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Use of PISA Tests And Their Effectiveness

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Abstract: *this article is about the use of PISA tests and their importance. The article also talks about creating, rounding, and adapting the pizza to the age of the students. In addition, there are some guidelines for effective organization of this training, which will help to achieve high results and eliminate shortcomings.*

Keywords: PISA tests, technology, knowledge, skills, results.

In the age of digital technologies, each industry is taking on a new look in terms of time. The education sector is also reaching new heights. New inventions and programs have given people a completely new look. The introduction of PISA in the educational process has marked a turning point in this area. We will introduce you to this program.

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 every 3 years. It was first developed in 1997 and has been in use since 2000. The use of this program is not just a test, but the creation of a basis for the training of innovative, up-to-date inventors. The 21st century is very different from previous centuries. In ancient times, people's knowledge, memory, and similar competencies played an important role. At the same time, personnel are required to have relevant knowledge and skills, to independently analyze existing concepts, and to discover new information. The PISA program is a pillar in this regard. In 2015 alone, more than 70 countries took part in the PISA international program. In general, the PISA program has a significant impact on education policy. Based on the results of the research, each country objectively identifies its strengths and weaknesses in the field of education, sees its position in relation to other countries, and determines its direction and strategy for improving the educational process in educational institutions. .

The main task of the program is to enable students to apply their knowledge in practice and to organize the process of independent analysis. The tests are different from the tests in a normal school program. More students need to work independently and be creative. This can motivate students to create new programs and inventions. Because the task they perform creates a new idea. The brain activity reflex is accelerated. There are also a number of effective factors:

Characteristics of the Domain: A domain is defined as "any particular field of science, such as art, literature, history, or astronomy" or "a set of representations that underlie and support a particular field of science" (Baer, 2011 [27]). Researchers have debated whether or not creativity is industry-specific: does a creative person take a creative approach to all areas, or is it just a specific activity? This debate about the nature of creativity also applies to logical creative thinking: is creative thinking in science different from creative thinking in art? Can people who can easily come up with an idea to explain a scientific phenomenon come up with an idea for a story with the same ease? Just as the first generation of creative thinking tests was based on the idea that the domain is common, that is, there are common features of creativity in any field (Torrance, 1959 [7]), researchers hypothesized that creativity tests could generalize individual results and transfer creativity from one field to another. Recent research, however, denies the allegations. These studies either emphasize that the skills and competencies required for creativity vary from domain to domain (Baer, 2011 [27]), or provide partially integrated models of creativity from two approaches (e.g., Kaufman and Baer (2005 [28]).). Creativity is one of the most important factors in shaping the program. Creativity in the field of science is a highly productive scientific activity. Field training: Field training refers to the fact that a person's successful creativity in a field requires certain knowledge and experience in that field (Baer, 2016 [56]). The hypothesis here is that the more information a person has about a field, the better he or she understands the connections between the data, the more likely he or she is to be creative (Hatano and Inagaki, 1986 [57]; Schwartz, Bransford, and Sears, 2005 [58]). 34. But this connection may not be direct, especially in the small, everyday expression of creative thinking. While it is generally accepted that a certain level of knowledge or skills in a field is useful for creative thinking, the usual nature of the use of knowledge or skills can also be a barrier to creative thinking. Because a person becomes addicted to a routine, he may be afraid of thinking that can deviate from this routine.

According to Russell, the purpose of tests is not limited to assessing students' knowledge or determining their level of mental development, and tests are used to: determine from what material to study; when dividing students into groups; in anticipation of difficulties in the learning process; it can also be used to compare the achievements of students of a certain age group in educational institutions in different regions of the country. Another important aspect of the PISA program is reading literacy. In this case, students will have to think deeply and solve open tests from a simple text. This requires a simple but logical way of looking at the test. For example, we analyze this test. In the test, you first need to find out who the author is by looking at the

picture. Then you need to remember the information about it. Most importantly, find the first novel he wrote. requires strong memory and logic. The tests in the program are similar.

Conclusion

In conclusion, the PISA program brings traditional education into line with world standards. Allows students to develop a strong mind. In addition, the program gives birth to new ideas, new inventions. This will greatly contribute to the development of our country.

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