

BASIC REQUIREMENTS FOR TASKS FOR STUDENTS IN PREPARING FOR THE INTERNATIONAL PISA READING REQUIREMENTS

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Annotation.

This article discusses the basic requirements for the tasks according to which teachers will have to prepare students for PISA-2021 international studies on reading literacy (based on Russian tasks, as Uzbekistan is studying the experience of preparing Russia and using the advice of Russian specialists).

Keywords: PISA, reader literacy, reflection on the topic, citizenship, argumentation, typology of texts, type of task, task description, difficulty level.

Currently, the teacher, including the teacher of the native language and literature, is required to have knowledge of the modern methodology and new teaching technologies and the ability to apply them in their practical activities. It is known that mastering a topic depends not only on the degree of complexity of the new material, but also on how it is presented to students. Even the most complex material will cause a lively interest if the teacher shows enough resourcefulness, imagination, manages to captivate and interest the children in a variety of types and forms of work.

The success and quality of the lesson depends on the ability of the teacher to interest the student and include him in the work. In order for the new material to be adequately perceived, it should not be monotonous information from the mouth of the teacher, but a dialogue between the student and teacher, as well as the students among themselves. The new material is fixed as much as possible when the student is working on it through reflection and searching for answers.

The principle of stimulating a positive attitude to skill, the formation of cognitive interests among students, the need for knowledge is manifested primarily in the creation of sustainable motives for learning.

One way or another, this approach will prepare the student for a future independent life, and such preparation is a kind of preparation for future international PISA studies.

The main goal of the PISA study is to assess whether students of 15 years of age who have received compulsory general education possess the knowledge, skills and competencies they need to function fully in modern society, that is, to solve a wide range of problems in various areas of human activity, communication and social relations.

Reading literacy is a person's ability to understand and use written texts, reflect on the topic of the text and engage in reading in order to achieve their goals, expand their knowledge and capabilities, participate in the social sphere, and shape their civic position.

PISA documents provide a typology of texts used in assignments. The texts are characterized by the structure (solid / non-continuous), by the situation (context) of the use / functioning of this text (for personal purposes, for public purposes, for work purposes, for education). In addition, there are indications of the genre variety of texts (without a list of genres), as well as a typology that combines the division of texts, traditional for our school, into descriptions, narratives, reasoning and division based on the target (explanation, argumentation, instruction).

As a result, the following list of the main areas of functioning of the texts was obtained: 1) mass media (popular science texts, texts with socially significant topics, advertising); 2) household, or everyday sphere (services, purchases, movement, health); 3) business or official; 4) aesthetic or artistic; 5) training.

The main differences can be formulated as follows:

Texts in PISA assignments.

- 1 Texts are grouped around a person, i.e. the starting point is the idea of what texts and in what situations a modern person faces, what communicative, organizational, informational tasks he has to solve.
2. There is, so to speak, a "fitting" of various communicative roles.

Texts in educational literature.

1. The texts are grouped around the subject, around the concept of the authors of the textbook, at best, around the problem. The texts drawn from other areas illustrate the statements, the train of thought of the authors of the textbook.
2. Attracted texts "come off" from the situation in which they arise and become material for the formulation and solution of other tasks that are not peculiar to them.

Types of reading literacy tasks.

Analytical (constructive) tasks. The main task is a certain information field (a set of facts, more or less ordered), which is set in the form of text (in this case, as in PISA materials, the text refers to different forms of presentation of information (word text, graph, diagram, figure, etc.). .P.)

Informational tasks. Tasks of this type are aimed at finding accurate information in the text.

Interpretation tasks. Similar tasks are aimed at maintaining and correlating two planes of the text: factual (event) and semantic (symbolic), because it is the semantic plan that makes the text artistic.

Positional tasks. Tasks of this type involve: 1) determining the position of the author, reconstruction of the arguments on which he relies;

2) determination of one's own position, its argumentation. The text contains material for reconstructing the position of the author.

Task description (profile).

1. Type of task (see types of reading literacy tasks).

2. Text feature:

- by affiliation with the speech sphere: artistic, scientific, business, public and journalistic, household;
- by homogeneity / heterogeneity: continuous - non-continuous (with the inclusion of graphs, tables, charts, diagrams, paintings);
- on the basis of "one / many": simple - compound (hypertext).

3. Skills included in the concept of "reading literacy." Each task is characterized in terms of the skills required to complete it.

4. The difficulty level of each task (maximum score - 3).

For example, the task "Articles about youth". (Compiled by F.A. Vaganova, teacher of literature, Gymnasium "Univers" No. 1, Krasnoyarsk).

General characteristics of the task.

Class: 9. The task is designed on the basis of children's texts (their authors are teenagers 15-16 years old.)

Sources: "Normal newspaper"; supplement to the newspaper "City News". - Krasnoyarsk. Edition of the Krasnoyarsk literary lyceum 2004.

Recommendations for the teacher. This task is initially not objective, but can be used in Russian language lessons when becoming acquainted with a journalistic style, in elective classes in literature: the practice of writing essays, journalism, etc. The work time with the task is 1 lesson.

The text of the task. Before you are two articles (in abbreviated form - the author) published in the youth newspaper, their authors are school students. Read the articles and answer the questions.

My generation

I look at the current generation from my bell tower and think: where did I go? Probably, still not there, otherwise I would not have thought. What do I dislike about the views of today's youth? Yes, a lot. To begin with, the interests of many children and girls come down to how to have such a good time ...

And after all, modern youth is the main consumer of mass culture. And you won't get anywhere from this. About 70 young people will go to a disco instead of a museum. And instead of listening to real live music at a rock or symphony concert, they will go to a show presentation of plywood recordings ...

... And then what to do? The psychology of the majority cannot be altered, but democracy seems to be with us ... (Ksenia Popova).

Normal generation.

What we just do not say about modern youth! And for some reason it all comes down to the fact that she does not dress properly, does not want to learn, and in general does all sorts of nonsense

But (!) There are other young people who are engaged in real business. In order not to go far, take, for example, the Youth Parliament, which appeared in our region last year (we wrote about it in one of our previous issues). It may seem to some that I embellish the situation somewhat. But after all, I myself am a representative of youth, and I simply do not make sense to idealize it. My generation is very different, but in general it is normal! And scumbags everywhere are enough ... (Alexander Mazur).

Task 1. What are two views on modern youth are presented in an article by Alexander? Who do they belong to?

Task 2. Is it possible to say that the article of Ksenia also presents two views? Yes or no? Justify your answer.

Task 3. Based on the article by Ksenia, give a description of those youth representatives whom Ksenia calls “not like e

General comment on the task.

Type of task: positional. Type of text: journalism; solid, compound. Difficulty: medium.

Conclusions

The content and structure of the task: the task as a whole is aimed at the formation of the ability to identify the author’s point of view in other journalistic texts, other points of view and to substantiate one’s own position regarding the reading.

The task includes two texts. The first contains one position (of the author), the second - two (of the author and the possible addressee, opponent).

Answer sheet and recommendations for evaluation.

Task 1. Activity: Identification of different positions presented in the text.

1 point - in Alexander’s article, two views are presented: one is negative, belongs to those who are dissatisfied with modern youth, Alexander attributes it to the older generation, the other is positive, belongs to the author himself. 0 points - other answers.

Task 2. Activity: Identification of the position presented in the text.

1 point - in the text of Xenia only one view is presented, negative, it is shared by Xenia herself. 0 points is another answer.

Task 3. Activity: Reconstruction of the issue, the search for information and its processing.

1 point - “Not like everyone else” —those are those whose interests are not limited to idle pastime. 0 points - another answer.

Reference.

1. Reading literacy tasks (collection of tasks). Moscow.
2. Presentations on PISA G. Kovaleva, candidate ped. Sci., Head of the Center for Educational Quality Assessment, Institute for Education Development Strategy of the Russian Academy of Education.