

TO DEVELOP STUDENTS' MODERN AND CREATIVE THINKING SKILLS USE THE PISA INTERNATIONAL ASSESSMENT RESEARCH TASKS CONCEPTUAL FOUNDATIONS

Mirzayeva Umidaxon Murodjon qizi

Teacher, Andijan Institute of Economics and construction

Email: (umidamirzayeva035@gmail.com)

Abstract:

This article provides information on the basics of training students in physics to meet international standards on the basis of modern pedagogical technologies

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Today, it is rapidly entering the field of education, along with other fields, and has an impact on its higher quality organization. The role and importance of modern, advanced pedagogical technologies in the education of students is incomparable. In fact, modern, advanced pedagogical technologies in education increase the productivity of the educational process, form the independent thinking process of students. In a word, modern advanced pedagogical technologies, firstly, give students the opportunity to improve their knowledge, skills and qualifications, and secondly, they help the teacher's professional growth and spiritual development. It is not for nothing that the 21st century is called the age of information technologies. PISA international assessment research tasks, which include modern pedagogical technologies and international standards, are the most relevant tasks for today's students. This scope of research for reading literacy was developed based on the analysis of studies conducted in the reading literacy area of the International Program for Student Literacy Assessment. The scope of the PISA study explains the extent to which students' reading and comprehension skills are assessed easily and effectively, and how the various metacognitive aspects of these skills are assessed. and examples of assignments for the assessment of reading literacy are presented.

Along with the changes in the nature of reading literacy of the PISA study, there were also a number of changes in the scope of the study. As we all know, reading literacy is the main domain of knowledge assessed in the first PISA cycle, PISA 2000. For the fourth PISA cycle (PISA 2009), reading literacy was refined as a core knowledge domain, requiring a comprehensive review of its scope and the development of new defining features. For the seventh PISA cycle held in 2018, the scope was revised again and a number of changes were made.

In particular, this scope is fully integrated with current literacies in the traditional spirit, along with the new forms of literacy that have emerged over the past decade and continue to emerge

due to the widespread use of digital texts and devices, and scope activities include assessing the credibility of texts, searching for information, reading through multiple sources, and summarizing and analyzing information from various sources attention was paid to the processes related to reading. At first, the main method of assessing a student's reading literacy was to read, understand, interpret and reflect on simple texts. While maintaining these skills, paying more attention to the further integration of information technologies into people's social and daily life requires that a person's reading literacy is constantly updated and expanded.

Now, the field must reflect a wide range of new skills closely linked to the literacy issues required in the 21st century. The definition of literacy requires the inclusion of high-level digital reading skills and basic reading processes, recognizing that the nature of literacy is constantly changing due to changing circumstances and the impact of new technologies 6 . will be done. Since working with information in the form of text is carried out with modern devices from computers to smartphones, the structure and formats of texts have also changed. This, in turn, requires the student to develop new mental strategies and set specific goals in the process of purposeful reading. Therefore, success in reading literacy should not mean reading and understanding a simple text. While the ability to read and interpret large-scale, including literary texts, the acquisition of reading literacy requires complex information-processing strategies, including multi-text (or information) also requires taking relevant information from sources, analyzing, synthesizing, summarizing and interpreting.

In addition, successful and talented individuals use information in all fields, such as science and mathematics, and use technology to efficiently search, organize, and filter large amounts of information. These are important skills necessary for full participation in the labor market, in the next stages of education, and in the social and civic life of the 21st century. The revision reorganized the highlights of the different learning processes to reflect the unique features of the different models, while ensuring consistency with previous coverage in assessing mastery. In the revision process, taking into account the widespread use of texts all over the world, how to use controlled digital and printed text questions in a more objective assessment of students' reading literacy and how to involve new technological possibilities were considered.

As mentioned above, the scope of this study, which was developed in the direction of reading literacy, was slightly different from the previous ones. In the 2000 PISA study, reading literacy was defined as "Reading literacy is the ability to use, reflect on, and understand written texts to help people achieve their goals, participate in society, and develop their knowledge and abilities." means" is defined as "Reading literacy is a person's It means using written texts, engaging with them, reflecting on them, working with them, and understanding them in order to achieve their goals, participate in society, and develop their knowledge and capabilities. This definition was also used as the definition of reading literacy in the 2012 and 2015 studies. In the 2018 PISA study, the definition of reading literacy includes the assessment of information in the form of text as an integral part of reading literacy, and the word "written"

is removed and defined as : "Reading literacy is information in the form of text in order for a person to achieve his goals, participate in society and develop his knowledge and abilities. means to use, reflect on, work with, and understand." (PISA 2018, Reading Literacy Framework).

Each part of the definition and some important aspects of the definition of the content area, which uses evidence from the PISA studies and other empirical studies, are discussed separately within this scope. In the PISA 2018 study, the assessment process was determined to be carried out with the help of a computer, which allows 15-year-old students to easily and effectively assess their reading of given reading comprehension texts. Now that there is an opportunity to find any texts on the Internet, it is necessary for the youth of the 21st century not only to be able readers, but also to be effective readers. It is worth noting that 20 years ago, the reading literacy skills required for human development, educational success, economic cooperation, and maintaining citizenship status were radically different from today's, and these requirements are even more important 20 years later. It is not likely to change.

As society and culture are constantly changing, our understanding of reading literacy continues to evolve and evolve. Because we live in a rapidly changing world where many different written materials are used more and more and people are required to use these materials in new and unique ways. The ability to find, acquire, understand, and reason about all kinds of information will be of great importance only if a person can fully integrate into a society based on intelligence. Today, the reading literacy skills required for a person to mature, achieve success in the field of education, economic cooperation and citizenship are fundamentally different from those of the past. The penetration of increasingly developing technologies into every aspect of our lives has fundamentally changed the way people read and exchange information. Individuals struggle throughout their lives to achieve personal and professional excellence, and future learners must be able to use digital devices wisely to effectively manage increasingly complex and abundant information.

At first, the main method of assessing a student's reading literacy was to read, understand, interpret and reflect on simple texts. While maintaining these skills, greater attention is paid to the further integration of information technologies into people's social and daily life, which requires the need for a person's reading literacy to be constantly updated and expanded. Human well-being should reflect a wide range of new skills that are closely related to the literacy issues required in the 21st century. In order to prepare for the PISA study, teachers of general education schools, researchers conducting scientific research in this field, and experts in the field can use this scope

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