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## Research Article

# ASSESSMENT OF EDUCATIONAL ACHIEVEMENTS OF STUDENTS "PISA"

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## ABSTRACT

The purpose of this article is to provide an understanding of the international program for assessing the educational achievement of students "PISA", as well as to show the results of the PISA study in other countries.

## KEYWORDS

Education, PISA, National Science Council (NSC), math literacy, science literacy, computer literacy, economics, schools.

## INTRODUCTION

"If we teach our children only what we know, they may remember enough to follow in our footsteps, but if we teach them to learn, they can go anywhere."

-Andreas Schleicher, Director of Education and Skills at OECD

PISA collects high-quality data, combines it with information about broader social outcomes, and makes this information accessible to educators and education policymakers, helping to improve education information and decision-making. While the international PISA studies provide national results for international comparison and inform policy discussions among education

ministers, the PISA for Schools study aims to provide school-level results to education stakeholders and school leaders, can improve student achievement and, in turn, influence future well-being.[1]

The test assesses the functional literacy of students around the world and their ability to apply knowledge in practice; the test is carried out every three years; it is taken by teenagers aged 15; the test was developed in 1997 and first administered in 2000; the test is administered by the National Science Council (NSC) and the National Science Council (NSC). The test is organized by the Organization for Economic Cooperation and Development in a consortium with large and international scientific organizations, in which national centers participate. The consortium is led by the Australian Council for Educational Research (ACER) and actively collaborates with the Dutch National Institute of Educational Measurement (DITM), the US Educational Testing Service (ETS), the National Institute of Educational Research (NIER) in Japan, WESTAT and other renowned organizations in the field of education .[2]

PISA monitors school quality in four key areas: reading literacy, math literacy, science literacy and computer literacy. According to the PISA 2000-2015 study, secondary education is best developed in the countries of East Asia: China, South Korea, Singapore and Japan, and in Europe the top ten countries are Finland, Estonia, Switzerland, Poland and the Netherlands. Students are also assessed in the area of

innovation (for example, PISA 2018 focused on so-called global competencies as an innovation area). The quizzes assess not only whether students can reproduce what they have learned, but also how well they can make inferences and apply what they have learned outside of familiar settings in and outside of school. This approach is fully consistent with the demands of a modern economy, where citizens must prove not only what they know in order to be successful, but also how to apply this knowledge. The focus is on students' analytical and reasoning skills and to communicate effectively when posing, solving and interpreting problems in a variety of contexts. Age 15 was chosen as the target age for PISA because this is the age at which students leave school in many OECD and non-OECD countries and economies.[3]

Students' PISA scores in reading, mathematics and science are based on three international scales of 1000 points, with an average score of 500 points. The PISA scale allows you to compare average results in three main areas in relation to different groups of students and students from other countries. PISA for School results are also presented on the same scale, allowing direct comparisons between participants in the two studies. It should be noted that student performance in different areas is not strictly comparable. If the score for mathematical literacy is higher than the score for reading literacy, it cannot be said that the results in mathematics were better than in reading. Additionally, the scores are not cumulative, meaning that a final

score cannot be obtained by adding the scores across the three areas in PISA.[4]

Each PISA cycle tests one of the three core knowledge areas in detail, accounting for almost half of the total test time; in 2018, as in 2000 and 2009, the primary learning area was reading literacy. In 2003 and 2012, the primary area of study was math literacy, and in 2006 and 2015, science literacy. Thus, by changing focus areas every nine years, a thorough analysis of performance can be conducted. As a result, PISA provides insight into different educational policies and practices and tracks trends in student acquisition of knowledge and skills across countries and across different demographic subgroups within each country. [5]

The latest PISA study was conducted in 2018. In this study, key attention was paid to identifying the trend in the development of reading literacy in the world in recent years, and assessing functional literacy in the field of reading. More than 8,000 students from 200 educational institutions in 43 regions of the Russian Federation took part in the study. The selection included 15-year-old students of schools and educational institutions of secondary vocational education. Such a study was conducted in the Russian Federation by the Center for Assessing the Quality of Education of the Institute for Education Development Strategy of the Russian Academy of Education together with the Federal Institute for Assessing the Quality of Education with the active participation of federal and regional education authorities.[6]

For the first time, Uzbekistan took part in the PISA International Survey to assess the quality of education from April 21 to May 7. The knowledge of 7,363 students aged 15 years from 202 randomly selected schools was assessed based on a questionnaire prepared by the Organization for Economic Co-operation and Development (OECD).[3]

The benefits of PISA are that it helps students learn better and teachers teach better. This also serves to strengthen the school system and increase its efficiency.

“If you tell someone who came into teaching at the age of 25 that for the next 25 years you will be doing the same thing you are doing today, it will mean that they have no future. It is important that every teacher is willing to invest in themselves. We need to learn and be prepared for the innovations taking place in our education, which are necessary for the full-fledged activities of every teacher. If they do this, they can build a promising career. Therefore, I can say that these processes are very important.”

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