

**DEVELOPING STUDENTS' TEXT ANALYSIS COMPETENCE THROUGH PISA TASKS****Khurramova Sanobar Makhmatmurat kizi**

Teacher of Termez State Pedagogical Institute

Phone: +99899-288-20-21

E-mail: Sanobarxurramova36@gmail.com

**Tursunova Dildora Safarovna**

4rd-year student of

Termez State Pedagogical Institute

**Abstract:** This article discusses the development of students' text analysis competence through PISA tasks, how it is formed and how it is related to the quality of education. It also shows the importance of the PISA international assessment program in developing students' critical thinking, text comprehension and analysis skills. The development of students' independent thinking and text processing skills through the use of PISA-type tasks in the lesson is analyzed.

**Keywords:** PISA, text assignment, lesson, critical thinking, analysis, competency, assessment.

In modern education, a number of international student assessment programs have been developed, among which the PISA program occupies a special place. This program is aimed at assessing not only the level of knowledge of students, but also their ability to apply them in practical life, thereby identifying problems and achievements in the education system. Improving the assessment of the quality of education around the world is an urgent problem. The Organization for Economic Cooperation and Development (OECD) conducts PISA (The Programme for International Student Assessment), a comprehensive international assessment that allows for effective management decisions in the field of education by studying what students can do with their knowledge and skills, comparing the quality and equity of educational outcomes, and studying policies and practices used in other countries.

PISA (Programme for International Student Assessment) is a programme run by the OECD (Organisation for Economic Co-operation and Development). It assesses the functional literacy of 15-year-old students in reading, mathematics and science every three years. The aim is to assess students' ability to apply their knowledge and skills in real-life situations. PISA focuses not only on theoretical knowledge but also on students' ability to solve problems in everyday life. In addition to subjects, this assessment system is also of great importance for linguistics. Because in linguistics, students develop the skills of understanding text, analyzing information, drawing logical conclusions, and effectively using language tools in different contexts. These are the competencies that are measured and developed in the PISA assessment. Therefore, it is necessary to improve the content and teaching methods of linguistics based on modern requirements and adapt them to the PISA requirements. This, in turn, will serve to increase not only students' language knowledge and skills, but also their general literacy level. There are also several beneficial aspects of working with text in the PISA assessment program. All of these are aimed at increasing student literacy. These include:

1. Texts should be structured based on realism - in PISA tests, students should not only have grammatical knowledge, but also understand and analyze the information in different types of texts (articles, advertisements, essays, emails, stories). People also work with different texts in everyday life, so this skill is of practical importance.

2. Developing and cultivating critical thinking - in the process of working with the text, the student reads, studies, analyzes the information provided, identifies the main idea, evaluates the author's opinion, and tries to express his or her own point of view. This helps in critical thinking and making the right decisions in problem situations.

3. Finding and processing relevant information – PISA tests require students to find relevant information in the text, compare it, generalize it, or draw conclusions. This strengthens students' logical thinking and memory.

4. Determining and developing students' literacy levels - by working with text, students' reading literacy and related levels of knowledge, understanding, application, and reasoning are accurately measured. This is because reading a text requires not only knowing words, but also understanding, connecting, and using meaning correctly.

5. The connection between linguistics and other subjects (interdisciplinary connection) - in the PISA assessment, working with text helps to understand not only linguistics, but also texts from mathematics, natural sciences and other fields. This is a key factor in the formation of students' interdisciplinary knowledge and skills. Based on the above considerations, if we look at the tasks on working with text based on PISA, these tasks are aimed at determining students' skills in understanding, analyzing, interpreting and finding necessary information from the text. These tasks can be in different formats - questions about the text, tasks based on tables or diagrams, as well as questions that require a critical approach to the content of the text.

PISA reading literacy tasks require students to:

- understand the content of a text
- identify the main idea
- draw conclusions
- analyze a text
- express opinions based on the text

Therefore, PISA tasks serve to develop students' analytical thinking and independent judgment skills. Text analysis competence is the student's ability to understand the content of a text, identify its main idea, analyze the author's opinion, and draw conclusions based on the text.

It consists of the following components:

1. Understanding the text. The reader must be able to understand the content of the text.
2. Extracting information. The ability to find the necessary information in the text.
3. Analyzing. Determining the connection between ideas in the text.
4. Evaluating. Expressing a personal opinion about the content of the text.

Text analysis competence is an important factor in developing students' critical thinking.

In conclusion, PISA tasks are an important tool in developing students' text analysis competence. Through these tasks, students develop the skills of deep understanding of text content, independent thinking, and drawing conclusions.

The effective use of PISA-type tasks in the educational process will help increase students' reading literacy and improve the quality of education.

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