

THE IMPORTANCE OF INTERNATIONAL ASSESSMENT PROGRAM - PISA AND PIRLS IN TEACHING MODERN PHYSICS

Mirzayeva Umidaxon Murodjon qizi
Free Explorer Andijan State University
Email: umidamirzayeva035@gmail.com

Abstract

This article provides information about modern educational programs PISA and PIRLS, and outlines the directions of international educational programs.

Keywords: Testing, platform, international educational programs, concept, creative thought.

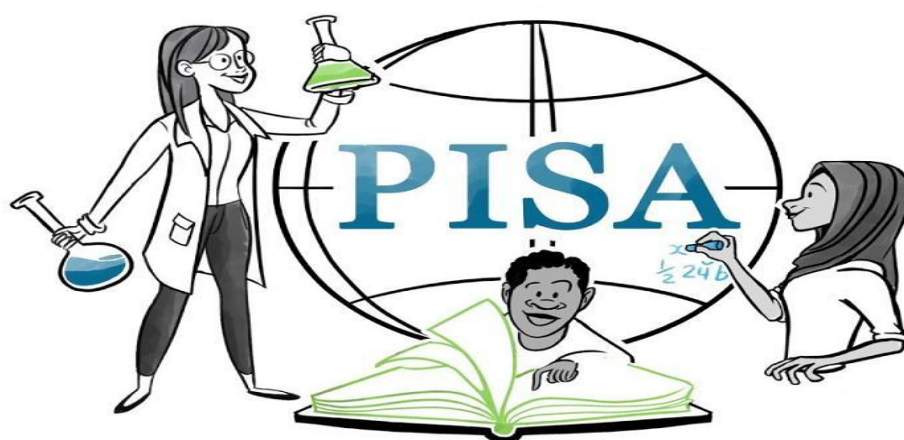
Introduction

More than a hundred countries in the world participate in international assessment studies such as PISA, TIMSS, PIRLS, TALIS, EGRA and EGMA in order to objectively evaluate the quality of education implemented in their country. In particular, Uzbekistan is expected to participate in PISA and other international assessment studies for the first time. The decree of the head of our state dated April 29, 2019 "On approving the concept of development of the public education system of the Republic of Uzbekistan until 2030" defines the tasks of achieving inclusion in the first 30 advanced countries of the world by 2030 according to the rating of the PISA student assessment program. In order to prepare for the PISA, TIMSS and PIRLS international assessment programs, the scientific research institute named after A. Avloni created more than 100 training videos as part of the "Testing" project and launched the "Testing" platform. This platform includes an electronic system and video products aimed at forming students' skills in working with assignments within the framework of international assessment programs. More than 1500 tests are placed on it. This electronic platform aimed at preparing for international studies and forming the ability to solve tests was pilot-tested in certain schools in September-October. One of the most important aspects is that this platform is completely free to use. To date, more than 2.6 million students have registered on this platform and their diagnostic assessment results have been analyzed. The results obtained in the research allow us to draw conclusions about the quality of education in the country and its place taking into account international standards. International research has a positive effect on the quality of national research in the field of education. It allows to create a national evaluation system based on high economic efficiency at the level of international standards.

There are several international assessment programs around the world.

PISA - Program for International Student Assessment (English: Program for International Student Assessment) - a program that evaluates literacy (reading, mathematics, natural

sciences) and the ability to apply knowledge of 15-year-old students in different countries. (Fig. 1)



1-rasm

The PISA study has the following characteristics:

- It is a comprehensive and regularly held program all over the world;
- one of the largest, large-scale international monitoring studies in the field of education;
- "15-year-old" students (from 15 years 3 months to 16 years 2 months) studying in general secondary educational institutions participate in the research;
- the level of "readiness for independent life" of students is evaluated, that is, to what extent they can use the knowledge and skills acquired at school to solve problems they may encounter in life;
- students' functional literacy, including reading (text comprehension), natural and mathematical literacy, as well as life problem-solving skills in these areas are evaluated;
- the research collects information that allows you to get information about the uniqueness of the educational system of the participating countries.

What is the importance of international assessment programs?

As a result of the reforms carried out in our country in recent years, huge economic growth indicators are being achieved, increasing the demand for qualified personnel and advanced specialists in all fields.

This in itself requires increasing the interest of our students in classes and increasing the attention of teachers to all-round education.

The fact that the above requirements are very important for the educational system means that, as in most foreign countries, it is necessary to attract the best practices aimed at improving the quality of education by evaluating and monitoring the development of the educational and scientific fields.

The structure of the tasks to be presented.

The unique feature of the presented tasks is that they are taken from life and presented in the form of situation analysis (case). Assignment conditions and questions are different from school textbooks. In order to form and develop functional literacy in students, along with professional competencies, science teachers need the skills to create and use PISA assignments in the educational process.

Based on the results of the analysis, it is recommended to pay attention to the following qualities when creating assignments:

- tasks are taken from life situations;
- provision of excessive information;
- providing the information that should be shown in the situation, not in the condition, but in the question part;
- providing the necessary information in various forms (diagrams, graphs, tables, notices);
- the participation of several subjects in assignments;
- evaluation of a creative, critical approach to task performance.

Each situation consists of 1-6 questions and is scored on a 1000-point scale based on difficulty. So what is the purpose of the PISA program, how did the concept of needs-based education emerge, and what is the principle behind the PISA questions? The 21st century is the age of information technologies. This century requires completely different competencies from its specialists than before. In the 20th century and earlier, experts who had a strong memory, encyclopedic knowledge, and knew as much information as possible in their field were highly valued, but now this knowledge is no longer of decisive importance. Search engines, online encyclopedias, and excellent online databases of fields have been created, so that the need to remember this information has fallen into the background.

Today's specialist has the ability to analyze this knowledge, to generate new information from it, and to see the "scratch at the bottom of the cup" in the vernacular. PISA tests are conducted in order to reflect the same changes in the educational system, to determine the extent to which schoolchildren acquire the skills to analyze, draw conclusions from, and communicate with events that are needed in real life, and how well the educational system adapts to these changes. However, the purpose of participating in this program is not to conduct tests or prepare students for the test, but to create a solid foundation for the creation of competitive personnel by forming 21st century skills in our students.

PIRLS (English: Progress in International Reading Literacy Study') is an international assessment system that assesses the quality of the reading and comprehension levels of primary school students in different countries.



PIRLS enables evidence-based decision-making to improve reading instruction. States use PIRLS to:

- to monitor the trends of achievements at the level of the education system on a global scale;
- monitor the impact of new or revised education policies;
- identifying weak points of education and implementing educational reform;
- Improving teaching and learning through research and analysis of PIRLS data;
- conducting appropriate work such as monitoring fairness or evaluating students in additional classes;
- learning to read and teach.

In conclusion, it is worth noting that. The participation of the Republic of Uzbekistan in the PISA and PIRLS research serves to increase the quality of education, strengthen the country's reputation at the international level, and bring the students' knowledge to the level of international requirements.

References:

1. Scammacca, N. et al. (2007), Interventions for Adolescent Struggling Readers: A Meta-Analysis With Implications for Practice, Center on Instruction at RMC Research Corporation, Portsmouth, NH, <http://www.centeroninstruction.org>.
2. Mirzayeva, U. M. (2023). ILM-FAN VA TA'LIM TIZIMINING INNOVATSION RIVOJLANISHI: KADRLAR TAYYORLASHDA INNOVATSION PEDAGOGIK TEXNOLOGIYALARINING O 'RNI: ILM-FAN VA TA'LIM TIZIMINING INNOVATSION RIVOJLANISHI: KADRLAR TAYYORLASHDA INNOVATSION PEDAGOGIK TEXNOLOGIYALARINING O 'RNI.
3. qizi Mirzayeva, U. M. (2023). "FIZIKA" FANINI O 'QITISHDA INTEGRATSION TA'LIM TEXNOLOGIYALARIDAN FOYDALANISH. GOLDEN BRAIN, 1(28), 109-111.

4. Rafailovna, R. R. (2022). ‘LAZER FIZIKASI’FANINI O’QITISHDA ZAMONAVIY METODLARDAN FOYDALANISH. TA’LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(11), 170-171.
5. Мирзаева, У., Матбобоева, С., & Носиров, М. (2022). НАНОЛАЗЕРЫ. Евразийский журнал академических исследований, 2(11), 1209-1214.
6. Murodjonovna, M. U. (2022). The Use of Laser in Medicine. Texas Journal of Medical Science, 5, 27-28.
7. Rafailovna, R. R. (2022). ‘LAZER FIZIKASI’FANINI O’QITISHDA ZAMONAVIY METODLARDAN FOYDALANISH. TA’LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 2(11), 170-171.
8. Umidaxon, M. (2024). Zamonaviy shaxarsozlik sanoatida qayta tiklanuvchi energiyadan foydalanishning samarali istiqbollari. *HOLDERS OF REASON*, 4(1), 132-134.