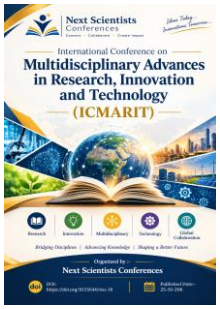
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From Reading Comprehension To Literary Analysis: Classroom Applications Of Pisa Principles

Jabborova Gulchehra Abdumo'Min Qizi
Independent Researcher at Gulistan State Pedagogical Institute, Uzbekistan

ABSTRACT

This paper discusses how PISA-oriented reading tasks can be adapted for teaching literary text analysis to Grade 7 students. It outlines a six-stage instructional sequence—comprehension, analysis, interpretation, evidence-based reasoning, evaluation, and reflection—and summarises descriptive results reported in a dissertation study involving 327 students from five schools in the Jizzakh, Syrdarya, and Bukhara regions of Uzbekistan. The reported final mean score was 4.147 in the experimental group and 3.327 in the control group. These findings indicate a difference in final descriptive outcomes, while further interpretation should consider the study design and statistical evidence.

KEYWORDS: PISA, reading literacy, literary text analysis, Grade 7, evidence-based reasoning, interpretation, formative assessment.

INTRODUCTION

Literature education requires more than recalling plot details. Students need to identify central ideas, connect events, interpret characters' actions, recognise the author's perspective, and support their interpretations with textual evidence. The PISA reading literacy framework foregrounds processes such as locating information, understanding, integrating and interpreting ideas, and evaluating texts [1]. Adapting these processes to literature lessons may help connect literary learning with functional reading literacy and independent reasoning.

Purpose and methods

The purpose of this paper is to describe a practical framework for using PISA-oriented tasks in Grade 7 literature lessons and to summarise the empirical results reported in Jabborova's dissertation abstract [2]. The underlying study used theoretical and comparative analysis, pedagogical observation, interviews and questionnaires, diagnostic tasks, a pedagogical experiment, and statistical processing. The study involved 327 Grade 7 students from five schools in the Jizzakh, Syrdarya, and Bukhara regions: 177 students in the experimental group and 150 in the control group [2].

The instructional sequence can be organised around six connected stages. First, students comprehend the text by identifying its topic, central idea, and relevant information. Second, they analyse relationships among events, text sections, characters, and details. Third, they interpret meaning by explaining the author's perspective and the significance of literary devices. Fourth, they support their ideas with precise evidence from the text. Fifth, they evaluate characters' choices, the way meaning is conveyed, or alternative interpretations. Finally, they reflect on their reading process and reconsider whether their conclusions are adequately supported.

Tasks should progress from locating explicit information to interpreting and evaluating meaning. Closed-response items can check basic comprehension, while open-ended questions can ask learners to explain a character's decision, cite two supporting details, compare possible interpretations, or comment on the author's point of view. Assessment criteria should make clear whether a response is textually accurate, supported by relevant evidence, logically explained, and independently reasoned.

Reported results and discussion

The dissertation reports a final mean score of 4.147 for the experimental group and 3.327 for the control group. The reported standard deviations were 0.775 and 0.942, respectively; the coefficients of variation were 18.68% and 28.30% [2]. Descriptively, the experimental group had a higher final mean and less relative dispersion in scores. These figures should not be interpreted as conclusive causal proof on their own. A full evaluation should also consider baseline comparability, the assessment rubric, implementation conditions, and the relevant inferential statistics.

Conclusion

PISA-oriented tasks can provide a structured way to move Grade 7 literature learning from basic comprehension towards interpretation, evidence-based reasoning, evaluation, and reflection. Their effective use depends on alignment with the literary text, age-appropriate cognitive demands, explicit expectations for textual evidence, and transparent scoring criteria. The descriptive results reported in the underlying study are promising, but they should be presented alongside the study's methodological limitations and statistical analysis.

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