



Functional Literacy In Living Challenges (Pisa Study)

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ABSTRACT

The article gives the meaning of natural science literacy, considered in a broader sense as computer, political, economic literacy. The results are driven by the TIMSS (Third International Mathematics and Science Study) and PISA (Programme for International Student Assessment), an international mathematics and science study.

KEYWORDS

Natural science literacy, functional literacy, international studies.

INTRODUCTION

Science literacy is the ability of a person to take an active civic position on issues related to the natural sciences, and his willingness to take an interest in natural science ideas. A natural science literate person seeks to participate in a reasoned discussion of problems related to natural sciences and technology, which requires him to have the following competencies: to scientifically explain phenomena, evaluate and plan scientific research, scientifically interpret data, give evidence.

Substantiate the question arises: why do you need to change something? In modern society, it is necessary not only to write

correctly, but to be able to adapt to changing working conditions and life support. Students' literacy rates are declining. The hope for learning more "later" does not bring success. All this complicates the process of adaptation to adulthood. The ability to read, write and count is no longer enough. Literacy is now fully called "functional", began to be considered in a broader sense: to include computer literacy, political, economic literacy. American researcher E.D.Hersh introduced the concept of "cultural literacy". As a result of painstaking research, he selected 4500 items, names, dates, events that Americans who consider themselves culturally literate should

know. Thus, a cultured person with functional literacy should be able to solve life problems in various fields of activity.

THE MAIN FINDINGS AND RESULTS

Functional literacy is an indicator of social well-being. A high level indicates a certain cultural level of the society; low - is a warning of a possible social crisis.

The increased attention to the term functional literacy is due to the ongoing international research on the achievement of expected educational outcomes in mathematics and natural sciences TIMSS (Third International Mathematics and Science Study) and the PISA (Programme for International Student Assessment). The PISA International Studies Program is a skill assessment system for 15-year-old students. PISA is a unique study that assesses not only the degree of mastering of educational material, but also the ability to use the acquired skills and knowledge to solve a variety of life problems, that is, the functional literacy of students. Three types of such literacy are tested: "reading literacy", "mathematical literacy", "natural science literacy".

The research is carried out once every three years - these are the so-called small cycles. In each, the focus (two-thirds of the testing time) is on one of three areas. In 2000 it was reading literacy, in 2003 it was mathematical, in 2006 it was natural science, in 2009 it was reading literacy again, that is, a new big nine-year cycle started.

The PISA program is held in 130 countries of the world every three years. In 2009, Kazakhstani schoolchildren were on the 59th position, now the goal is to move up 10 lines. So far, Japan, China, Singapore, Russia and the Netherlands have been in the lead for several years.

To basic competencies, i.e. skills to operate with knowledge of facts, formulas, laws, include literacy in reading, mathematics, and natural science.

To develop functional literacy, a teacher needs to work in the following areas:

the first direction: the development of tasks for functional literacy.

There are no functional literacy assignments in textbooks, so their development falls on the teacher's shoulders. Of course, the texts of the PISA assignments can be adapted. Although their use in a subject lesson is difficult. Therefore, it is better to carry out such tasks either as a warm-up or during class hours. All the more so since many of the texts are social, interesting and instructive.

Second direction: self-diagnosis, assessment for learning.

For this I use relay work. They used to be called "array jobs"; students are offered many tasks or problems, which he can solve according to his choice. The final test is made up of them: the more problems the student solved, the more likely they are to successfully solve the test.

Third direction: peer education + socialization. Students are already getting used to the comments of the teacher's assessments, and if in elementary school this acts as an encouragement, then in the middle and senior level the teacher's assessment of especially creative developmental tasks does not bring value to the child and does not contribute to his development. This is where peer-to-peer performance assessment helps. Using Bloom's taxonomy, the teacher sees at what level of growth and development a particular student is.

The fourth direction is working with discrete text.

In geography, it is, first of all, working with a map, since anyone should be able to use a map for practical purposes. The methodology for the formation of skills to work with maps of various content includes: first, a deep mastery of the cartographic research method by students, for which it is necessary to provide for the performance of such tasks by students that would help them to understand the actions with which they are find a solution.

Take a trip on a physical map of Australia (choose the route yourself, use other maps in your work). Tell us what kind of nature will surround you and what kind of economic activity you will meet. Secondly, it is necessary to organize practical work with cartographic images displayed on the screens of school computers.

CONCLUSION

A student can learn to act only in the learning process, and the teacher's everyday work in the classroom, the educational models that he chooses, form the functional literacy of students. Therefore, the most important task in the development of the skill of a modern teacher is the formation of his functional competence, which includes deep theoretical training and practical experience in the productive use of modern educational models in the classroom, readiness for flexibility adaptation and modification, taking into account the individual and age characteristics of students and temporary needs.

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