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THE IMPORTANCE OF PREPARING FUTURE GEOGRAPHY TEACHERS FOR THE INTERNATIONAL PISA PROGRAM.

Annotation: *The article discusses the country's preparations for joining the international PISA program in 2021, the urgency of developing education and the role of geography education in it. The focus is on teaching future teachers to create PISA tests and questions in geography. It also shows what to look for when creating tests and questions, and provides examples from PISA tests and questions.*

Key words: *PISA program, education, geography, practical training, PISA test, PISA question, future teacher, problem question, method.*

Аннотация: *В статье рассматриваются вопросы подготовки страны к вступлению в международную программу PISA в 2021 году, актуальность развития образования и роль географии образования в нем. Основное внимание уделяется обучению будущих учителей созданию тестов PISA и вопросам географии. Он также показывает, что нужно искать при создании тестов и вопросов, и предоставляет примеры из тестов и вопросов PISA.*

Ключевые слова: *программа PISA, образование, география, практические занятия, тест PISA, вопрос PISA, будущий учитель, проблемный вопрос, метод.*

At present, when our country has entered a new stage of development, large-scale changes are being carried out in all areas on the basis of the Action

Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021. The success of these reforms is inextricably linked with the development of science and education, taking a worthy place among the developed, modern countries of the world.

In order to establish international relations in the field of education, to fully support and encourage the creative ideas and creativity of the younger generation, the Cabinet of Ministers of the Republic of Uzbekistan on December 8, 2018 The resolution "On measures" was adopted. In accordance with this decision, the National Center for Education Quality Assessment was established under the State Inspectorate for Quality Control in Education. The objectives are to ensure the successful participation of general secondary education institutions in international research, to improve the national system of assessment of student literacy in 2019-2021 and to conduct systematic tests to assess the formation of practical skills. In order to fulfill this task, our country will participate in the international PISA program for the assessment of student knowledge.

PISA (Program for International Student Assessment) is a program that assesses the literacy (reading, mathematics, science) and ability to apply knowledge in 15-year-old students in different countries.

This program is held once in 3 years. It was first developed in 1997 and was first used in 2000. The program tests students' knowledge every three years. To date, a total of 7 tests (2000, 2003, 2006, 2009, 2012, 2015 and 2018) have been conducted under the PISA program, and the next tests are scheduled for 2021. Our country is preparing to join this program in 2021. However, the purpose of participation in this program is not to conduct tests or prepare students for the test, but to create a solid foundation for the formation of competitive skills in our students in the XXI century.

The main goal of the PISA program is to assess students' creative and critical thinking, their ability to apply what they have learned in life, and their

in-depth knowledge that allows them to take their place in life after graduation. The program then encourages the development of these skills.

PISA tests are conducted in 5 areas: Reading, Mathematical Literacy, Science, Collaborative Problem Solving, and Financial Literacy. In 2021, Uzbekistan plans to take tests in three areas: reading, mathematical literacy and natural sciences.

The main goal of the Department of Natural Science Literacy is to identify problems that can be solved scientifically in life, to draw conclusions based on observations and experiments, and to understand the world around us and the changes that occur in it as a result of human activity. development, creative and critical thinking.

This literacy is based on the teaching of physics (along with the elements of astronomy), biology, chemistry, and geography. The tests focus on students' knowledge of the most basic concepts in these areas, their acquisition of basic knowledge and skills, and their ability to apply them in real-life situations. These tests are not intended to test students' knowledge of specific topics during the lesson.

There are four different test methods used in PISA:

- One-answer tests;
- Multiple answer tests;
- Questions with short or detailed answers;
- Student's opinion on the solution of a problem (usually in such questions the examiner has general answers, the student's answer is not required to correspond exactly to the test compiler's answer, student creativity is supported).

What should be done to achieve a positive result in the research of the international evaluation program:

- Modern pedagogical technologies of teaching, effective use of interactive methods,

- Strengthening interdisciplinary integration in the teaching process, teaching in connection with life processes in various fields of science,
- More effective organization of practical training,
- Develop students' creative and critical thinking in class and in extracurricular activities.

To do the above, we need to train future teachers in accordance with the requirements of the time, and it is very important that we explain to teachers how to design PISA tests and questions and what to look for when designing. To do this, we need to choose the right methods and techniques that will help students develop their independent, creative and critical thinking in practical classes. This allows students to find and complete problem questions and assignments on their own. They also develop skills in PISA tests and independent correction of questions. These include:

- increase self-confidence;
- in the development of knowledge and skills;
- Helps to find your place in life.

Classes are held in the auditorium with 20-30 or more students. Physiological, psychological development, memory, attention, thinking ability of students in the audience differ from each other. Therefore, prospective teachers should design PISA tests and questions according to the physiological, psychological development, memory, attention, thinking ability of the students. Accordingly, 4 levels of knowledge depth are assessed in PISA programs.

Level 1. The student is required to memorize and recite the information in the textbook, to show the map the places associated with a particular event and incident. Keywords of this level: "determine", "remember", "measure", "rate".

Level 2. Ideas and Skills: Requires the student to make decisions about questions and problems. Use of information or conceptual knowledge in the performance of the task; creative thinking is required to solve a given question or problem. These processes require more mental thinking. Keywords that

distinguish this level include verbs such as "classify," "organize," "evaluate," "make observations," "collect and display data," and "compare data." These actions involve several stages.

Level 3. Strategic thinking: the student is required to think and analyze more complex, to form a deeper understanding. Students need to solve the problem and draw conclusions. It is a slightly higher level of evidence and reasoning than previous levels, and requires reflection, planning.

Level 4. Advanced Thinking: Requires the student to integrate knowledge from multiple sources in addition to the textbook and knowledge from other disciplines. Broad worldviews require a wide range of complex thinking, planning, and development of perspectives over a long period of time. If the work required is only repetitive and does not require the application of important conceptual understanding and high-level perspectives, time is not limited. For example, if a student has to measure air temperature every day for a month and then create a graph, it is classified as Level 2. But if a student needs to create a graph to study how changes in air temperature affect other elements of the air, this work falls into Level 4. At level 4, the comprehension and cognition requirements of the task are high and the work must also be very complex.

In the course "Natural Geography of Continents and Oceans" we give examples of PISA questions that can be used in a practical lesson on "Climate of the Eurasian continent."

1st degree.

1. Determine what climatic zones are formed on the Eurasian continent.
2. Show on the map the areas occupied by temperate climates on the Eurasian continent.

2nd degree.

1. Evaluate which of the factors that create climate on the Eurasian continent have the greatest contribution.

2. From the map, compare the maritime, continental, and monsoon climate types of the temperate climate zone on the Eurasian continent, and what do you feel about their location?

3rd degree.

1. What is the relationship between the climate of the Eurasian continent and the formation of its inland waters and natural zones?

2. Analyze the natural and political maps of the Eurasian continent and how do climate zones affect the economies of countries?

4th degree.

1. How will the continental climate change in the future if global warming is not eliminated today? Share your thoughts and feedback on global warming.

2. Using maps and atlases, explain the pros and cons of cold and hot climate zones on the Eurasian continent.

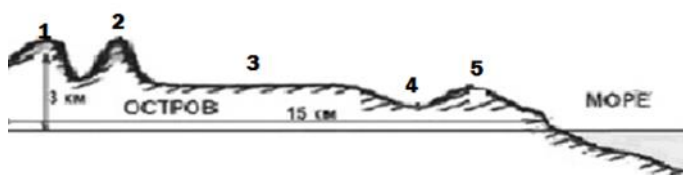
Here are some examples of PISA tests that can be used in the organization of practical training in the course "Natural Geography of Continents and Oceans."

Assignment 1. The relationship between fresh and salt water on the ground is shown in the diagram (the proportion of salt water is shown in dark). Explain your answer.



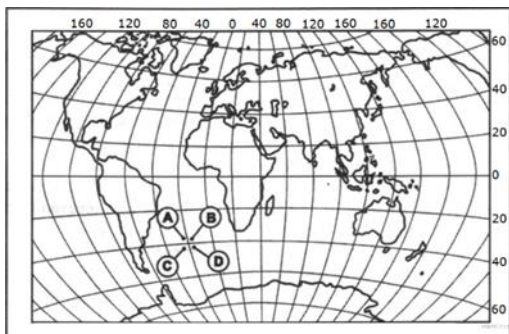
A) 1 B) 2 C) 3 D) 4 E) 5

Assignment 2. At which of the following points is the atmospheric pressure high? Explain your answer.



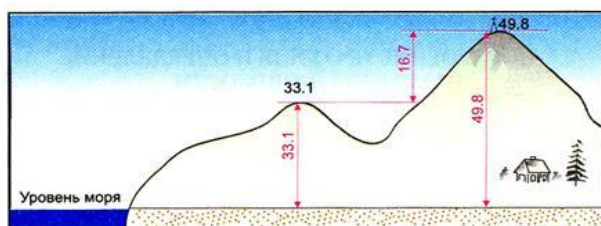
- A) 1 B) 2 C) 3 D) 4 E) 5

Assignment 3. In which direction should a ship sail from point C to point B in the Atlantic Ocean? Explain our answer.



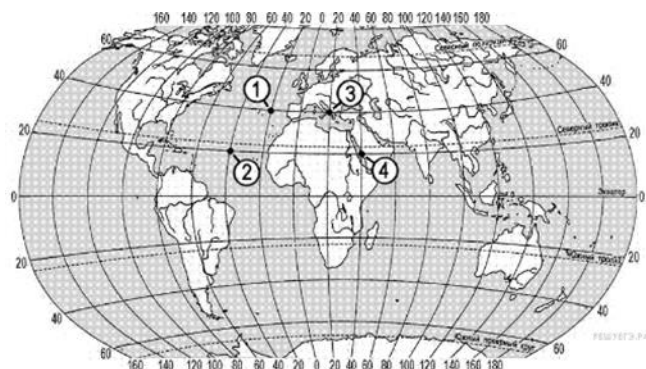
- A) north-west, B) north, C) south-west, D) east, E) north-east.

Assignment 4. What does the number 16.7 in the picture mean? Explain our answer.



- A) height of depression. B) the height of peak. C) height.
D) absolute height. E) relative height.

Assignment 5. Find the coordinates of point 3 marked on the map. Explain your answer.



- A) 20 southern latitude and 20 west longitude.
B) 40 northern latitude and 20 east longitude.
C) 40 northern latitude and 20 west longitude.

D) 40 southern latitude and 20 east longitude.

E) 20 southern latitude and 40 west longitude.

During the test, students mark the tests, but we added that they understood the test correctly and that you also explain your answer to them so that they can create PISA tests independently in future activities, which will allow them to express their creative and critical opinions and improve their writing skills. develops.

In short, if students and young people are asked questions and assignments depending on their level of knowledge during the lesson, they will develop their creative and critical thinking. The more creative and critical thinking is repeated, the more it becomes a goal-oriented force. This, as mentioned above, increases students' self-confidence and increases their passion for their profession. This gives future teachers a responsible job in our society, such as educating talented young people who think independently and solve their own problems.

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