

**FOUNDATIONAL THEORETICAL KNOWLEDGE FOR COMPLETING PISA
TASKS**

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Abstract: This article discusses the foundational theoretical knowledge required for completing PISA tasks. In particular, it comprehensively examines the theoretical foundations for developing students' skills in working with language, analyzing texts, identifying logical connections, understanding sentence structure, and comprehending and expressing meaning.

Keywords: PISA, assessment, international research, knowledge, skills, oral speech, written speech, reading literacy, text

Annotatsiya: Mazkur maqolada PISA topshiriqlarini bajarishga doir dastlabki tayanch nazariy bilimlar borasida soʻz yuritiladi. Xususan, oʻquvchining til bilan ishlash, matnni tahlil qilish, mantiqiy bogʻliqliklarni aniqlash, gap qurilishi, maʼno tushunish va ifodalash kabi koʻnikmalarini rivojlantirish haqidagi nazariy bilimlar atroflicha tatbiq qilingan.

Kalit soʻzlar: PISA, baholash, xalqaro tadqiqot, bilim, koʻnikma, ogʻzaki nutq, yozma nutq, oʻqish savodxonligi, matn

Аннотация: В данной статье рассматриваются исходные теоретические знания, необходимые для выполнения заданий PISA. В частности, всесторонне применяются теоретические знания о развитии у учащихся навыков владения языком, анализа текста, логических связей, построения предложений, понимания и выражения мыслей.

Ключевые слова: PISA, оценка, международное исследование, знания, навыки, устная речь, письменная речь, грамотность чтения, текст

In today's era of globalization, assessing the quality of education systems and aligning them with international standards has become an increasingly pressing issue. From this perspective, the role of assessment systems such as PISA (Programme for International Student Assessment) is invaluable. The PISA program, organized every three years by the OECD (Organisation for Economic Co-operation and Development), aims to determine the extent to which 15-year-old students can apply their knowledge in real-life situations. Tasks in the Uzbek language are also being piloted within the program, which in turn brings to the agenda the issue of developing essential foundational and theoretical knowledge in native language classes.

A distinctive feature of PISA tasks is that, rather than measuring traditional rote memorization or reproduction of academic content, they assess the ability to reason in real-life situations, draw logical conclusions, provide evidence, comprehend information, and solve problems. Uzbek language classes serve as one of the core subjects for developing students' skills in working with language, analyzing texts, identifying logical connections, understanding sentence structure, and comprehending and expressing meaning. Therefore, developing the

foundational and theoretical knowledge necessary for completing PISA tasks in Uzbek language classes should become a priority in education.

Experience shows that when students lack sufficient foundational knowledge related to PISA tasks, they struggle to express their thoughts independently, draw evidence-based conclusions from given texts, or propose alternative viewpoints. PISA tasks often test students' abilities in deep analysis, comparison, understanding logical connections, uncovering implicit meanings, and expressing opinions based on context through short texts. For this reason, providing students with these skills from the earliest stages of native language instruction depends directly on the methodology and materials teachers select for their lessons.

While Uzbek language curricula include tasks for working with texts, these tasks are not designed according to PISA criteria. For example, traditional lessons predominantly feature grammar-focused tasks such as "state the main idea of the text," "identify the parts of speech," or "find the sentence elements." However, PISA tasks require students to search for and locate specific information, evaluate it, apply it in new contexts, and make decisions based on comprehended information. This necessitates an update in methodological approaches.

From this perspective, the following foundational theoretical knowledge should be actively mastered in Uzbek language classes as preparation for completing PISA tasks: text structure and functional analysis; understanding the meaning of words and phrases in context; comprehending different points of view; finding evidence in texts and substantiating it; understanding intertextual connections; synthesizing information; critical thinking; and logical expression of written and oral thoughts.

To develop such foundational knowledge, tasks similar to the PISA model should be more frequently implemented in lessons. For example, questions can be developed based on short journalistic or popular science texts: "What is the author's main idea?", "What audience do you think this article was written for?", "Support the given statement with evidence," "Can you recall other situations on this topic?", "What solution would you propose for this problem?" Such questions align with PISA criteria.

Furthermore, in many cases, teachers simply remind students of the correct answer without allowing them to think independently. This reinforces passive learning among students. PISA tasks specifically require students' active participation, inquiry, and decision-making. Therefore, it is advisable to use active and problem-based teaching methods in Uzbek language classes, such as interactive techniques including "brainstorming," "question basket," "wheel of ideas," "opposing viewpoints," and "defending with evidence."

Particular attention should be paid to developing critical and creative thinking in students. This is because most PISA tasks require not only understanding given information but also analyzing, comparing, processing, and applying it in new contexts. For example, drawing two different conclusions from a single article or comparing various positions exemplify this approach. Through such tasks, students learn to think, and the learning process becomes based on analysis rather than memorization.

Additionally, PISA tasks measure students' literacy level, specifically "text-based literacy." This literacy is not limited to knowing grammatical rules but encompasses complex skills such as understanding text content and structure, distinguishing facts from opinions in texts, differentiating primary from secondary information, comprehending ambiguities, sensing connotations, and understanding authorial intent. Therefore, Uzbek language teachers must select tasks, lesson materials, and methodological approaches that serve to develop this literacy.

Another important aspect is that the effectiveness of PISA tasks depends not only on knowledge but also on students' motivation, independent thinking, and self-confidence. Within Uzbek language classes, when asking students questions, they should be allowed to think freely,

and the validity of their reasoning should be assessed rather than the correctness of their answers. This strengthens in students the desire to "express well-founded opinions" rather than searching for "the correct answer." As a result, they become more active in assessments like PISA tasks.

In conclusion, the issue of activating foundational and theoretical knowledge as preparation for PISA tasks in Uzbek language classes is extremely relevant. This process serves to develop students' critical, analytical, logical, and creative thinking skills; to enhance text-based literacy; and to enable them to express their opinions with sound reasoning in real-life situations. Teachers' adaptation of their methodology to modern assessment systems and use of interactive, competency-based approaches in lessons will increase student engagement and create the foundation for achieving high results in international assessments.

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