



The Difference Between Mathematical And Financial Literacy In International Assessment Programs

Ziyoda Urinbayeva

Chirchik State Pedagogical University

Teacher of the "Methodology of Mathematics Teaching and Geometry" department

E-mail. ziyodarixsiboyeva96@gmail.com

+998 90 0176177

АННОТАЦИЯ

В данной статье рассматриваются международные программы оценивания и их значение, взаимосвязи и различия между математической и финансовой грамотностью, которые являются основными направлениями международных оценочных исследований.

Ключевые слова и понятия: международные исследования, финансовая грамотность, математическая грамотность, национальная программа, финансовая грамотность.

ABSTRACT

This article discusses international assessment programs and their importance, the interrelationships and differences between mathematical and financial literacy, which are the main areas of international assessment research.

Keywords: international research, financial literacy, mathematical literacy, national program, financial knowledge.

INTRODUCTION

As a result of the reforms carried out in our country in recent years, huge economic growth indicators are being achieved, increasing the demand for qualified personnel and mature specialists in all fields.

This in itself requires increasing the interest of our students in lessons and increasing the attention of teachers to all-round education. The fact that the above requirements are very important for the educational system means that, as in most foreign countries, it is necessary to attract the best practices



aimed at improving the quality of education by evaluating and monitoring the development of the educational and scientific fields.

LITERATURE ANALYSIS AND METHODOLOGY

The results obtained in the researches allow to draw conclusions about the quality of education in the country and its place taking into account international standards; international research has a positive effect on the quality of national research in the field of education; allows to create a national assessment system based on high economic efficiency at the level of international standards.

The impact of these international standardized assessments in the field of education policy, new knowledge of great importance in terms of creation, changes in assessment policy and external influence on national education policy is more extensive.

Generating new knowledge - Internationally standardized assessment data can be useful in researching causal factors within or within the education system.

In order to achieve these goals, international literacy assessment programs are widely used in various fields. This article discusses the interrelated aspects and differences between mathematical and financial literacy.

Mathematical literacy is a person's ability to think mathematically about various life situations (contexts) and problems, to be able to express a given problem using mathematics, to be able to use mathematics to solve a problem, and to be able to use the obtained results to interpret and evaluate the solution to the problem. It includes concepts, algorithms, facts, and tools for describing, explaining, and predicting events. It helps people understand the place of mathematics in the world and make the informed judgments and decisions necessary for creative, curious, and self-reflective citizens of the 21st century.

Research shows that mathematical literacy consists of functionally using mathematics (mathematical knowledge and skills) to determine human abilities and understand the role of mathematics in life, mathematical expression of reasonable judgments, and to meet current and future needs.

In addition, mathematical literacy includes characteristics such as self-confidence and interest, and the ability to emphasize mathematical problem solving in various situations, as well as the tendency to perform often related activities, and that activity, content is checked in the direction of situations.



Financial literacy is a set of knowledge and skills necessary for a citizen to take an active position in the market of financial products and services, to improve the financial well-being of himself and his family members in society. Financial literacy depends on knowing and understanding the key elements of the financial world, including basic financial concepts, as well as the purpose and key features of financial products. This includes risks that may threaten financial well-being, as well as insurance policies and pensions.

These skills involve general cognitive processes such as accessing, comparing, extrapolating, and evaluating information, but are applied in a financial context. They include basic mathematical literacy skills such as performing basic calculations, calculating interest or converting from one currency to another, and language skills such as the ability to read and interpret advertising and contract texts.

Ensuring the well-being of the population at every stage of life is largely dependent on the effectiveness of personal financial decisions. This reflects the importance of financial literacy in the long-term development of the country.

DISCUSSION AND RESULTS

It can be seen that there is a correlation between mathematical literacy and financial literacy, and this relationship is especially evident when solving financial issues. It is very unlikely that you will become financially literate without acquiring mathematical literacy skills. In financial literacy, all problems rely on numbers, percentages, amounts, and similar calculations. This, in turn, requires mathematical knowledge.

There is also a mutual difference between the two related literacies. Mathematical literacy means being able to think mathematically about life situations and problems, being able to express a given problem with the help of mathematics, and being able to use mathematics to solve a problem, while financial literacy is a combination of awareness, knowledge, skills, and behavioral patterns necessary for making successful financial decisions. . In other words, financial literacy means a set of knowledge and skills that determine a citizen's position in society.

CONCLUSION

In conclusion, it can be said that the basis of financial literacy is the knowledge of mathematical literacy, and financial literacy cannot be imagined without this knowledge. However, mathematical literacy exists without financial



literacy, and it is only necessary to have financial knowledge in certain financial matters.

Therefore, it is a great task for today's pedagogues to solve more vital issues in the teaching of these subjects, to analyze practical issues of various fields, to create their financial and mathematical models, and to teach ways to solve problems. In the implementation of this task, it is important to understand the essence of international experience and research, to improve educational programs based on advanced foreign experiences.

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