

**CRITERIA FOR DETERMINING READING LITERACY IN THE PISA
INTERNATIONAL ASSESSMENT PROGRAM AND THEIR IMPACT ON THE
EDUCATIONAL PROCESS**

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Abstract: This article examines the criteria used to determine students' reading literacy in the PISA international assessment program and their impact on the educational process. It also analyzes the importance of developing reading literacy, the formation of students' skills in working with texts, and the role of reading literacy in the modern education system.

Keywords: PISA, reading literacy, international assessment, quality of education, competence, education system.

Introduction: Today, improving the education system and increasing its quality is one of the most important tasks facing countries around the world. Evaluating the quality of education based on international standards is an essential part of this process. One of such international assessment programs is the PISA international assessment program.

PISA studies are aimed at determining students' ability to apply their knowledge in real-life situations. In this process, reading literacy is considered one of the most important areas. Reading literacy reflects students' ability to read different types of texts, understand them, analyze them, and use the information effectively. Therefore, developing this skill is one of the key tasks of the modern education system.

PISA (Programme for International Student Assessment) is an international study that evaluates the knowledge and skills of 15-year-old students. It is organized by the Organisation for Economic Co-operation and Development (OECD). This research assesses students' knowledge and competencies in reading, mathematics, and science. The PISA assessment is conducted every three years and evaluates reading literacy, mathematical literacy, and scientific literacy.

The main part: Reading literacy is one of the main areas of PISA studies. It evaluates students' ability to read and understand texts, analyze them, and use information effectively. Students are required not only to read but also to find necessary information in a text, interpret its meaning, understand the author's ideas, and draw conclusions based on the text.

In the PISA program, reading literacy is assessed based on several criteria.

The first criterion is locating information in the text.

In this process, students are required to identify necessary information within the text and use it effectively.

The second criterion is understanding and interpreting the text.

At this stage, students demonstrate a deeper understanding of the text, identify the main idea, and explain cause-and-effect relationships.

The third criterion is evaluating the text and expressing opinions.

At this stage, students express their opinions about the text, draw conclusions, and analyze the content critically.

These criteria help develop students' independent thinking, critical analysis, and ability to draw logical conclusions. In addition, PISA results play an important role in improving teaching methods, updating educational programs, and enhancing the quality of education.

Today, many countries are modernizing their education systems based on the results of PISA studies. This helps improve students' knowledge levels and organize the educational process more effectively.

Uzbekistan also participates in PISA studies. Therefore, developing critical thinking in schools and providing education in accordance with international assessment standards is one of the important tasks of the national education system.

Uzbekistan participated in the PISA-2022 international assessment program for the first time. The results were announced in December 2023. Among 81 participating countries, Uzbekistan ranked among the lower positions in mathematics, reading, and science literacy.

The average scores of 15-year-old students in Uzbekistan were as follows:

- Mathematics: 364 points (72nd place among 81 countries)
- Reading literacy: 336 points (80th place)
- Science: 355 points (80th place)

The results also showed that students' socio-economic background significantly influences their academic performance. Uzbekistan aims to enter the top 30 countries in PISA rankings by 2030.

Conclusion: The PISA international assessment program plays an important role in determining students' reading literacy. It provides an opportunity to evaluate students' ability to understand, analyze, and effectively use information from texts.

PISA criteria contribute to improving the educational process, developing students' critical thinking abilities, and enhancing the quality of modern education. Therefore, it is important to widely introduce teaching methods aimed at developing reading literacy into the educational process.

The results of the PISA international assessment program serve as a kind of diagnostic tool for the education system of Uzbekistan. In order to improve reading literacy and achieve the goal of entering the TOP-30 countries by 2030, the following measures should be implemented:

- Enrich textbooks with tasks aimed at developing logical and critical thinking rather than memorization;
- Improve teachers' methodological training based on international assessment standards;

- Provide school libraries with modern literature of various genres in order to develop students' information literacy skills.

These measures help develop students' independent thinking, critical analysis, and information literacy skills, enhancing the efficiency of the modern education system and playing a crucial role in achieving quality education. At the same time, PISA results provide opportunities for continuous improvement of the educational process and alignment with international education standards, thereby increasing the global competitiveness of Uzbekistan's education system.

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