



The Role of International Pisa Research in Enhancing Mathematical Literacy in Students

**Tursunova Nilufar
Babamurotovna,**

teacher of the presidential School of the Republic of Uzbekistan,
Surkhandarya region, Termez

ABSTRACT

The article describes the issue of control of knowledge on the basis of the International Assessment Program PISA and on its basis the provision of assessment assignments to students and young people within the framework of science.

Keywords:

Reader, mathematics, evaluation, world, Estonia.

The program for International Student Assessment (PISA) is an organization for assessing the level of literacy of 15 - year-old students in the subjects of reading, mathematics and natural direction, and the Cabinet of Ministers of the Republic of Uzbekistan Resolution No. 997 dated 08.12.2018 mentioned the legal basis. For example, according to him, the involvement of qualified pedagogical personnel in general secondary educational institutions in scientific research on international assessment programs; equipping the general secondary educational institutions with modern information and communication tools and taking measures to inventory the state of internet connection to the world Information Network and to eliminate the existing problems; in order to ensure worthy participation in international assessment programs and competitions in the assessment of literacy of students, measures such as the establishment of effective use of opportunities of structural divisions of the ministry

(Republican educational center, Republican Center for professional orientation of students and the Republican Center for psychological and pedagogical diagnostics have been defined.

The basis of the evaluation in the PISA study is a set of globally coordinated assignments in mathematics, reading, Natural Sciences and a number of innovative fields. Such an assessment is conducted every 3 years on the basis of a random selection among 15-year-old students of the participating countries.

PISA fan on bilimlarni,shyningdek, ruhuvchilarning shulimoklarni even implicitly context, also izhodi chublayi potential. I have heard Yingdek, bu guide 16 jazdan 65 yajacha bullgan manlar Jaraish literacy, mathematician Jahonlak Horas bag technology (ACT) charasid bilarim lenogagigan PIAAC manual bilan chambarchas sadlik.

PISA research is carried out by any beri country of Yziningerg Kuchli and Nick Tomonlarani the world teaching of tisim biyan kilall allows beradi. Shuningdek, Croatian investyarlarni zhalbadi, jobi investorlar country

bilimli, skills kadrlar bormi, degan question bug research natijalari orkalsky nukadi. 2021 yilda Pisa math literacy study expanded texturing Andy's profession.

For information, in order to prepare for the PISA study, it will be necessary to use a smartphone in the direction of mathematical literacy, to carry out tasks such as the beauty of degree characteristics, the decision to buy, navigasiya, and so on.

World experience in this regard makes the word borganda Estonia an example of mugin. Estonia was one of ten countries with the highest rating in mathematics, reading and natural science literacy in the PISA-2015 study.

For this success, the small Baltic state began to be called "New Finland". Chunanchi, in 2015 year Estonia surpassed Finland in mathematics and Natural Sciences. Finnish experts gave advice to Estonian colleagues on the issues of educational reforms of the 1990s. In fact, there is some kind of commonality in the success of these countries: in both countries, whether it is a conscious intention or a cultural property, equality in education is recognized as a great value. This is confirmed by minimal discrepancies in the results of children from well-off or low-income families. In Estonia, the impact of socio-economic factors is much lower than in other countries. In this respect, Estonia is closer to Canada, Hong Kong and Norvegia than to countries such as Austria, France and Germany, where the socio-economic status of students and the link between their results is much more open.

A factor of special attention on the results of PISA-2015, this is not the number of students who have reached the maximum, but the low number of students with low indicators in each of the 3 important directions. Compulsory education begins at the age of 7 years, a large part of 3-4-year-old children go to public kindergartens. The ratio of the number of educators corresponding to one educator is half that of the middle by the rating of the organization for Economic Cooperation and development.

The average performance of South Korea was higher than 2000 years, but worried

that the Koreans were reaching a high level of literacy in the study of the PISA to representatives of the narrow circle of the elite. In less than a decade, South Korea was able to double the number of students with high marks. The radical restructuring of the Polish school system allowed to reduce the discrepancies in the assimilation of various schoolchildren, increase the indicators of weak schools and double their overall efficiency. Portugal, just like Colombia and Peru, has strengthened its school system and is able to improve its overall appropriation.

Those who argue that the relative role of countries in the PISA rating is largely a reflection of the social and cultural one were also forced to recognize that education can be improved. Estonia and Finland have become a popular travel destination for educators and politicians in Europe. In these countries, students go to school after they reach the age of 6 and spend less time on training in one academic year than in other countries. But at the age of fifteen, these students reach one of the highest in the world despite their socio-economic status. And in practice, these countries, without any discrepancies in the appropriation between the schools, are in a position to develop the quality of education at an excellent level and the equality of educational opportunities in the educational system of all schools.

During the first rounds of PISA, it became known that most of the training systems that have high efficiency and are rapidly improving are in East Asia. These results have become a picture for everyone in the West, often opposed to the idea that success in these Asian countries is aimed at putting high pressure on students and memorizing the teaching material superficially, without understanding it.

In order to win in the rating of PISA, memorization is rare. To assess the creative skills of problem solving in 2012 year, PISA presented its first tests. Many observers have predicted that they will submit their rating charts as ostensibly or, at least, will show much lower results in a while than in East Asia. But the first place was taken by Singapore, which

became a modern industrial state from a developing country in the period of one generation of maturation. Although in our imagination the civil society in Singapore has so far been characterized by the fact that the interference of citizens in political processes is limited, education in Singapore has experienced a peaceful revolution, which is almost unnoticed in the West. Currently, the country is leading both in terms of the quality of its educational institutions, and in terms of the level of participation of educators in the development and implementation of innovative educational strategies. Japan has been one of the countries that have shown the best results in terms of PISA, but the study showed that students usually perform tasks much worse in the open type, which requires the application of their knowledge in New conditions, despite the fact that the content of the educational science is very well absorbed by the issues that are required to

The national system for assessing the quality of education of Japan included open-answer assignments similar to the PISA assignments. This included innovation positively reflected in the change in the learning process. From 2006 to 2009, Japan experienced the fastest improvement in the results of the department consisting of open tasks within the member countries of the organization for Economic Cooperation and development.

In the United States, on the contrary, little attention was paid to the first studies of Risa. But this situation changed after the publication of the results of the research conducted in 2006 year. American educational leaders began to travel to cooperate with their colleagues – representatives of the most effective world education system. Only in 2009 year Arne Duncan, who headed the Ministry of education from 2009 to 2015 year, paid close attention to its results. The minister's initiative, called Race to the Top ("race towards the peak"), was aimed at encouraging states leaders to study the most effective world education systems, not kuchaytirishga competition between states of America.

In conclusion, it can be said that as long as Uzbekistan has taken the template from the achievements of the world countries and aims to introduce international standards of education into the country, science teachers should also contribute to this.

Used literature:

1. Гелфанд С.И. ва бошқалар. Элементар математика масалалари. — Тошкент: «Ўқитувчи», 1970. 21.
2. Гельфонд А. О. Решение уравнений в целых числах.— М.: Наука, 1983.— 64 саҳифа — (Математикадан оммавий маъруза).
3. Muhiddinovich, B. I. (2020). Negative impact of the tax system on political life-on the example of the history of the Kokand Khanate (1850–1865). *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(5), 790-795.
4. Burkhonov, I. M. (2020). "Zakat" has ensured fairness and balance in society. *ISJ Theoretical & Applied Science*, 05 (85), 201-204. SoI: <http://s-o-i.org/1.1/TAS-05-8>
5. Burkhonov, I. (2021, August). THE IMPORTANCE OF THE SCIENTIFIC HERITAGE OF ASOMIDDIN URINBOYEV IN THE STUDY OF THE HISTORY OF THE KOKAND KHANAT: <https://doi.org/10.47100/conferences.v1i1.1242>. In *RESEARCH SUPPORT CENTER CONFERENCES* (No. 18.05).
6. Burkhonov, I. (2021, June). THE IMPORTANCE OF THE SCIENTIFIC HERITAGE OF ASOMIDDIN URINBOYEV IN THE STUDY OF THE HISTORY OF THE KOKAND KHANAT. In *Конференци*.
7. Бурхонов, И. М. (2019). ҚЎҚОН ХОНЛИГИ МАЪМУРИЙ БОШҚАРУВИДА СОЛИҚ ТИЗИМИНИНГ СИЁСИЙ ҲАЁТГА САЛБИЙ ТАЪСИРИ (1850-1865). *ВЗГЛЯД В ПРОШЛОЕ*, (19).
8. Бурхонов, И. М. (2020). «ЗАКОТ»-ХАЛҚИМИЗ ҲАЁТИДА АДОЛАТ ВА МУТАНОСИБЛИК ОМИЛИ. *ВЗГЛЯД В ПРОШЛОЕ*, 3(5).
9. Хатамова, З. Н. Особенности налоговой системы Кокандского ханства / З. Н. Хатамова. — Текст : непосредственный

- // Молодой ученый. — 2020. — № 5 (295). — С. 254-256. — URL: <https://moluch.ru/archive/295/66918/>
10. Nazirjonovna, H. Z., & Abdumannobovich, N. M. (2020). Tax system on the territory of kyrgyzstan during the Kokand Khanate. *ACADEMICIA: An International Multidisciplinary Research Journal*, 10(6), 209-212.
 11. Xatamova, Z. (2020). Expenditure of state funds replenished by taxes in the history of the kokand khanate. *EPRA International Journal of Research and Development (IJRD)*, 5(3), 274-277.
 12. Хатамова, З. (2021, August). EXPENDITURE OF INCOME FROM TAXES AND LEVIES IN THE KOKAND KHANATE: <https://doi.org/10.47100/conferences.v1i1.1230>. In *RESEARCH SUPPORT CENTER CONFERENCES* (No. 18.05)..
 13. Хатамова, З. Н. (2020). ҚЎҚОН ХОНЛИГИДА СОЛИҚЛАР ҲИСОБИГА ТЎЛДИРИЛГАН ХАЗИНАНИНГ САРАФ ЭТИЛИШИГА ОИД МАЪЛУМОТЛАР. *ВЗГЛЯД В ПРОШЛОЕ*, (SI-1№ 4).
 14. Xatamova Zumradxon Nazirjonovna. *INFORMATION ON THE PROVISION OF THE FUND IN THE KOKAND KHAN. Look to the past. 2020, SI, pp.590-595*
 15. Шодиев Д. А. У., Нажмитдинова Г. К. К. А. СПЕЦИФИЧЕСКИЕ АСПЕКТЫ ПРОИЗВОДСТВА ПРОДУКТОВ ПИТАНИЯ //Universum: технические науки. – 2021. – №. 3-2 (84). – С. 91-94.
 16. Шодиев Д. А., Нажмитдинова Г. К. Пищевые добавки и их значение //Universum: технические науки. – 2021. – №. 10-3 (91). – С. 30-32.