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NATURAL-SCIENTIFIC UNDERSTANDING OF PHENOMENA TO STUDENTS IN INTERNATIONAL ASSESSMENT

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ABSTRACT

This article reviewed and analyzed samples of assignments aimed at giving students a natural scientific understanding of phenomena and increasing their natural scientific literacy in international assessment.

KEYWORDS

Competence approach base competence pedagogical activity PISA international program

INTRODUCTION

One of the important requirements for the organization of modern education is to achieve high results in a short time, without spending excessive mental and physical effort. The delivery of certain theoretical knowledge to students between short periods of time, the formation of skills and abilities on certain activities in them, the assessment of the level of knowledge, skills and abilities acquired by them requires a high pedagogical seal from the teacher, a

technological approach to the educational process. So the international assessment that is currently being studied according to research, the control of students' knowledge in different directions through different methods is increasing [1]. Through this article, we want to create an assessment and skills related to the topic of natural scientific literacy. Refers to real, life-problematic situations expressed in PISA assignments the subject area (context) covers the following.:

health, natural new knowledge in the field of resources, environment, risks, science and technology. Natural-scientific literacy in students in the formation of competencies education should be approached actively and interactively [2].

Teacher in a passive approach explains the topic. The reader listens to them and records their respective parts. House he learns his duties by reading manuals, textbooks. With the reader in the process a one-way connection is established between the teacher. The reader is at his level, in particular absorbed at the level of ability, interest, desire, desire. The content of education in it mastering is not guaranteed [3].

Active approach. The teacher has every effort to explain the content of the education, evidence of the launch of skills, visual weapons, didactic handouts tries to explain with the help of. Subject with teacher students shares ideas, gives creative works, practical tasks. Pupils House they perform their work by independent work, repetition [4]. With the reader in the process two-way communication is established between the teacher.

Educational content mastering is achieved. In such an approach, students are guided by the base and science elements of competencies are formed, although not complete [5]. To such a saying the reason is that communicative competence is "working with small groups being able to listen to the responses of group members in the process of", "about the elements explaining the information to his comrade" or socially active citizenship knowledge of the specific aspects of competence "regarding physical systems, their in the process of teaching the main aspects, sides to young people who are younger than him active participation", national and Universal competence "in relation to humans kindness, generosity, respect for the worldview of others" formation of elements only

when the collaborative activities of students are organized will come true. And the active approach is that of the teacher and the individual student will be in the form of communication [6].

Relevance of the topic: Organization of classes using competencies of scientific interpretation of information on the natural scientific literacy of International Assessment Research and implementation through various chemical experiments in the formation of competencies.

A brief analysis of scientific research on the topic: Organization of classes using competencies of scientific interpretation of information on the natural scientific literacy of International Assessment Research when forming competencies, it is necessary to formulate a methodology for implementation through various PISA tasks.

The novelty of the article: it consists in the formation of a natural responsibility for the direction of scientific literacy and the competence of students to be able to scientifically interpret their concepts in science through assignments and life processes.

The purpose of the study: to study the tasks carried out on each subject and to analyze the differences in the use of inorganic and organic substances from each other and similar tasks.

Object of the study: methods of formation of natural scientific literacy were selected on the basis of international assessment studies of students of the direction of Chemical Education of higher educational institutions [7].

The main part. Therefore, we must teach chemistry teachers in accordance with the international educational standards of students. To do this, we need to prepare students for assignments based on PISA

research from international assessment studies to explain to them the true essence of Pisa, to form natural scientific, metematic, reading literacy and creative thinking abilities of future chemistry teachers using new pedagogical technologies. One of the biggest challenges we have now is to prepare for the PISA international assessment research ranking and get strong results. The PISA international assessment program collects valuable information about students' attitude and motivation to education, and evaluates their problem-solving skills, such as student youth feedback and suggestions and solutions when addressing issues of global importance [8].

The science of modern technologies in the teaching of chemistry prepares the ground for the development of methodological training of future chemistry teachers [9]. In his pedagogical activity, the chemistry teacher must possess the knowledge, skills and abilities necessary for the use of modern technologies, as well as competence [9].

Many power plants burn carbon-based fuels and emit carbon dioxide (CO₂). CO₂ emitted into the atmosphere has a negative impact on the global climate. Engineers use various strategies to reduce the amount of CO₂, released into the atmosphere [10]. One such strategy is to burn biofuels instead of fossil fuels. While fossil fuels are formed from long-dead organisms, biofuels are formed from plants that have lived and died recently. Another strategy involves capturing some of the CO₂ emitted by power plants and storing it deep underground or in the ocean. This strategy is called "carbon capture and storage" [11].

Question 1: FOSSIL FUELS

The use of biofuels does not affect the level of CO₂ in the atmosphere as much as the use of fossil fuels [12].

Which of the following statements best explains why this happens?

- A. Biofuels do not emit CO₂ during combustion.
- B. Plants used to produce biofuels absorb CO₂ from the atmosphere while they grow.
- C. As biofuels burn, they absorb part of the CO₂ from the atmosphere.
- D. CO₂ released by biofuel power plants has other chemical properties. Gorenje properties than CO₂ emitted by fossil fuel power plants [13].

FOSSIL FUELS: EVALUATION OF THE ANSWER TO QUESTION

1 The answer is accepted in full

Code 1: B. Plants used for biofuel production absorb CO₂ from the atmosphere while they are growing [14].
The answer is not accepted

Code 0: Other answers.

Code 9: There is no response [15].

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