

THE IMPORTANCE OF THE PISA INTERNATIONAL PROGRAM IN TEACHING CRITICAL READING IN ENGLISH TO STUDENTS IN GRADES 8-9

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ANNOTATION

The article is a brief scientific study of the critical thinking of 15-16-year-old students and the need to work with reading test materials of the PISA international program.

Key words

PISA, critical thinking, critical reading, schemas, psychology of critical thinking

Introduction

Currently, countries around the world need to develop different assessment programs to improve human resources and personnel efficiency to compete for development. Therefore, it is important to conduct research on how to teach critical reading from the earliest stages of education to improve their problem-solving skills. However, among students aged 15-16, there are difficulties in implementing the results.

Reading is an active process in which the reader is able to make meaning through a number of mental processes. It is a continuous relationship between the reader and the text, and critical reading is like predicting, anticipating, familiarizing, comparing, evaluating and deciding. includes skills. Schemata can be formed depending on previous knowledge, which leads the reader to expect and predict mutual understandings in discourse interpretation.

Reading is a philosophical activity and includes psychological, linguistic and sociological views. It reflects the construction of meaning between parts of a text

and the effective use of readers' experience and textual relevance. The reader chooses the text and finds out its meaning.

Both readers and writers use their experience to create text. Ibrahim Abu Shihab (2011) based on Carell's (1987) conclusions, states that reading is an active process between the reader and the text. Meaning does not exist only in the text; rather, it is constructed as a result of the interaction between the reader's background knowledge and the content of the text.

Schemas and critical thinking play a central role in understanding when we use our knowledge to make connections. When reading a text, students fill in the gaps in the text that they do not understand or do not understand by making inferences. According to Perkins, information is actually contained in the text and such information can be understood by logically inferring from the content of the text.

The term "reading" is interpreted differently by different authors. According to linguists Spiro and Brewer, Treyns, reading is an interactive process at different levels, a process of understanding from letter to complete text. Processing specific features of a text should bring a large amount of pre-existing knowledge into the student's reading. This is a necessary feature in the process of understanding. The interaction of text-based and knowledge-based comprehension processes is important for reading. Because the meaning of a text is only partially determined by the text itself, reading comprehension is a constructive process.

Many academic studies have included a critical review of secondary sources; books, articles, periodicals, and magazines (Jup, 2006). Although there are different ways of reading a text, critical reading is important for students from the age of 15. (Lidy and Sky, 2012). The process of critical reading includes understanding and thorough analysis of sources. Critical reading cannot be synonymous with reading or literary criticism because it is concerned with the

evaluation of a text. As an aspect of critical reading, text evaluation involves careful examination of what is written.

As mentioned above, critical reading is more important than understanding the text. Therefore, after understanding what the text means, the next step is to interpret it. What is the main purpose of the text should be reflected in the interpretation of the text. For example, it is very important to determine whether the book is discussing, explaining, arguing about a certain issue. As a result, the critical reader must be able to make inferences about what the source is discussing as a whole.

As a result of reforms in the field of education, the concept of development of public education until 2030 was approved. This regulatory document specifies the goal of ensuring Uzbekistan's participation in the PISA international study, as well as entering the top 30 countries by 2030. This was a strategic direction in the direction of public education.

Among them, according to the reports of the National Center, in April 2022, PISA international assessment studies were conducted in 202 schools of public education in the republic. 15-year-old schoolchildren took part in the research in the areas of natural-scientific literacy, mathematical literacy and reading literacy.

In 1997, the RWCTHD program "Development of critical thinking through reading and writing" was proposed in the Russian federal state, and with the support of the International Reading Association, it began to be implemented in Russia and other countries of Eastern Europe and Central Asia. This technology was developed by Meredith and Charles Temple at the end of the 20th century by American teachers Jeannie Steele, Kurt. [Zagashev, Zoir-Beck, 2003]

The authors of RWCTHD technology wrote: "Critical thinking means being curious and using.

research methods: asking questions and systematically searching for answers. Critical thinking is not content with facts, but works at many levels, revealing the causes and consequences of these facts. [Temple, Steele, Meredith, 2004].

Critical thinking is the process of connecting external information with the knowledge available to a person, making decisions about what is acceptable, what is necessary, what in particular should be added and what should be left out. teaches that it should be rejected. It certainly helps to act actively in accordance with the received information and to understand how to act. This requires not only the ability to think internally, but also the ability to discuss, communicate with other people (and not only to argue, but also to find connections between ideas) [Zagashev, Zair-Bek, 2003].

Each student will have the opportunity to read critically if the student's abilities are approached individually. D. Halpern in his work "Psychology of critical thinking" says that in order to develop the ability of critical thinking in the student, first of all, it is necessary to pay attention to a number of qualities. Here are the main concepts:

Persistence

This feature is very important in the development of critical thinking, because when faced with difficult situations and tasks, many people often begin to "act like rubber", putting it off for later and, as a result, completely abandoning the search for a solution.

Warning

This ability allows a person to observe their actions and actions from the outside and evaluate their results.

Willingness to correct mistakes

A student with developed critical thinking will never accept his mistakes. If he makes a wrong decision, he must look for compromise solutions to correct all the shortcomings in the work

This quality helps a person to come to a mutual decision in communication with other people.

Ready to plan

It is important for the student to be able to organize his thoughts, and to remove information noise, planning involves thinking, which gives the student confidence in his own power.

Flexibility

Adaptability takes appropriate measures to help a person to adequately receive the ideas of those around him and to use the received information for his own goals.

Results

It is said that a person can be taught to think critically at any age. The prerequisite for this is knowledge and life experience that a person already has. But, like musicians or artists, each person has unique abilities, and therefore the effectiveness of each person's thinking can be drastically different from that of another person. Students can be taught to think critically from elementary school.

A student will also be able to independently think about new facts and make independent decisions. However, despite this, there is the opinion of the famous Swiss psychologist and philosopher Jean Piaget, who says that by the age of 14-16, the best conditions for a person to develop critical thinking begin. [Piaget, 2006]

The relationship between critical thinking and critical reading is considered important and serves as a motivation for critical thinking.

In conclusion, it can be said that the PISA international assessment program shows that the development of critical reading skills of 15-16-year-old students is of great importance in the future training of critical-thinking adults, and the development of various methodologies is considered one of the urgent problems.

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