

DIDACTIC CONDITIONS AND MODEL FOR CREATING ASSIGNMENTS SIMILAR TO PISA INTERNATIONAL ASSESSMENT PROGRAM ASSIGNMENTS

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ABSTRACT

This article focuses on the development of students' natural science literacy based on PISA assignments. Samples from PISA assignments are provided.

Keywords: PISA assignments, science literacy, context, competence, literacy model.

Tasks similar to those used in the PISA international assessment program are widely used in the development of natural and scientific literacy of general education school students. Assignments are developed in relation to society, environment, natural phenomena, engineering and technology, human development, health, global and daily life, situations, situations, information and problems related to modern sciences.

It is known that according to the agreement documents signed between the State Inspection of the Quality of Education in our Republic and the OECD and IEA organizations, Uzbekistan began to participate in the International Student Assessment PISA-2022 (previously PISA-2021). By 2030, the objectives of the Republic of Uzbekistan to become one of the first 30 advanced countries of the world in the ranking of the PISA international program have been set. The PISA international assessment program aims to assess the level of reading, mathematical and scientific literacy of students aged 15 and older.

A person who is literate in natural sciences can participate in the discussion of problems related to natural sciences and technologies based on scientific evidence, that is, he can independently solve tasks that reflect critical life situations. These types of tasks are called context, which is the basis of PISA tasks. Contexts exist at three levels: personal, local - national, global.

A person who is literate in natural sciences will have the following competencies.

Competence to explain phenomena scientifically - to know, propose and evaluate explanations of technologies, natural phenomena-processes;

Competency of design and evaluation of scientific researches - to describe and evaluate scientific researches and propose ways to solve problems based on science;

Competence in scientific interpretation of data and evidence - analysis and evaluation of various forms of scientific data, evidence, and drawing appropriate conclusions.

Students' demonstration of literacy competencies in natural sciences depends on three types of scientific knowledge. Types of scientific knowledge include:

- knowledge about physical systems (physics and chemistry), living systems (biology), earth and space systems (geography, geology, astronomy), that is, knowledge about the content of science;
- methodological knowledge of various methods used to obtain scientific information (knowledge), as well as knowledge of standard research processes;
- epistemic knowledge, that is, knowing that our scientific imagination is the result of our understanding of the possibilities of scientific research methods, as well as the essence of concepts such as hypothesis, hypothesis, observation.

PISA is an international assessment program aimed at assessing the literacy of students in reading, mathematics and natural sciences. Based on its results, students' knowledge and skills can be used in life situations within the framework of the requirements in the curricula of countries around the world. 'ling, thinking and

aimed at determining communication skills. At the same time, it does not prescribe, promote, or demand general recognition of any curriculum.

The PISA study is carried out by the Organization for Economic Cooperation and Development (OECD). The research was conducted for the first time in 2000 and is conducted once every 3 years. The reason that PISA studies are conducted every three years is that the main task of PISA is to provide member countries with information on education policy, to support them in making decisions. Conducting the survey every three years provides an opportunity to provide timely information to countries, including information and analysis to take into account the impact of policy decisions and related programs. At the same time, it allows countries to define future goals for their education system during this period. The main reason for the participation of 15-year-old students in PISA research is that in most countries of the Organization for Economic Co-operation and Development (OECD), 15 years is the final period of compulsory education. In the assessment of literacy, we can consider the competences at home as examples of the competences used to determine the literacy of students in natural sciences:

- Competence to explain phenomena scientifically.
- Competence in designing and evaluating scientific researches.
- Competence in scientific interpretation of data and evidence.

Reform of education has become one of the priority tasks in our country today, along with 85 countries, Uzbekistan will participate for the first time in the PISA assessment program to be held in 2021. This, in turn, requires students to be adequately prepared for research. In this way, our students can get valuable analysis and conclusions and present themselves at the international level.

In short, PISA tasks shape students' ability to apply the knowledge they have acquired in practice. That is, as a result of regular work on the solution of these assignments, students develop the ability to independently solve problems in problematic situations that have arisen during their lives.

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