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INTEGRATING THE PROGRAMME FOR INTERNATIONAL STUDENT ASSESSMENT (PISA) INTO THE NATIONAL EDUCATION SYSTEM

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ABSTRACT
The article examines the conceptual foundations of the Programme for International Student Assessment (PISA), focusing on the formation and development of its assessment framework. It analyzes the historical stages in the evolution of the PISA concept, its alignment with national and international education policies, and the role of the Organisation for Economic Co-operation and Development (OECD) as the key institution responsible for developing and coordinating the programme. In addition, the article highlights critical perspectives on the PISA assessment framework and discusses its methodological and conceptual limitations.
KEY WORDS: *PISA Programme for International Student Assessment, National Education System, Student Literacy, Quality Of Education.*

In the era of global changes, the development trends of the education quality assessment system at different levels, Uzbekistan's participation in international comparative programs for the assessment of the quality of education, opportunities to increase the capacity of the education system, comprehensive analysis of the results of the international comparative program for the assessment of the quality of education, students' reading, natural sciences, mathematical thinking and positive thinking assessment of literacy, methodology of international programs, use of assessment criteria in the creation of national teaching-methodical and measurement materials, strategic directions of education quality assessment are currently the most urgent tasks of the education system.

According to the concept of the PISA international assessment program, the main goals of the assessment program are defined as finding answers to the following questions: How do 15-year-old students meet the requirements of science and society? The main goal of the evaluation program is to determine the situation of students' use of the knowledge they learn at school in everyday life [5, 266].

The mission of the PISA international assessment program is to provide the necessary information to find answers to the following questions facing the participating countries, ministries and agencies responsible for education:

- Are students sufficiently prepared to take an active role as citizens in a democratic society at the end of compulsory education?
- Do students have the ability to analyze, justify and communicate their ideas and imaginations?
- Are students receiving education at school based on the requirements of the current labor market?
- Do students meet the requirements of the “lifelong learning” concept? [1,9].

The PISA international assessment program allows for the analysis of school education as well as the necessary information for other stages of education. Such information is of great importance in the continuing education system. In 2000, a total of 250,000 students from 32 countries participated in this program [1, 10].

Politically, the PISA assessment program is managed internationally by the PISA Governing Board (PISA). The PISA international assessment program was put into practice in 1997 by the initiative of the Organization for Economic Cooperation and Development (OECD), and has been implemented since 2000 and is conducted every three years [4, 9].

It is necessary to study the formation and development of the conceptual foundations of the PISA international assessment program in 4 aspects: PISA international assessment program stages of historical formation of the concept; Integration of the PISA international assessment program concept with education policy; Organization for Economic Cooperation and Development (OECD) role as an organization developing the concept of international assessment program PISA; Critical aspects of the PISA international assessment program concept.

PISA international assessment program stages of historical formation of the concept. The history of international evaluation programs in the educational system was actually founded in 1958 by a number of European countries and the United States in the

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city of Hamburg, the International Association for the Evaluation of Educational Achievement. The Association is a non-governmental scientific organization, the pedagogic scientist B. Blum, psychometric scientist R. L. Thorndike, famous in international educational programs, are members of it [4, 11]. The purpose of the association was to complement the results of the empirical program on the quality and historical development of education, the change of traditions in education. From 1966 to 1973, the "Six Subjects Survey" (Six Subjects Survey) was conducted with the participation of 21 countries with the participation of world-famous educational scientists, including J.B. Carroll. In this evaluation program, 6 subjects: natural sciences, literature, reading, English language, French as a foreign language, as well as political education subjects were conducted. At the beginning of the 1990s, the International Association for the Evaluation of Educational Achievement - IEA began to conduct an assessment program (Reading Literacy Study) for 9-14-year-old students [2, 20]. This evaluation program was the impetus for the subsequent PIRLS/IGLU evaluation program.

Since 1991, the International Adult Literacy Survey (IALC International Adult Literacy Survey) has been conducted for adults (ages 16 to 65) covering 21 countries [3, 16]. Since 2010, international assessment programs (PIAAC - Program for the International Assessment of Adult Competencies) have been held. This assessment program is organized by the Organization for Economic Cooperation and Development. Currently, 35 industrialized countries are participating in this program.

Integration of the PISA international assessment program concept with education policy. Since 1950, the OECD has started a comparative analysis of statistical data on the education system of the member states. The purpose of this comparative analysis was to study the needs of qualified specialists through educational planning in industrialized countries. The comparative analysis of statistical data is important not only from an economic point of view, but also from a socio-political point of view, and it provides the opportunity to have the necessary data for the analysis of the issues of equal rights in education. The initial approach of OECD member states focused on statistical data, which compared states' spending on education, that is, state funding of education and funding resources. Since 1992, statistical reports have been published by OECD in the form of reports under the name "Education at a Glance". Educational evaluation criteria developed by this initiative of OECD have been widely used in fields other than education, including economy, socio-political fields, and educational programs [3,17].

In the late 1990s, OECD directed the expansion of educational evaluation criteria to include the measurement of competencies achieved in education. By doing this, it is aimed not only to compare the costs of education financing or resources, but also to measure the results achieved by students in education. The experiences of the International Association for Assessment of Educational Achievement led to the implementation of the PISA international assessment program. The results of the PISA international assessment program serve as a source of information for the national education policy of the participating countries, for determining the direction of educational reforms, and for scientific research. The PISA international assessment program provides an opportunity to study the systematic characteristics of the basic competencies of 15-year-old students in reading, mathematics and natural sciences [1, 13].

The role of the Organization for Economic Cooperation and Development (OECD) as an organization developing the concept of the PISA international assessment program. OECD is an organization created to politically support the economy and social life of industrialized countries. The main purpose of this organization is: creation of new jobs; allocation of funds for economic development and growth of living standards, conducting policies related to financial and economic spheres; - managing international competitiveness, especially in the process of opening borders for global production and trade, assisting governments in improving economic efficiency and quality systems; ensuring growth of human capital through education [1, 14].

The PISA assessment program is one of the OECD's projects in the field of education, and the program aims to assess and compare the basic competencies of students in an international framework. According to the concept of the international assessment program PISA, the program focuses on real-life competences, and less attention is paid to the knowledge that students acquire in school through subjects. The PISA international assessment program first of all examines the basic competencies formed by students before the end of compulsory education, depending on their knowledge and concepts in the school curriculum [1,17].

Critical aspects of the PISA international assessment program concept. The assessment program concept is not without flaws. The countries participating in the PISA international assessment program and the national coordinators responsible for the program, pedagogues, constantly express critical opinions taking into account the characteristics of the national education system, principles, educational policy, the content and essence of the educational process, and on this basis approach the research with new concepts and directions to the development of the educational system. will increase the efficiency of using the program.

The term "literacy" is not the competences formed within a certain subject, but the ability of the student to find his place in society, to start a professional activity, to have the skills of personal development, to have an appropriate attitude towards society, political, economic, social life, technique, technology, "active citizen", Competences necessary for acquiring tasks such as "high-

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level consumer", "reasonable user of the environment and resources" are provided.

Table 1
Processes and requirements for the individual presented in the PISA international assessment program concept

Processes	Necessary requirements imposed on the person
Globalization	The formation of a sense of duty to humanity
Political	Formation of active citizenship position
Economical	Consumerism with a rational attitude
Social	The formation of the position of an active and developed person with a developed social consciousness
Technical	The pursuit of novelty, convenience
Depends on the environment	Wise use of resources and active promotion

As mentioned above, the PISA international assessment program aims to investigate students' literacy in reading (reading literacy), mathematical literacy (mathematical literacy) and science literacy (science literacy). Also, students' literacy in computer, financial literacy, foreign language, creative thinking, "learning in the digital world" is checked, and one of them is selected for the research conducted every three years. It is optional for countries participating in the program.

The purpose of the PISA international assessment program is to determine how 15-year-old students meet the demands of science and society, to study the situation of students' application of the knowledge they learn at school in everyday life. Methods of measuring students' literacy have been developed for research, and through these methods, students' literacy in reading, mathematics and natural sciences will be determined, based on which the rating of the participating countries will be developed. Students' core competencies are formed not on the basis of a specific subject, but on the basis of interdisciplinary integration, personal observations of students, social experiences and independent learning.

The analysis of scientific literature, educational and regulatory documents shows that the basic concepts, principles and methods of assessment presented in the assessment program require certain pedagogical conditions for their implementation in pedagogical practice. On the one hand, this requires making changes to the content of existing educational and regulatory documents, and on the other hand, it requires reconsidering the organizational and methodological aspects of the educational process, didactic possibilities of teaching subjects.

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