

*Kovaleva G. S., Kolachev N. I.*

### **FUNCTIONALITY OF THE PROJECT “MONITORING THE FORMATION OF FUNCTIONAL LITERACY OF STUDENTS”**

**Annotation.** The article analyzes the experience of improving the quality of education through the formation of functional literacy. The generalized results of studies carried out within the framework of the project of the Ministry of Education of the Russian Federation “Monitoring the formation of functional literacy of students” are presented: expert identification of the essence of functional literacy and general characteristics of tasks on the components of functional literacy; and statistical identification of a single construct of functional literacy and its features. The possibility of interpreting this construct on the basis of the general intelligence factor is shown. Directions for improving the efficiency of the education system at different levels are proposed to improve the quality of education through the development of the creative potential of school graduates.

**Keywords:** functional literacy, characteristics of tasks, contextuality, problematic nature, uncertainty in ways of action, complex formative monitoring, single construct, general intelligence factor, directions for improving efficiency

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*Ryabinina L. A., Chaban T. Yu.*

### **DO WE UNDERSTAND WHAT WE CALL “READING LITERACY”?**

**Abstract.** In the article we review the key components of reading literacy, compare different definitions of reading literacy, identify implicit ideas of teachers about it based on the analysis of methodological developments, describe the criteria of pedagogical practice compliance with the tasks of its development.

**Keywords:** functional literacy, reading literacy, subject results,

metasubject results

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*Roslova L. O., Kvitko E. S., Karamova I. I.*

### **CRITERIA FOR DEVELOPING TASKS DESIGNED TO BUILD AND ASSESS MATHEMATICAL LITERACY**

**Abstract.** The article continues the study of the concept of mathematical literacy, begun in the articles [13; 14] outlining the conceptual foundations of its formation and assessment and allocation of levels of mathematical literacy. In this article, this concept is considered in the context of criteria for developing tasks designed to build and assess mathematical literacy.

**Keywords:** functional literacy, mathematical literacy, criteria for developing tasks, PISA international research, basic general education

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*Rutkovskaya E. L., Kozlova A. A., Kolachev N. I.*

### **CRITERIA-LEVEL APPROACH TO THE DEVELOPMENT OF EDUCATIONAL AND DIAGNOSTIC MATERIALS FOR THE FORMATION OF FINANCIAL LITERACY**

**Abstract.** The relevance of the article is determined by the need to introduce a criteria-level approach into the educational process, which is relevant for the modern school in the context of solving the problems of achieving the educational results declared in the Federal state educational standards. The article reveals approaches to determining the criteria and

levels of complexity of tasks included in the Bank of tasks for financial literacy, developed in 2019–2022 at the Institute for Education Development Strategy of the Russian Academy of Education under the state assignment of the Ministry of Education of the Russian Federation as part of the project “Monitoring the formation of a functional student literacy.” The subject of the analysis was the criteria for identifying the levels of complexity of financial literacy tasks, multi-level complex tasks for financial literacy, and the results of their approbation.

**Keywords:** financial literacy, functional literacy, task difficulty levels, complex tasks, bank of financial literacy tasks

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*Gosteva Yu. N., Kuznetsova M. I., Sidorova G. A.*

### **SPECIFICS OF BASIC SCHOOL STUDENTS' READING LITERACY DEVELOPMENT IN THE PROCESS OF WORKING WITH MULTIPLE TEXTS**

**Abstract.** The article outlines the main approaches to the definition of the concept of “multiple text”, emphasizes the importance of using a composite multiple educational text as a means of forming reading literacy in the lessons in the subjects of philological, social and humanitarian, natural science cycles in connection with the actualization of the formation of functional reading literacy of students in federal state educational standards. The results of the study of the formation of reading literacy of basic school students in the process of working with multiple texts are presented, methodological mechanisms for overcoming the difficulties identified among schoolchildren are proposed.

**Keywords:** reading literacy, functional literacy, educational process, multiple text, groups of reading skills, different formats for presenting information

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*Krasnyanskaya K. A., Rydze O. A.*

### **MATHEMATICAL LITERACY AND CONDITIONS OF ITS SUCCESSFUL FORMATION IN GRADES 5–6TH**

**Abstract.** The article presents some results of experimental work on the formation and evaluation of functional mathematical literacy among students in grades 5–6th. The leading characteristics of the concept of “mathematical literacy” are considered, some manifestations of the problems of the formation of functional literacy in mathematics lessons are analyzed, recommendations for preventing and eliminating difficulties in the formation of mathematical literacy of fifth and sixth graders are given. Examples of tasks for the formation and evaluation of functional mathematical literacy are given.

**Keywords:** functional mathematical literacy, students in grades 5–6th, complex tasks, conditions for the successful formation of mathematical literacy

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*Pentin A. Yu.*

### **USE OF TASKS ON SCIENTIFIC LITERACY IN THE PROCESS OF STUDYING PHYSICS IN THE 7TH GRADE**

**Abstract.** The article discusses methodological approaches to the use of tasks on scientific literacy in the process of studying physics in grades 7th in

accordance with the updated FGOS and the work program in physics. The possibilities of tasks on scientific literacy as an effective tool for achieving subject educational results in physics are shown. It is discussed how the educational activities of students can be organized on the material of tasks when studying a number of sections of the work program for grades 7th.

**Keywords:** scientific literacy, curriculum, complex task

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*Rutkovskaya E. L., Polovnikova A. V.*

**ABOUT THE WORK OF TEACHERS WITH MATERIALS OF  
THE BANK ASSIGNMENTS ON FINANCIAL LITERACY:  
ANALYSIS OF THE EXPERIENCE OF APPLICATION**

**Abstract.** The relevance of the article is determined by the need to resolve the contradiction between the need to introduce the basics of financial literacy into school practice, reflected in the requirements of the Federal State Educational Standard for Basic General Education at the level of expected educational results, and insufficient elaboration in pedagogical science of issues related to the didactic features of the development, selection and use of tools for the formation financial literacy of students, including graduates of the basic school. The article reveals one of the possible approaches to resolving this contradiction on the example of teachers' appeal to the materials of the Financial Literacy Assignment Bank, developed in 2019–2022 at the Institute for Strategy of Education Development of Russian Academy of Education under the state assignment of the Ministry of Education of the Russian Federation within the framework of the project «Monitoring the formation of functional literacy of students».

The analysis focused on issues related to teachers' understanding of a) the content of assignments, actualizing various issues of financial literacy on the basis of life problem situations; b) the competence basis of tasks, emphasizing a particular set of cognitive skills, formed as components of financial literacy on the content material presented in the tasks; c) reflection

of the element of financial literacy tested by a particular task and assessment of its formation, taking into account the general social significance of work on the development of financial literacy.

**Keywords:** financial literacy, functional literacy, educational outcomes, study assignment, financial literacy assignment bank

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*Koval T. V., Dyukova S. E., Lebedeva I. V.*

**FORMATION OF THE GLOBAL COMPETENCE OF  
SCHOOLCHILDREN BY MEANS OF SCHOOL DISCIPLINES (TO  
THE FORMULATION OF THE PROBLEM): DEFICITS AND  
EFFECTIVE PRACTICES**

**Abstract.** The authors analyze the experience of forming the global competence of schoolchildren in the context of the requirements of the Federal State Educational Standard for Basic General Education. As a result of the analysis of publications, teachers’ interviews on the activities for the development of functional literacy on “global competencies”, the authors identify methodological deficits in the activities of teachers associated a) with insufficient awareness of global competence formation as a value-oriented activity of students at each stage of implementation (the value orientation of both: the student’s cognitive activity and the context and content of the cognitive task that he performs), b) with insufficient actualization of specific cognitive skills (identify and analyze different opinions, approaches, points of view, multiple perspectives; evaluate actions and consequences; evaluate information; explain complex situations and problems; formulate arguments). The authors propose two methodological approaches to the formation of the global competence of schoolchildren in lesson activities based on proven tools and in connection with the requirements of the Federal State Educational Standard for Basic General Education: “from the goals of a particular lesson to the formation of global

competencies” and “from the goals of forming global competence to solving the goals of the lesson”. The article contains examples and characteristics of cognitive tasks and describes methodological techniques that allow overcoming the identified deficiencies.

**Keywords:** global competence, “global competencies”, functional literacy, requirements for educational results of the federal state educational standard, quality of education, value-oriented activity

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*Abdulaeva O. A., Loginova O. B., Yakovleva S. G.*

### **WHAT DIFFICULTIES EXPERIENCE TEACHERS IN THE PROCESS OF FORMING AND EVALUATING CREATIVE THINKING?**

**Abstract.** The article examines the difficulties experienced by teachers in the process of forming and evaluating creative thinking and possible ways to overcome them. The article is based on the analysis of the experience of teachers’ training how to use creative thinking tasks in the educational process. The article discusses three groups of difficulties experienced by teachers: problems caused by teachers’ understanding of the nature and specific features of tasks for the formation of functional literacy and, in particular, creative thinking, problems caused by using criteria-level approach to evaluating the results of students’ creative thinking tasks, problems related with finding place for creative thinking tasks in the educational process and with organizing students’ activities. Recommendations on the organization of teachers’ training and support of teachers’ activities on the formation and evaluation of creative thinking of students are offered.

**Keywords:** functional literacy, creative thinking, content model of creative thinking, competency model of creative thinking, PISA, criteria for evaluating the quality of learning tasks

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Volkova O. V.

**READINESS OF TEACHERS IN THE REPUBLIC OF  
TATARSTAN TO DEVELOP READING LITERACY IN THE  
CONTEXT OF INTERNATIONAL COMPETITIVENESS OF  
SCHOOLCHILDREN**

**Abstract.** This article is devoted to the study of teachers’ professional difficulties in the development of students reading literacy. The article discusses the results of research on the teachers’ competence in the theory and practice of the development of students reading literacy, their organizational and methodological skills diagnostics that are necessary for the development of reading literacy. As well as the results of the research on the practice of educational organizations on the students reading skills development are being discussed. The studies were conducted in 2021–2022 based on the Volga Center. The conducted studies provide an opportunity for additional professional education organizations and educational organizations heads to develop professional development programs and post-course methodological support of teachers. The results are aimed at forming their readiness for the students reading literacy development.

**Keywords:** teachers’ readiness, reading literacy, international comparative studies, professional competence of teachers

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