program for International Student Assessment (PISA);

International Program for Progress in International Reading and Literacy Study (PIRLS);

Trends in International Mathematics and Science Study (TIMSS);

The system also includes the organization of international research in the field of quality assessment of education, the establishment of international relations, the full support of research and innovation activities of students, especially the creative ideas and creativity of the younger generation. The Teaching and Learning International Survey (ET) – TALIS).

To this end, the National Center for International Research on Education Quality Assessment under the State Inspectorate for Quality Control in Education under the Cabinet of Ministers of the Republic of

Uzbekistan has been established. The National Center has been tasked with forming a national database of questions on international research evaluation programs, creating additional manuals and literature on international research, and attracting talented teachers to research on international evaluation programs. This is based on data from the PISA program in the field of natural science literacy, and contains examples of open assignments used and published in research conducted in 2000-2015.

This is designed to increase students' literacy in science in extracurricular activities in secondary schools, to develop their creative, logical, critical thinking and problem-solving skills by completing assigned tasks. It is recommended to use it to identify gaps in students' knowledge, as well as in preparation for PISA surveys in 2021 and beyond. In addition, this can be used to conduct research to develop students' literacy in the natural sciences, and to create additional textbooks and literature. The assignments in the manual help teachers to understand the structure of PISA assignments and their specific features. Each PISA assignment includes one or more questions. The questions will be selected with one or more answers or the answer will be written. The assessment criteria include scoring the answers, the answer to each question, which competencies will be assessed by the students, and methodological recommendations for completing the tasks.

Samples of PISA assignments should be used to reinforce, revise, and use the lesson topic in extracurricular activities and extracurricular activities. It should be noted that the uniqueness of the PISA program is that it does not duplicate the curricula of any participating country, so it is difficult to link PISA assignments to exactly one class and one topic: one question per assignment is related to one topic if so, the second question may be related to another topic of a different class or, in many cases, integrated. Therefore, students are encouraged to link each question in the PISA assignment to a relevant topic.

A comprehensive study of the open assignments of PISA research will serve as a valuable resource for teachers interested in developing assignments that are similar to or help them. It should be noted that PISA assignments are developed by experienced international experts and require systematic specialized knowledge to create similar assignments.

This is the first of its kind in our country to prepare for international research, and its materials are taken from the sources of the international research program PISA, so it may have some minor shortcomings.

The science framework is the basis for assessing the literacy of the natural sciences. In the PISA 2015 study, the natural sciences were a priority. The concept of literacy in these disciplines has been developed before. Improved in the natural sciences (OECD, 2006, 2004, 1999). The PISA 2006 Natural Science Coverage was the cornerstone of the 2006, 2009, and 2012 studies. PISA 2015 Natural Science Coverage PISA 2006 was created by further expanding and improving the coverage of natural sciences.

At a time when humanity is facing major challenges such as food security, disease spread, energy production, and climate change, science literacy is becoming increasingly important nationally and internationally (UNEP, 2012). The use of technology and scientific advances in overcoming such problems is relevant. According to the European Commission, political and ethnic issues related to science and technology cannot be the subject of scientific debate unless young people are somewhat aware of the natural sciences. Moreover, this does not mean training everyone to become experts in the natural sciences, but it allows young people to make decisions on issues related to the environment around them and to understand the scientific discussions that take place between experts.

There is no doubt that the problems facing humanity in the XXI century require innovative solutions based on scientific thinking and discoveries. Society needs scientists, scientists who develop the innovations and conduct research needed to solve economic, social and environmental problems. It can be said that science literacy is a basic competency and the main goal of teaching natural sciences. Knowledge and skills based on the natural sciences play an important role in the personal, social and

professional activities of each person, and an understanding of science and technology based on it plays a central role in “preparing young people for life”.

Science literacy is the ability of an individual to know the ideas of the natural sciences and to solve problems related to the natural sciences as an active citizen. A person who is literate in the natural sciences can participate in the discussion of problems related to the natural sciences and technology based on scientific evidence.

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