DEVELOPING FUNCTIONAL LITERACY OF STUDENTS BASED ON THE PISA INTERNATIONAL RESEARCH

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Annotatsiya. This article explores the development of functional literacy among students based on the findings of the Programme for International Student Assessment (PISA) research. PISA focuses on assessing students' ability to apply their knowledge and skills in real-life situations. The study examines the importance of functional literacy as a key competence for success in the modern world and analyzes how PISA results highlight various aspects of student performance in reading, mathematics, and science. The paper discusses the implications of PISA findings for curriculum development and teaching strategies, emphasizing the need for a shift from traditional rote learning to more practical, problem-solving approaches. Additionally, it looks at the role of educators, policymakers, and educational systems in fostering functional literacy and preparing students for future challenges.

Keywords: PISA, functional literacy, student performance, real-life application, education policy, curriculum development, problem-solving.

Аннотация. В данной статье рассматривается развитие функциональной грамотности среди учащихся на основе результатов международных исследований Programme for International Student Assessment (PISA). PISA ориентирован на оценку способности учащихся применять свои знания и навыки в реальных жизненных ситуациях. В исследовании анализируется значимость функциональной грамотности как ключевой компетенции для успеха в современном мире и

исследуются результаты PISA, которые подчеркивают различные аспекты успеваемости студентов в области чтения, математики и науки. В статье обсуждаются последствия выводов PISA для разработки учебных программ и методов преподавания, с акцентом на необходимость перехода от традиционного заучивания к более практическим и проблемно-ориентированным подходам. Также рассматривается роль педагогов, политиков и образовательных систем в формировании функциональной грамотности и подготовке учащихся к будущим вызовам.

Ключевые слова: PISA, функциональная грамотность, успеваемость учащихся, применение в реальной жизни, образовательная политика, разработка учебных программ, решение проблем.

Annotatsiya. Ushbu maqola o'quvchilarda funksional savodxonlikni PISA (Xalqaro o'quvchilarni baholash dasturi) tadqiqotlari asosida rivojlantirishga bag'ishlangan. PISA o'quvchilarning o'z bilim va ko'nikmalarini amaliy hayotda qo'llay olish qobiliyatini baholashga qaratilgan. Tadqiqotda funksional savodxonlikning zamonaviy dunyoda muvaffaqiyat uchun muhim kompetensiya sifatida ahamiyati tahlil qilinadi va PISA natijalari orqali o'quvchilarning o'qish, matematika va fan bo'yicha turli ko'rsatkichlari o'rganiladi. Maqolada PISA tadqiqotlarining o'quv dasturlari va o'qitish uslublariga bo'lgan ta'siri muhokama qilinadi, an'anaviy yodlash usulidan amaliy va muammolarni hal qilishga yo'naltirilgan yondashuvlarga o'tish zarurati ta'kidlanadi. Shuningdek, maqolada o'qituvchilar, siyosatchilar va ta'lim tizimlarining funksional savodxonlikni rivojlantirishdagi roli va o'quvchilarni kelajakdagi muammolarga tayyorlashdagi o'rni ko'rib chiqiladi.

Kalit so'zlar: PISA, funksional savodxonlik, o'quvchilarning muvaffaqiyati, amaliy hayotga tatbiq, ta'lim siyosati, o'quv dasturlarini ishlab chiqish, muammolarni hal qilish.

Introduction. In today's rapidly changing world, it is essential for students to acquire not only academic knowledge but also the ability to apply that knowledge in practical, real-world situations. Functional literacy, which is the capacity to use reading, writing, and

mathematical skills effectively to solve problems and meet the demands of everyday life, is a critical competency that PISA assessments seek to measure. PISA (Programme for International Student Assessment) is an international study that evaluates the competencies of 15-year-old students across countries, providing valuable insights into how well students are prepared for life beyond school.

PISA assessments focus on three main areas: reading, mathematics, and science. However, the primary goal of PISA is not to measure how much students know in these subjects, but rather how well they can apply their knowledge and skills in unfamiliar and complex situations. This shift towards assessing real-world application rather than rote memorization has made PISA one of the most influential international studies in the field of education [1, 2].

Functional literacy is a broad concept that goes beyond basic reading and writing skills. It involves the ability to comprehend, analyze, and use information in a variety of contexts, including social, professional, and academic settings. In the context of PISA, functional literacy refers to students' ability to engage with text, perform mathematical calculations, and solve problems based on scientific principles. PISA's focus on functional literacy emphasizes the importance of preparing students not only for academic success but also for active participation in the workforce and society.

PISA evaluates students' ability to apply knowledge in realistic situations, offering a more holistic measure of student preparedness than traditional academic assessments. The results of PISA tests have shown significant differences in student performance across countries, highlighting the impact of education policies, teaching methods, and cultural attitudes toward learning. For example, countries that prioritize problem-solving skills and critical thinking tend to produce students with higher functional literacy levels [2, 4].

Moreover, PISA results have highlighted disparities between different groups of students, with socio-economic status, gender, and access to educational resources influencing performance. By analyzing these factors, PISA provides valuable data for policymakers, educators, and school leaders to identify areas for improvement and implement strategies to address educational inequalities [4, 5].

The findings of PISA have significant implications for curriculum development and teaching practices. Traditional education systems, which often prioritize rote memorization and textbook-based learning, may not be sufficient to prepare students for the challenges of the 21st century. PISA's emphasis on functional literacy suggests the need for educational reform that focuses on problem-solving, critical thinking, and the application of knowledge in real-world contexts.

To develop functional literacy, educators must create learning environments that encourage active engagement, collaboration, and the use of authentic tasks. For example, students might be asked to analyze a news article, solve a mathematical problem in the context of a real-life scenario, or design a science experiment to test a hypothesis. These types of tasks help students develop the skills necessary to apply their knowledge in practical ways [3, 4].

Teachers and policymakers play a critical role in fostering functional literacy. Teachers must be equipped with the skills and strategies to teach students how to think critically, solve problems, and apply knowledge effectively. Professional development and ongoing training in pedagogical methods that emphasize functional literacy are essential for improving student outcomes.

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Policymakers, on the other hand, must support educational reforms that align with the principles of functional literacy. This includes funding for innovative teaching methods, the integration of technology in classrooms, and the development of curricula that prioritize real-world application. By promoting a shift toward functional literacy, education systems can ensure that students are better prepared for the demands of the modern world [5, 4].

Conclusion. Functional literacy is a crucial skill for students in the 21st century, and the PISA assessments provide valuable insights into how well students are acquiring these skills. The findings of PISA underscore the need for educational systems to focus on developing problem-solving abilities, critical thinking, and the application of knowledge in real-life contexts. By reforming curricula, teaching methods, and policies, educators and policymakers can better equip students with the competencies needed to succeed in a rapidly changing world. Through these efforts, functional literacy can be fostered, ensuring that students are not only knowledgeable but also capable of adapting to the challenges they will face in their futures.

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