

***ТЕМАТИЧНИ АНАЛИЗИ НА РЕЗУЛТАТИТЕ  
НА БЪЛГАРСКИТЕ УЧЕНИЦИ  
ПРИ ЧЕТЕНЕ В PISA 2009***



**Публикуваните анализи са изготвени по поръчка и с финансовата подкрепа на ЦКОКУО.**

**Те изразяват мнението на авторите и не следва да се приемат като официална позиция на ЦКОКУО.**

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,	PISA	<b>65</b>
	PISA	<b>85</b>
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PISA 2009.		<b>97</b>
-		
	PISA 2009.	<b>117</b>



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1 , ” . , PISA 2006. , , 2007, . 9.

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5 à 2009 . , , , - - -

PISA

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 2002 . ( .  
 (reading literacy<sup>7</sup>);  
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 2006 . ( ) 2009 . ( )  
 2000 .<sup>8</sup> -  
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 2002 2006 .,  
 2002 . 40.3% , -  
 ( ) , 2006 . 51%;  
 2006 - 336 2002 . 379 2006 . ;  
 2006 . - 28 2009 .  
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 2006 . 10% , 41%  
 0.7% , 2002 .  
 2009 . - 429 2002 . (430 ) ,  
 2006 . 10 , . . . 2006  
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 PISA, 2009 . -  
 494 , 429 -  
 , 46 65-  
 2006 . , 45- 56 ,  
 PISA,  
 15-  
 11 , 2009 . - 9; - , 2006 . , “  
 44 , 2009 . - 45.

<sup>6</sup>  
<sup>7</sup> reading literacy (  
<sup>8</sup> ) - 2002 .



„PISA,  $\hat{u}$  ( ) ( ) ( V, V, V, V )<sup>10</sup> PISA 2009“ ( , 2010).  
*PISA 2009 Assessment Framework. Key competencies in reading, mathematics and science* (OECD 2009)<sup>11</sup>,

PISA 2009,

<sup>10</sup> PISA 2009 ; 87.5%

<sup>11</sup> PISA 2009, PISA 2009. , , 2010, . 18, . 1.  
<http://www.oecd.org/dataoecd/11/40/44455820.pdf> ( 2011).





, PISA

<sup>14</sup>. PISA

( ) ; (1) (message-based) ; (3) à ;  
- ( ), ( ) ;  
) (exposition)<sup>15</sup>, ; (4)

(description)

(narration)

<sup>14</sup>

<sup>15</sup>

PISA 2009

( . . . , .27);

..., 1. exposition, -

PISA 2009 Assessment



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(to *make* meaning; to *form* a broad understanding)

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<sup>22</sup> . . . . . , . . . . .  
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<sup>29</sup> “ (1968) ” “ (1946) ” “ (1975) ”  
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(processing text).  
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PISA 2009.

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(2000 ., 2006

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PISA 2009. ., , 2010.

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<sup>39</sup> . . . . . 10.  
<sup>40</sup> . . . . .

, 1994, . 143.

















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<sup>54</sup> , .23.

<sup>55</sup> ,2000, .48. (9., 10., 11. 12. ).

<sup>56</sup> ,2003; 5., 6., 7., 8. ” . ,2004.



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<sup>58</sup> , .27-30.



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 60 , . 57-58.  
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(9., 10., 11. 12. )..., . 13-15.





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<sup>64</sup> , . 33-37.  
<sup>65</sup> , . 142-144.

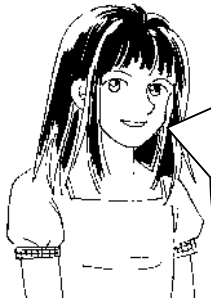
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1.

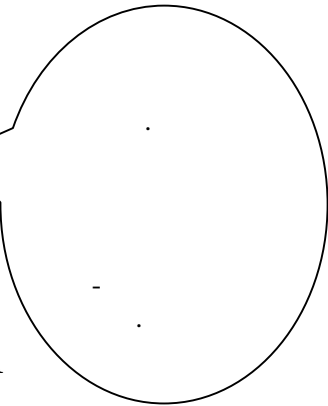
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2.

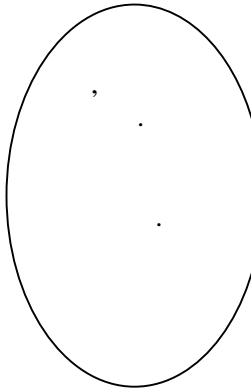
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<sup>69</sup>.

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<sup>66</sup> 5., 6., 7., 8. ..., .16.

<sup>67</sup> , .21.

<sup>68</sup> , .31.

<sup>69</sup> (9., 10., 11. 12. )...., .16.





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<sup>72</sup> , .24.  
<sup>73</sup> , .37.

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(9., 10., 11. 12. )..., . 80.

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76

PISA 2009. , , 2010, . 6.

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7., 8., 9. 10. (

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, .. .5, 1999. <http://liternet.bg/publish/apetrov/sistema.htm#0a>



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78

3. PISA

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(integrate and interpret),

(access and retrieve),  
(reflect and evaluate)<sup>79</sup>.

80

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78

79

PISA  
reading, mathematics and science).

(PISA 2009. Assessment Framework. Key competencies in

<sup>80</sup> Assessment Framework, Key competencies in reading, mathematics and science, p. 35, OECD 2009.

<sup>81</sup> : . . . . . 134 – 138.





<p style="text-align: center;">2.</p> <p style="text-align: center;">?)</p> <p style="text-align: center;">?)</p> <p style="text-align: center;">?)</p> <p style="text-align: center;">?)</p>	<p style="text-align: center;">3.</p> <p style="text-align: center;">?)</p> <p style="text-align: center;">?)</p> <p style="text-align: center;">?)</p> <p style="text-align: center;">?)</p>																								
<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tr><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td></tr> <tr><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td></tr> <tr><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td></tr> <tr><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td></tr> <tr><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td></tr> <tr><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td></tr> <tr><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td></tr> <tr><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td><td style="width: 33%; height: 20px;"></td></tr> </table>																									<p style="text-align: center;">PISA.</p>





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 87 .  
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<sup>86</sup> *Assessment Framework. Key competencies in reading, mathematics and science.* OECD 2009, p. 22.  
<sup>87</sup>

<sup>88</sup> *Assessment Framework. Key competencies ..., p. 37*

( ), ,

„89

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90 , .39.  
91 , .38.





à , , 94 .

„95 .

96. „

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<p><b>Deep Purple</b></p> <p>1 „ ”</p> <p>Purple, 1 „ Z-Rock.</p> <p>97</p>	<p><b>Z-Rock</b></p> <p>– Deep ”</p> <p>1. ? ?</p> <p>2. ?</p>

1. 1.

<sup>94</sup> *Assessment Framework...*, . 38.

<sup>95</sup> , . 39.

<sup>96</sup>

<sup>97</sup> 7. . . . , 2008, . 7. . . . 131.







<p>99</p>	<p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
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<sup>99</sup>  
<sup>100</sup> , . . . . , . 132. . . . . 13.





7. , 27. 2010 .  
[http://www.minedu.government.bg/opencms/export/sites/mon/top\\_menu/general/assessment/7kl/7kl\\_BE\\_L\\_27may2010\\_key.pdf](http://www.minedu.government.bg/opencms/export/sites/mon/top_menu/general/assessment/7kl/7kl_BE_L_27may2010_key.pdf)

PISA 2009. ., , 2010.

7. . ., , 2008.

.5, ., 1999. <http://liternet.bg/publish/apetrov/sistema.htm#0a>, 2006.

Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives, handbook I: Cognitive domain*. New York: David McKay.

*Assessment Framework. Key competencies in reading, mathematics and science*, OECD 2009.

PISA. PISA 2006 PISA 2009, 2009 ., „ ”. PISA 15- PISA PISA 2000 . ( ) 1989 . PISA 2009

PISA „  
 „104  
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 „106  
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PISA 2009. ., , 2010, . 6.  
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<sup>4</sup> , .10.







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<sup>1</sup> „ (Telecommuting) 70-  
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**PISA 2009**

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 13.9%.  
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	8%	31.3%
	48%	13%
	37%	29%

PISA





576.6  
-28%.





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114 , . , 2001, . 48.







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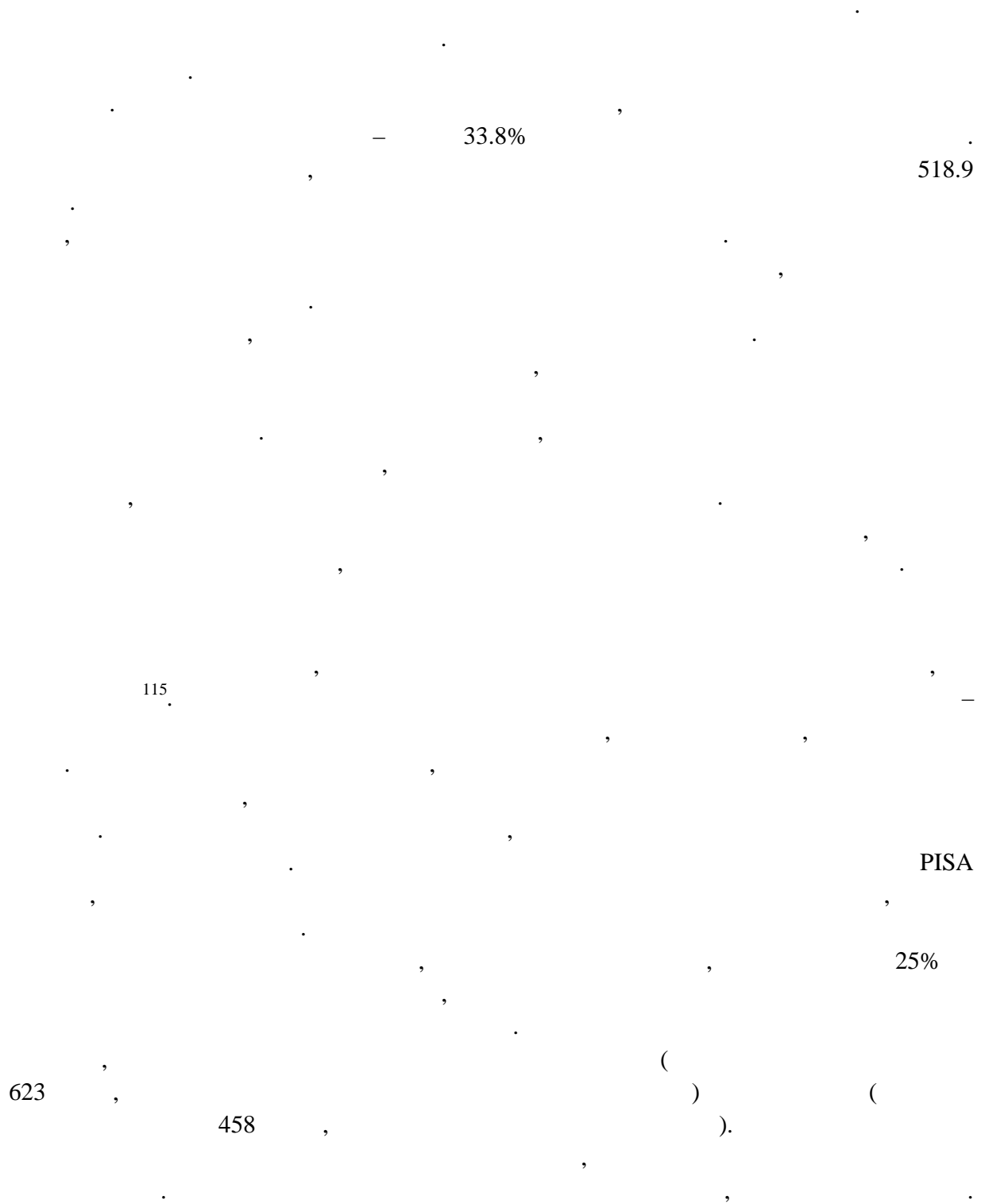
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<sup>115</sup> , . . . . , . 134-138.





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117 : , , 2001.  
 118 : , , 2007.



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119.

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119

..., 119-120.

7., 8. 9.

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120

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121

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<sup>120</sup> *Teaching Reading in Europe: Context, Policies and Practices*. Eurydice, EC, 2011, p. 13.  
<http://eacea.ec.europa.eu/education/eurydice> (5.08.2011 .)

<sup>121</sup> PISA,  
., .27, 155-161.

PISA 2009

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**PISA 2009.**

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122 .

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<sup>122</sup> Ruble, D. N., Martin, C. L., & Berenbaum, S. A. (2006). Gender development. In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), *Handbook of Child Psychology* (6th ed., Vol. 3, pp. 858-932). New York: Wiley. :

123

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OECD (2010), *PISA 2009 Results: Learning to Learn – Student Engagement, Strategies and Practices (Volume III)*, pp. 3.

<sup>123</sup> De Lisi, R. and A. McGillicuddy-De Lisi (2002), “Sex Differences in Mathematical Abilities and Achievement”, in A. McGillicuddy-De Lisi and R. De Lisi (eds.), *Biology, Society, and Behavior: The Development of Sex Differences in Cognition*, Alex Publishing, London, pp. 155-181, OECD (2007). *Understanding the Brain: the Birth of a Learning Science*, pp. 104.

<sup>124</sup> Osmont, P. (1987). “Teacher inquiry in the classroom: Reading and gender set.” *Language Arts*. 64(7), Nov 1987, 758-761; Wilhelm, J., & Smith, M. W. (2009). *Boys and literacy: Complexity and multiplicity*. In L. Christenbury, R. Bommer, & P. Smagorinsky (Eds.), *Handbook of adolescent literacy research*, pp. 360-371. New York: Guilford Press. : OECD (2010), *PISA 2009 Results: Learning to Learn – Student Engagement, Strategies and Practices (Volume III)*, pp. 87.

<sup>125</sup> . Smith and Wilhelm (2002, 2006)

. (PISA 2009. OECD, 2010, Volume III)



- 126 à PISA – 5- 6- , 4,2%

PISA 2009,

e,

127

PISA 2009

“ “ ” ” “ ”

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1) ?

2)

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126

127 , .95.

PISA 2009. .. , 2010, .40.



4)  
2009)?

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PISA 2009

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2009

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PISA 2009

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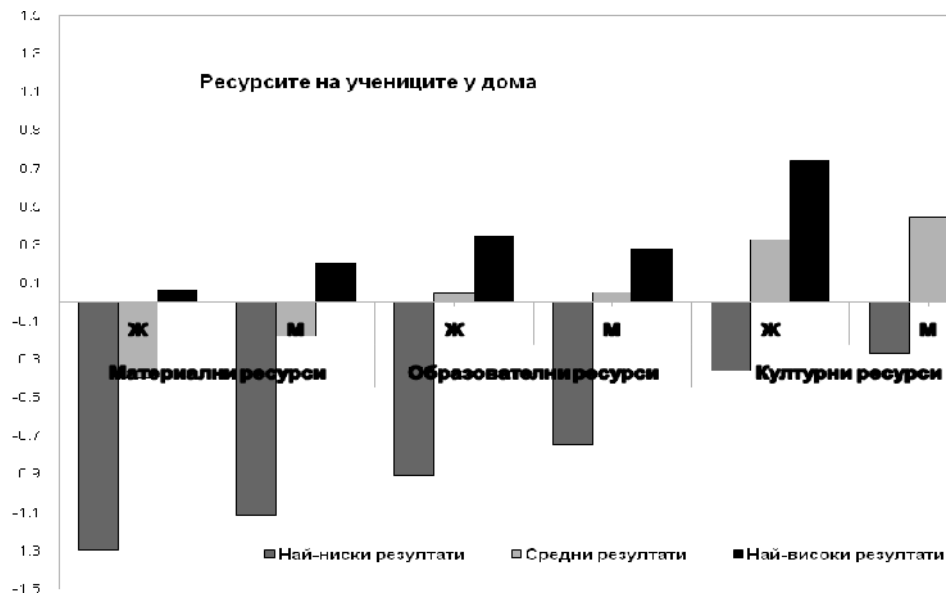
PISA 2009; 2)

; 3)

4)

**I.**

1.



PISA 2009

PISA 2009.





36%

32%.

48%

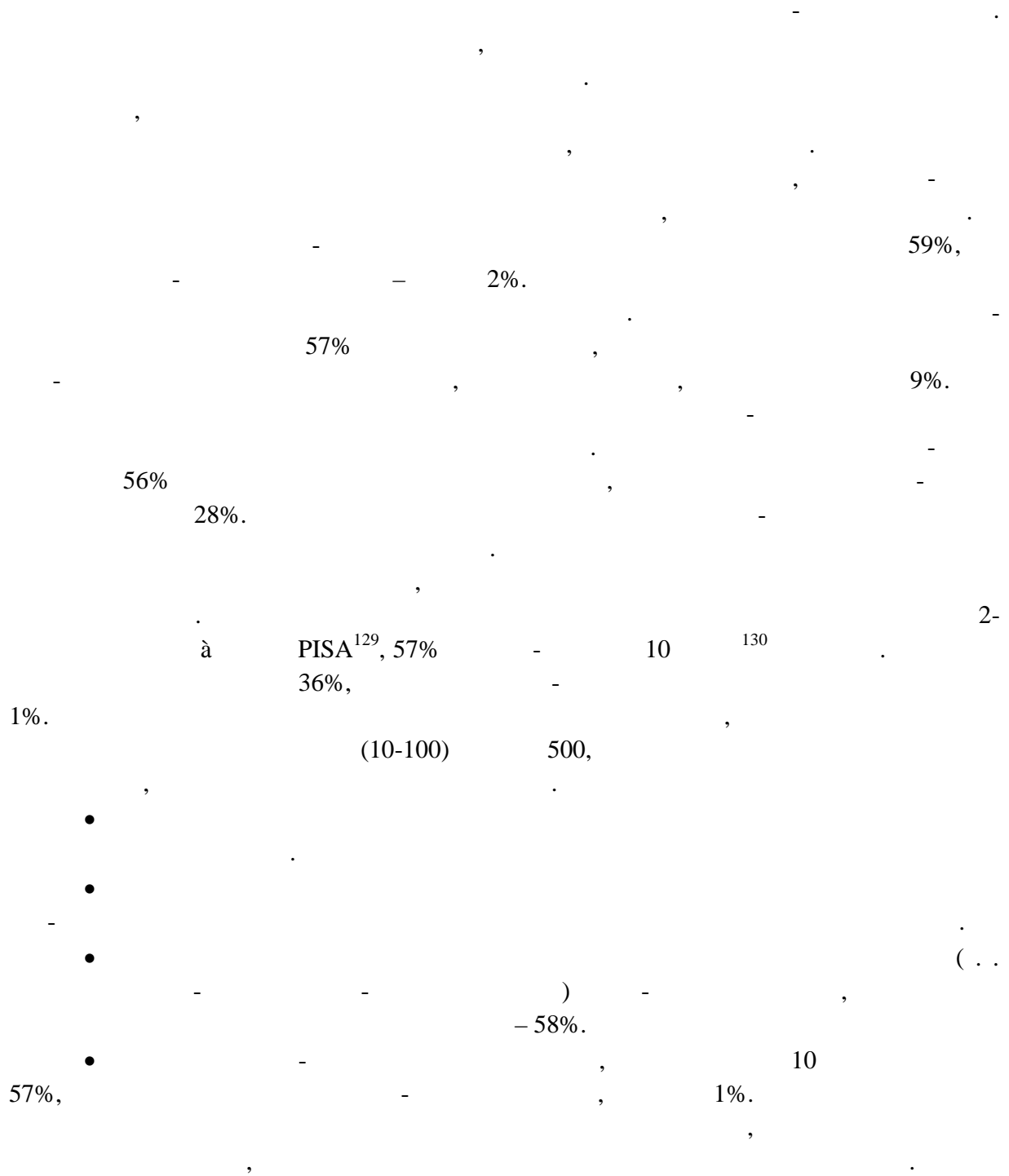
(mp3/mp4 DVD

16%

16%

PISA 2009,

PISA.



129

PISA PISA à

500

130

PISA 2009 (52%) - 29%. 76% ( ) 2-

25% 3-

70%, 70% - 30%

PISA 2009 31,6%

PISA 22,1%<sup>131</sup>

PISA 2009 2000-2009

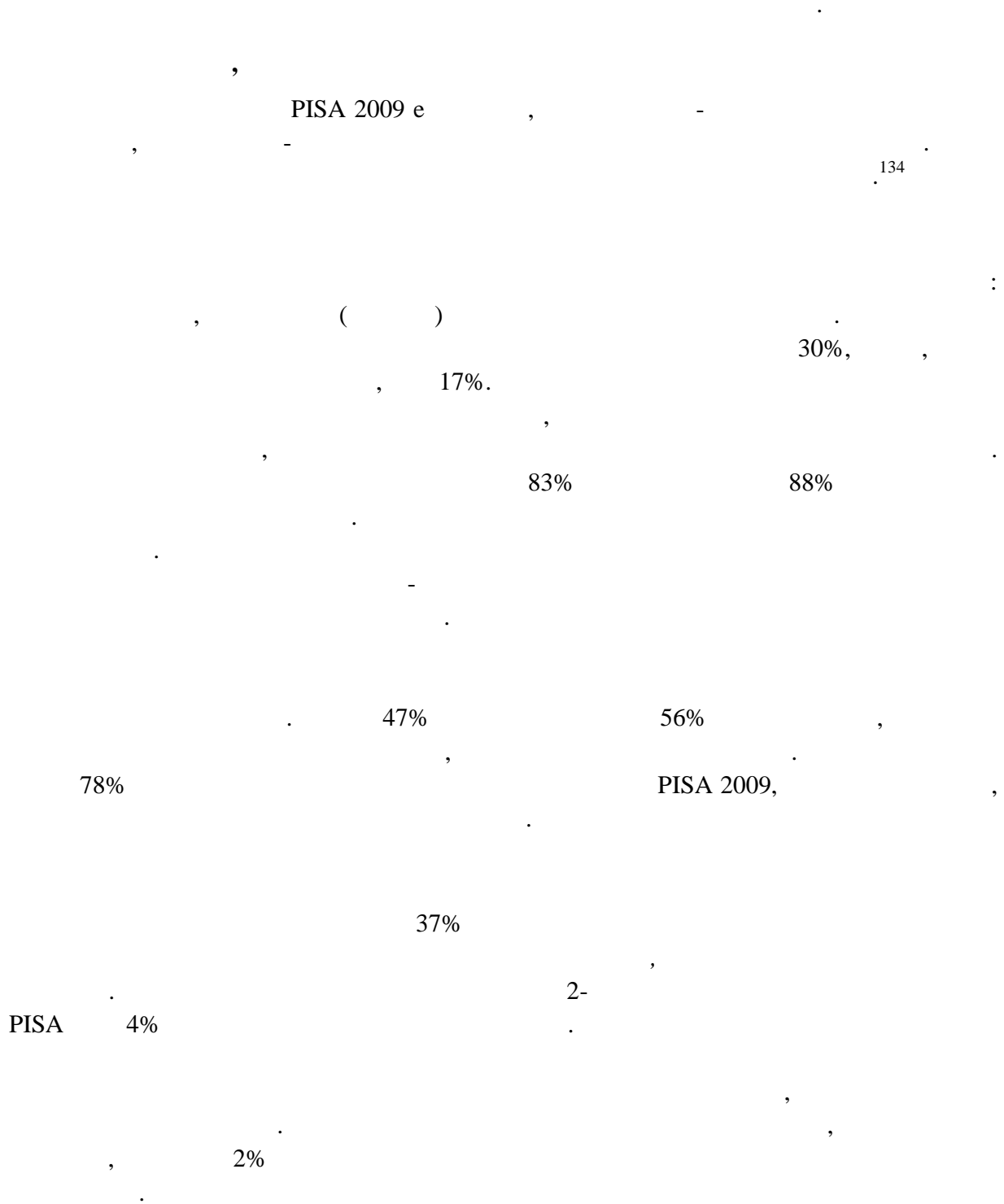
2000 2009 .<sup>132</sup> PISA 2009 50%

PISA 2009, e 85%, 65%.<sup>133</sup>

<sup>131</sup> , . . . . 85-87.

<sup>132</sup> OECD (2010). *PISA 2009 Results: Learning Trends: Changes in Student Performance Since 2000 (Volume V)*, pp. 78.

<sup>133</sup> OECD (2011). *PISA 2009 Results: Students on Line: Digital Technologies and Performance (Volume VI)*, pp. 146.



134 , . . . . 88-89.



2.

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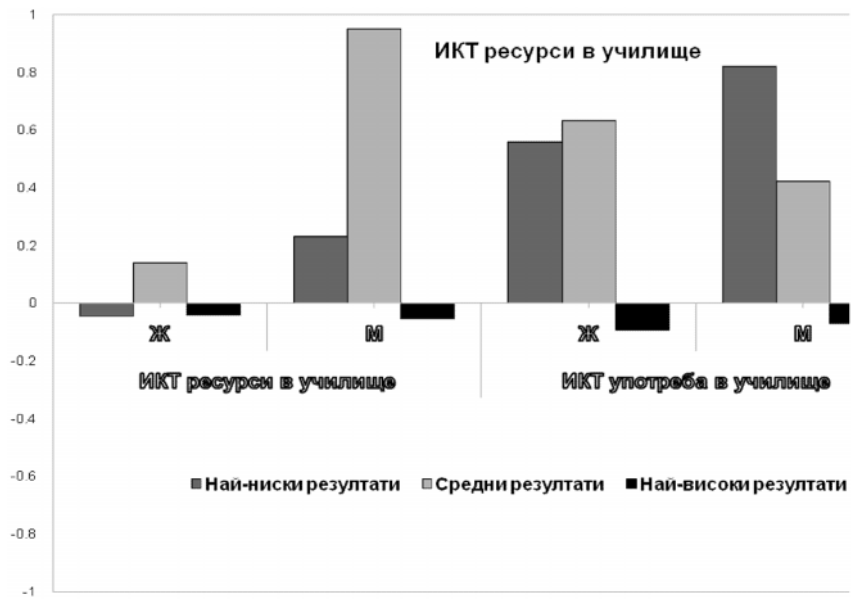
PISA 2009. 25%  
75%

(85%). 88% 77%

PISA (0,062).

PISA,

81%



PISA 2009

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PISA 2009 ( )

100%

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30%

( )

PISA 15%).

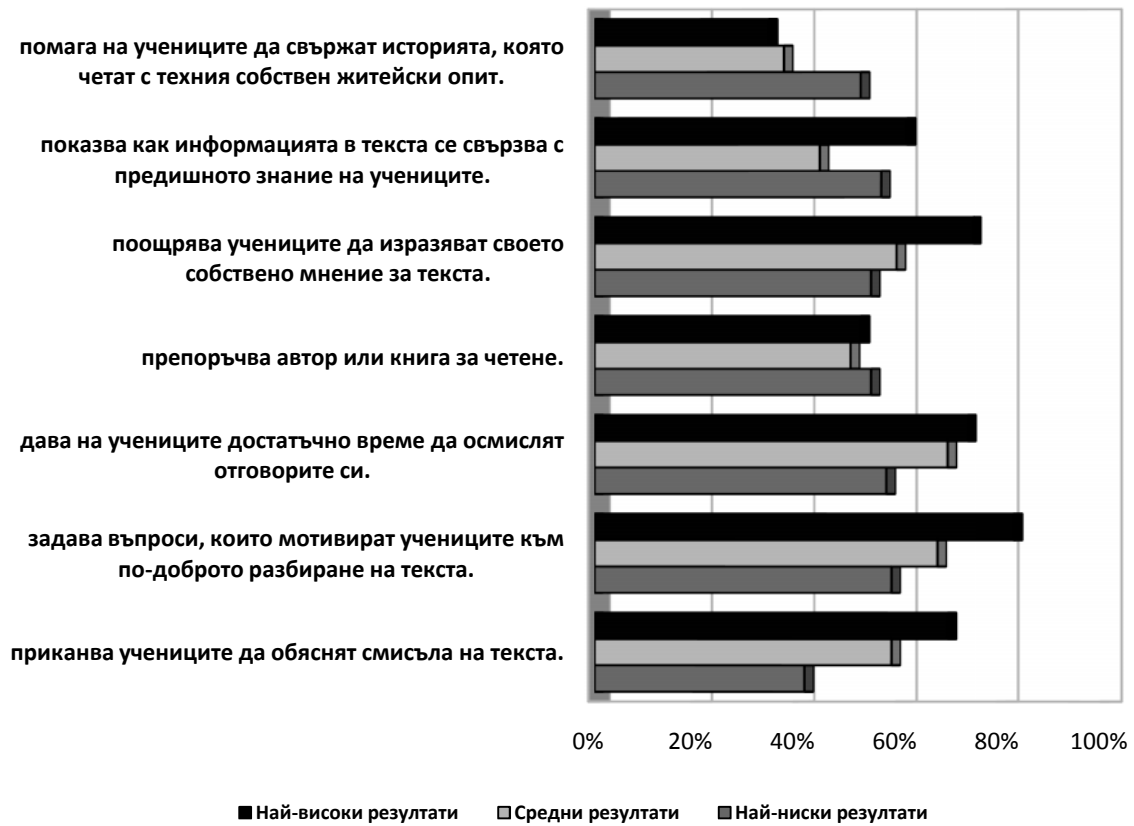
15% ( ) 9%

( ) 20%



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**В час по български език и литература учителят почти винаги**

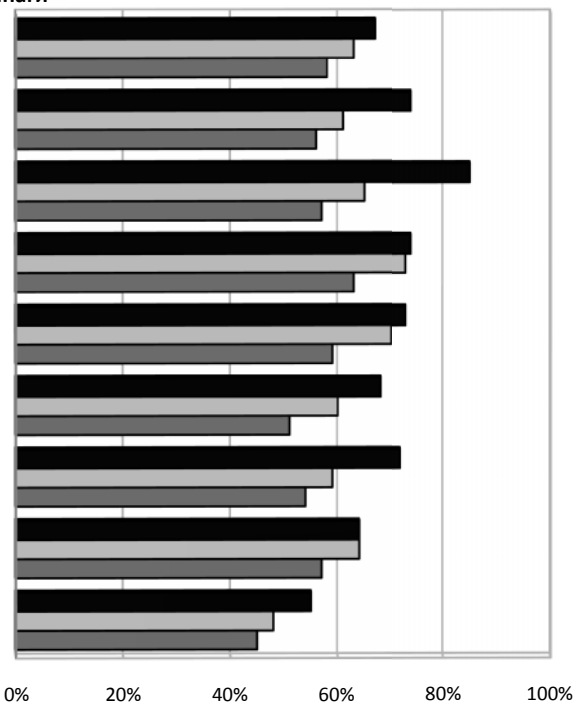


(0,310).

– 66%.

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В час по български език и литература, когато поставя писмена задача, учителят почти винаги



■ Най-високи резултати    □ Средни резултати    ■ Най-ниски резултати

PISA 2009,

(0,299).

PISA

PISA 2009

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(11% , ),

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PISA 2009 -

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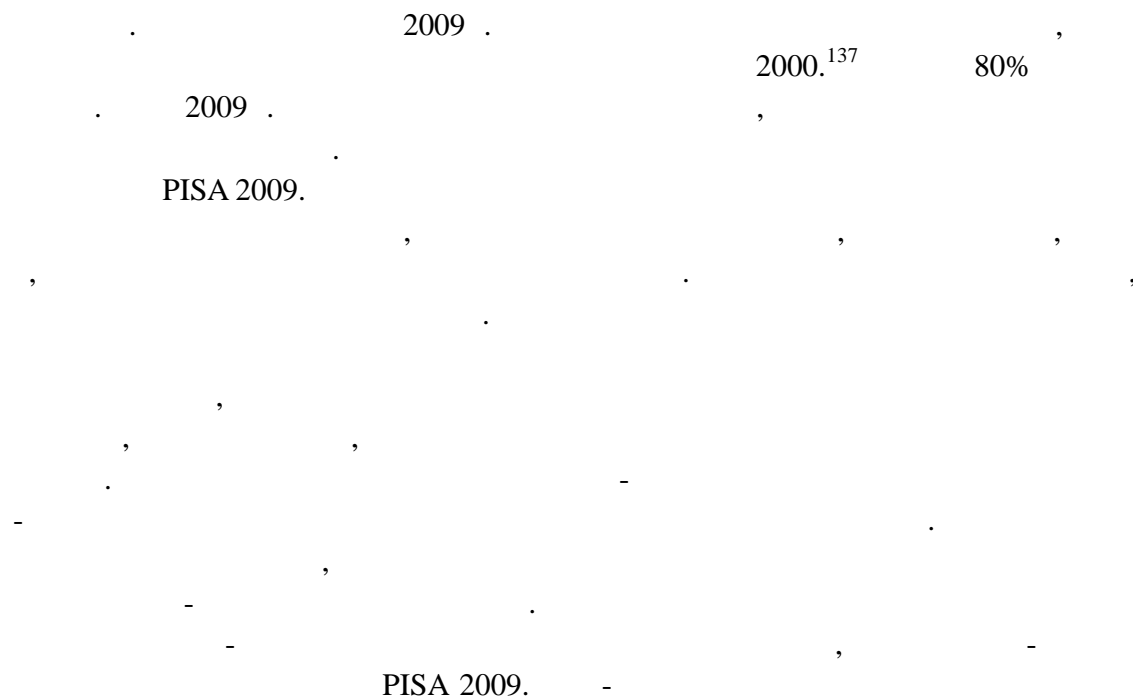
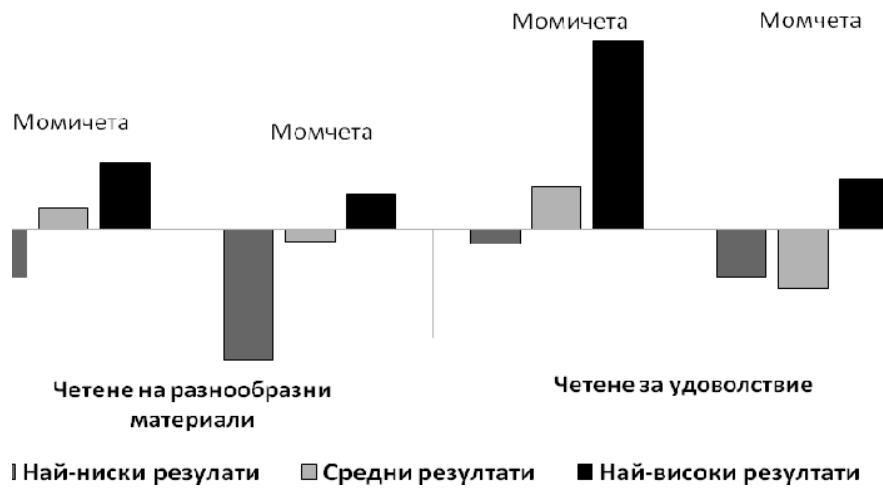
“ ”





1.

**Нагласи и навици за четене на материали на книжен носител**



<sup>137</sup> OECD (2010), *PISA 2009 Results: Learning Trends: Changes in Student Performance Since 2000 (Volume V)*, pp. 88.

PISA 2009

138

35

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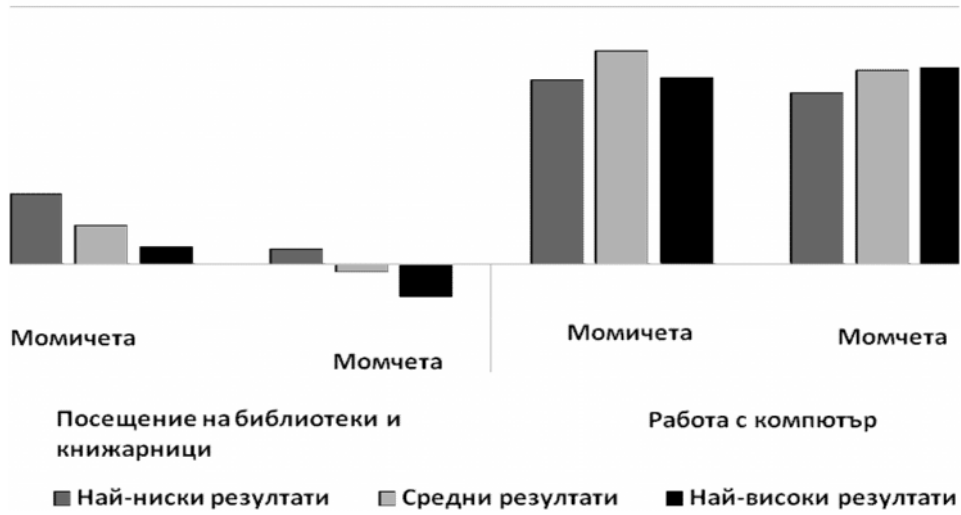
139

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<sup>138</sup> OECD (2010), *PISA 2009 Results: Learning to Learn – Student Engagement, Strategies and Practices* (Volume III), pp. 35.

<sup>139</sup> OECD (2010), *PISA 2009 Results: Learning Trends: Changes in Student Performance Since 2000* (Volume V), pp. 96.

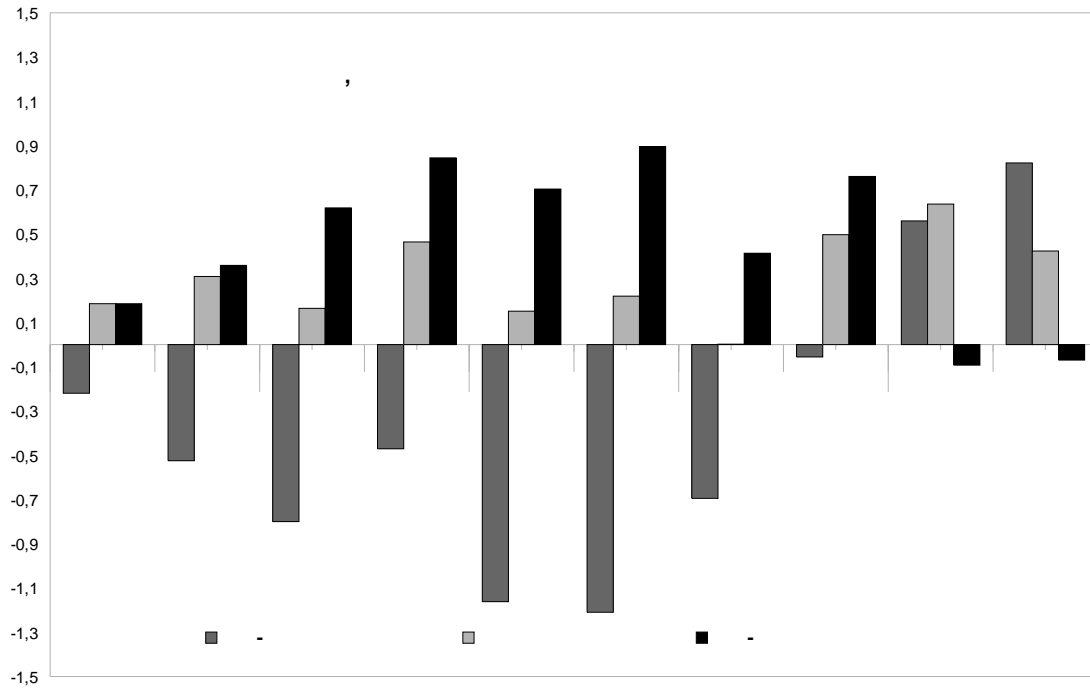
## Нагласи към библиотеките, книжарниците и компютрите



PISA.

PISA 2009.

2.



PISA 2009

PISA 2009

142

PISA 2009 ( )

20

143

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<sup>142</sup> OECD (2010), *PISA 2009 Results: Learning to Learn – Student Engagement, Strategies and Practices (Volume III)*, pp. 39.

<sup>143</sup> , . 42.

2009. PISA (85%) PISA 2009 66%. PISA 2009, 35%. - 49% 30%. PISA 2009 ( ) ; 2) ( ) / ) 3) ( ). 144

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<sup>144</sup> OECD (2011), *PISA 2009 Results: Students on Line: Digital Technologies and Performance (Volume VI)*, pp. 181.

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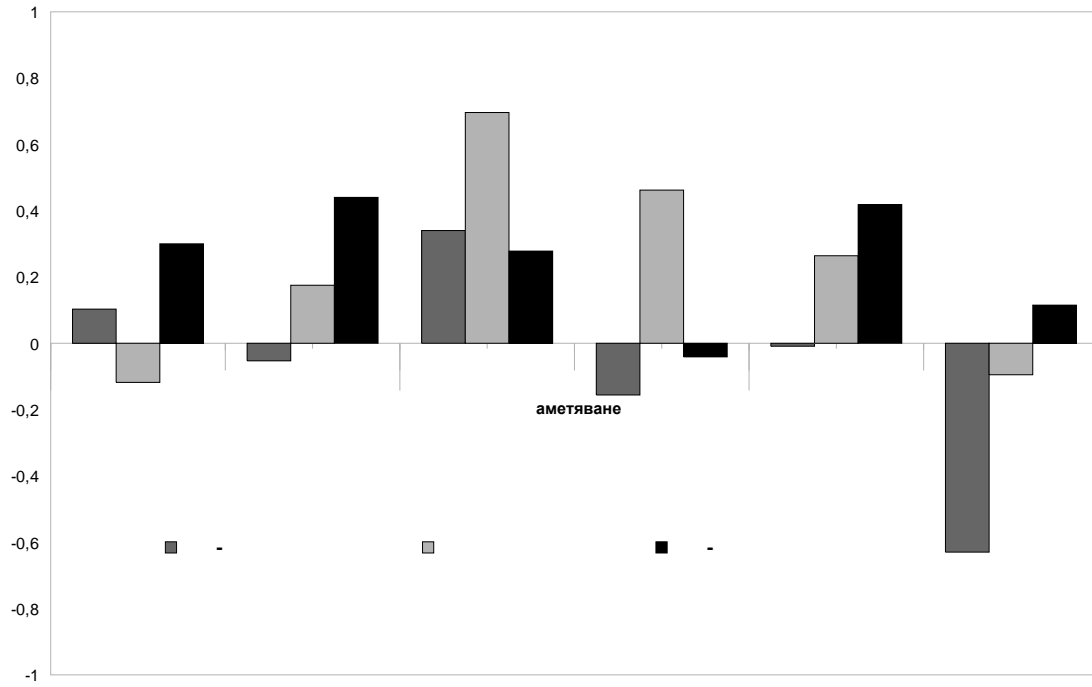
145

146

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<sup>145</sup> OECD (2011), *PISA 2009 Results: Students on Line: Digital Technologies and Performance (Volume VI)*.  
<sup>146</sup> OECD (2010), *PISA 2009 Results: Learning to Learn – Student Engagement, Strategies and Practices (Volume III)*, pp 98.

**III.**  
**1.**

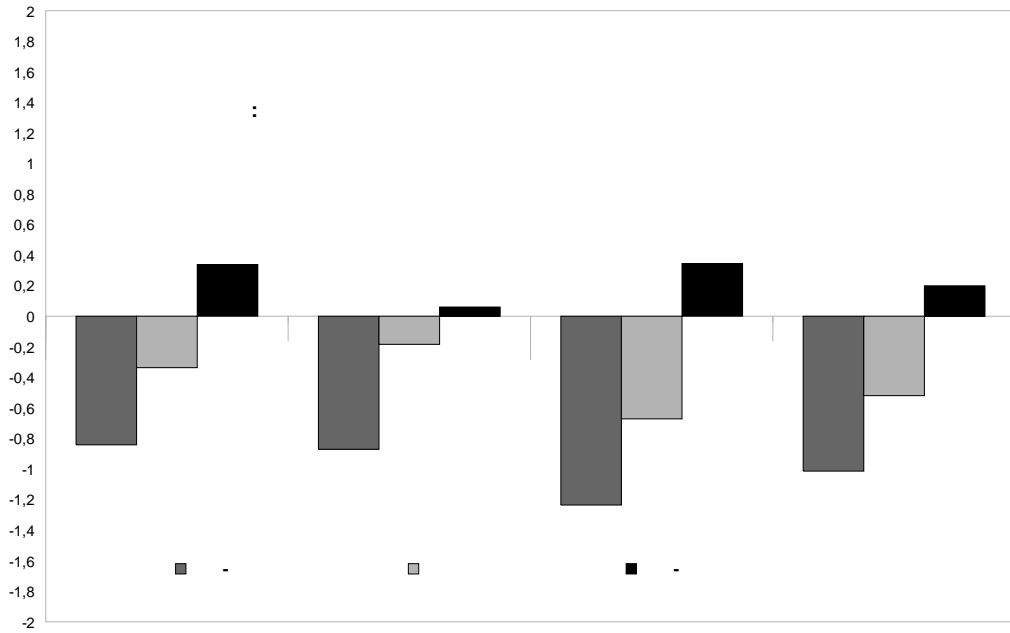








2. :



- 1) , , 12% ,
- 2) , , 5% ,
- 3) , ,

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