



## The Use of Extended, Traditional and Module-Based Approach Tasks in Pisa Studies

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**Abstract:** This article is aimed at providing effective assistance to institutions and students participating in the program on the improvement of the tasks used in the PISA international assessment program research and work on the task texts.

**Keywords:** PISA international assessment, reading literacy, assignments, text, student.

### Introduction

In PISA studies, assignments are given in a naturally extended, traditional and module-based approach. Now these assignments require future elementary school teachers to have a reasonable approach to tasks, to work on the scope of application of the necessary materials in the PISA task assessment program.

Another unique aspect of reading literacy assessment is that open-ended tasks are aimed at testing students' reasoning ability, not their ability to answer questions, that is, they test their ability to evaluate and reflect on the process, beginning and in preparation for PISA in the inner classes, in addition to textual information, work is also carried out with a small but necessary part of information such as poems, proverbs, riddles, which serves as practice for their later participation in research.

PISA participants are usually asked to write comments or essays in response to questions, and they are asked to write notes, summaries and plans, or simply to express their opinions on given texts in order to achieve their reading comprehension goals.

In PISA, students write with teachers, peers, or acquaintances for academic (e-mailing a completed task to a teacher) or social (talking with peers about other literacy situations) purposes. They start communicating. For this process, prospective elementary teachers should prepare themselves in such a way that when they ask elementary teachers for advice on a problem that has arisen in the preparation of PISA tasks, the words of their teacher in finding a solution may help but not point to the correct answer. It is not necessary to assess students' writing skills in the form of tasks given in the program and the requirements for passing test tasks, which is very useful during the preparation of 4th grade students, because the teacher works only with the thinking world of students. They can't spare time for their writing skills if they work for their logical and creative thinking. However, several test items require students to express their opinions in writing. But reading literacy assessment also takes into account students' ability to express their comprehension skills in writing.

### Materials and Methods

Study activity is a type of purposeful activity performed in a specific situation. In many traditional reading literacy assessment programs, participants are given a series of unrelated texts on general topics. Students answer several unrelated questions in each text and then reflect on another task. At this time, it was found that after answering the text questions in the next task, the students forgot the information in the text they read earlier. And this is nothing more than answering scattered questions.

It has been proven that the assessment procedure based on tasks related to a familiar specific situation (scenario) allows students to work with tasks and to truly evaluate (understand) the training they are doing. For example, let's take the Uzbek folk tale "An unskilled person is close to death" taught in the 4th grade reading lesson. Participants familiarize themselves with the text, then complete the task.

### **An unskilled person is close to death**

Once upon a time there lived a king. One day, he went hunting, saw the beautiful daughter of a woodcutter there and fell in love with her.

To the suitors who came from the king:

- What is your king's trade, I will marry a tradesman? - said the girl.

Matchmakers:

- Is there a greater profession in the world than kingship? They say that the king is the father of all craftsmen.

Girl:

- I don't need the father of craftsmen, I need the craftsman himself. With the change of times, a person who is a king today may be a beggar tomorrow. Go and tell your king to show me his craft, and then I will touch it.

The suitors returned and told the girl's answer. The king was angry at these words and wanted to punish the girl, but his love for the girl did not allow him to do so.

Not knowing what to do, he consulted with his teacher. The teacher brought out the book "Seventy New Crafts" and read it aloud. The words "a person without skills is close to death" came out from somewhere. The teacher also closed the book here:

- The girl's words are correct, she has the right to say "I will touch my craft", he said.

A thousand more pains were added to the king's previous pain. He gave permission to the teacher and decided to learn a trade on his own. The next day, when the king sat on the throne, a man brought a carpet. As soon as he saw this carpet, the king felt a desire to learn how to weave carpets. He asked the carpet maker to teach him his trade. He taught the king his profession for twenty-five days. Having prepared the necessary things, the king wove a carpet with his own hands and gave it to the woodcutter's daughter. When the suitors showed the girl the king's hand-woven carpet, she said:

"Now the king is the one I want, go and tell him to start the wedding," he said.

### **STOP**

End of Part 1

Now answer the given questions in the exercise book.

You will need to read the stories and articles before completing this task. The questions in the assignment are about the text you read. Some questions may seem easier and some more difficult, but try to answer each question. Some questions have 4 answer options, collect your thoughts and select the correct letter.

The first example presents such a question and shows how to answer it correctly.

1. Whose daughter was the girl the king liked?

- A) merchant.
- B) the farmer.
- C) a woodcutter.
- D) a fisherman.

2. What kind of man does a girl need?

- A) is aware of martial arts.
- B) professional.
- C) hardworking.
- D) rich.

3. What caused the king's pain to be added to his pain?

1 \_\_\_\_\_  
\_\_\_\_\_

4. Who was the reason for the craft that pleased the king?

1 \_\_\_\_\_  
\_\_\_\_\_

5. What did the girl tell the suitors that the king was going to start the wedding for?

- A) because he wants to punish the girl.
- B) for giving a carpet as a gift.
- C) for throwing his father in prison.
- D) because he took a century.

6. What made the king come to the conclusion that death drove me here? express the answer in 2 situations.

1 \_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_

7. On what day does the king ask for respite from the people of the kebab shop?

- A) 25
- B) 40
- C) 30
- D) 20

8. What do you think the king intended by saying his craft?

1. \_\_\_\_\_  
\_\_\_\_\_

9. To whom does the king say to roll the carpet?

- A) to my wife.
- B) to the ministers.
- C) to the king.
- D) to the poor.

10. What mark did the king leave on the carpet?

- A) left a hole.
- B) left a seal.

C) drew a map of the dungeon.

D) asked for help.

11. Who did the people of the kebab shop give the carpet to?

A) to the minister.

B) to the guard.

C) to the queen.

D) to the minister.

12. Who saw the seal that the king dropped?

A) minister.

B) a woodcutter's daughter.

C) guards.

D) passenger.

13. What made the king learn a trade?

Write the reason why the king decided to learn a trade, and write the sentences with relevant examples from the text to support your answer.

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14. What did the skill that the king learned save him from? Explain your answer using information from the story.

1. \_\_\_\_\_

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15. What do you think, will the skill he learned help the King in the future?

1. \_\_\_\_\_

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16. What is the role of craft in people's lives? Do you know what kind of skills everyone needs? What profession do you like and why?

Give one reason.

1. \_\_\_\_\_

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## Results and Discussions

This technology helps prepare future young teachers for the PISA program by: training based on acquired knowledge, skills (repetition); to carry out control-testing work on hand tools according to personal methodology; ensure that intermediate and final controls are carried out; program tasks may include allocation, classification, systematization, and cleaning; production PISA-related methods have repeatedly been confirmed in several pedagogical trainings in the study of methodical sciences, and based on these, production work has been carried out.

Pedagogical efficiency has been proven to be high when we put into practice the proposed PISA preparatory classes. This was evident when we compared the methodical method with the traditional

methods, and we expressed their differences in a table, and the differences in the quality indicators in it once again prove our stated point.

Results of experimental work on preparing future primary school teachers of Jizzakh State Pedagogical University named after Abdulla Qadiri to evaluate students in reading literacy

**Table 1. Results of experimental**

№	Quality indicator	Control group		Experimental group		Comment
		Number of evaluations	In the calculation of percentage	Number of grades	In the calculation of percentage	
1	$80 < O'z \leq 100$	-	0	7	28	
2	$75 < O'z \leq 85$	7	28	10	40	
3	$55 < O'z \leq 75$	15	60	8	32	
4	$0 < O'z \leq 55$	3	12	-	-	
5	Total	25	100	25	100	
6	Appropriation	20	80	25	100	
7	Quality indicator	7	28	18	72	

As it can be seen from the given table, we have proposed from our side, that is, preparatory exercises for the PISA international assessment program for future primary school teachers to assess the knowledge of students in reading literacy for the future primary school it can be seen that it has grown compared to traditional education focused on training teachers.

A comprehensive analysis (table) of the conducted experimental work is the basis for drawing the following conclusions:

- the results of the conducted experimental work confirmed the working hypothesis and showed the effectiveness of the developed methodological assignments
- to prepare future elementary school teachers for the developed and tested PISA international assessment program to assess the knowledge of students in reading literacy, to improve the knowledge of the student participating in the PISA program and solving practical tasks within the scope of research lajak PISA activates the skills of participants, increases the ability to solve complex tasks and improves methodological preparation;

**Conclusions**

In the PISA assessment programs, students are given reading literacy tasks similar to the above or independent tasks, as well as situations where they can complete complex tasks (based on several texts, write a description or answer some larger generalized questions), and read scattered texts. In Reading Literacy, participating students learn the criteria used to use the ability to search for information and think about a text source in order to read or summarize given texts. Gathering of sources can be done in different ways, i.e. from literature, textbooks, internet, software documents, primary historical documents and similar sources.

In summary, in order to fully capture students' ability levels, ensure that the tests are conducted in a fair manner for all participating countries, and fully assess students' evaluation and reasoning skills, PISA aims to improve students' learning outcomes. is still used in winter literacy assessment, but it is not always possible to work with tasks in schools at the stage of training future primary school teachers and students, because of this, tasks are not used much. But teachers have the opportunity to use non-traditional assignments from core lessons, and can be creative with assignments learned during daily reading lessons or past assignments.

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