

A SYSTEMATIC ANALYSIS OF ORGANIZING MOTHER TONGUE LESSONS IN GENERAL SECONDARY SCHOOLS BASED ON THE PISA FRAMEWORK

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Abstract The rapid transformation of modern education has highlighted the importance of ensuring continuity between different stages of the educational process. The absence of such continuity, along with insufficient guidance for teachers and students, often leads to challenges in achieving effective learning outcomes. This article examines the evolving concept of reading literacy in the context of contemporary educational reforms and international assessment requirements. Particular attention is paid to the shift from memorization-based learning toward the development of critical thinking, information analysis, selection, and practical application skills. The study analyzes the educational reforms implemented in Uzbekistan following the adoption of national policies aimed at integrating international assessment standards, particularly the Programme for International Student Assessment (PISA). The paper discusses the significance of the Cabinet of Ministers Resolution No. 997 (2018) and the Presidential Decree PF-5712 (2019) in promoting competency-based education and improving students' literacy skills. Furthermore, the article reviews Uzbekistan's participation in PISA 2022 and highlights the need for further improvements in reading literacy instruction, teacher professional development, and curriculum alignment. The findings suggest that strengthening the coherence of educational content and harmonizing language textbooks across different educational levels are essential for improving students' literacy competencies and achieving international educational benchmarks.

Keywords: reading literacy, PISA, language education, mother tongue teaching, critical reading, information processing, educational assessment, curriculum alignment, educational quality, literacy skills, international standards, learning outcomes.

In today's modern context, changes in the educational process are closely connected with the previous educational environment, and problems tend to arise precisely where this continuity is disrupted. In particular, the lack of coherence between different stages of education and the absence of clear guidelines regarding the roles and responsibilities of teachers and students have become evident in practice. The concept of reading literacy has also evolved

alongside societal development. Each era has assigned new meanings to this concept based on its social needs. In the past, memorizing and retaining information was considered the primary indicator of successful learning. Today, however, the emphasis has shifted significantly toward developing learners' ability to critically evaluate information, select relevant data, and apply acquired knowledge effectively in real-life situations. Therefore, when assessing students, priority should be given to these competencies—the ability to identify, analyze, select, and apply information appropriately.

The Resolution No. 997 of the Cabinet of Ministers of the Republic of Uzbekistan, adopted on December 8, 2018, strengthened the legal foundation for introducing international assessment studies into the national education system. The annex to this resolution outlined several important tasks, including the development of methodological guides and recommendations aligned with the requirements of the PISA program for students in grades 6–7 and 8–9. Furthermore, it emphasized the creation of a national database of assessment items in the fields of mother tongue education, mathematics, and science that correspond to international assessment frameworks, as well as the integration of these materials into existing curricula. Another significant aspect of the resolution was the modernization of teaching methods, forms, and technologies in accordance with international standards, together with the organization of professional development courses aimed at improving teachers' knowledge and preparedness in this area. Collectively, these measures highlighted the necessity of fundamentally revising the process of language education and updating its content.

In the Presidential Decree No. PF–5712, “On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030,” issued by President Shavkat Mirziyoyev on April 29, 2019, Uzbekistan set the goal of becoming one of the top 30 countries in the world according to the Programme for International Student Assessment (PISA) rankings by 2030. As part of the implementation of these reforms, Uzbekistan participated for the first time in the PISA international assessment program in 2021, which was postponed to 2022 due to the COVID-19 pandemic. Following this participation, the results were published by the Organisation for Economic Co-operation and Development (OECD) in the report entitled *PISA 2022: Assessment and Analytical Framework*. The report consists of six chapters along with supplementary sections and appendices.

According to the report, PISA provides three main categories of outcomes based on assessment results and information collected through various questionnaires:

- Core indicators that provide profiles of students' knowledge and skills;
- Indicators derived from questionnaires that demonstrate how these skills are associated with demographic, social, economic, and educational variables;
- Trend indicators that reveal changes in performance and its distribution over time, as well as relationships between outcomes and variables at the student, school, and system levels.

In PISA 2022, mathematical literacy was designated as the major assessment domain. The study involved 81 participants, including 73 countries and 8 economies. Based on the published results, it can be concluded that aligning the content of Uzbekistan's education system with PISA requirements remains an urgent priority. Efforts in this direction had already begun in 2019 through the introduction of new-generation textbooks and initiatives aimed at enhancing teachers' professional competencies. However, Uzbekistan's ranking of 80th place in PISA 2022 demonstrated the need to accelerate these reforms.

Specifically, Uzbekistan achieved 364 points in mathematical literacy, 355 points in scientific literacy, and 336 points in reading literacy. These results indicate that mother tongue teachers, in particular, need to further refine and diversify their teaching methodologies. To achieve the desired outcomes, the National Curriculum and corresponding textbooks have been developed. Nevertheless, one of the major challenges in language education remains the alignment and harmonization of textbooks published in different years to ensure consistency and continuity across educational stages.

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