

DEVELOP STUDENTS' CREATIVE THINKING SKILLS

Qazaqbaeva Dilbar Bazarbaevna

Law college of Karakalpakstan

Karakalpak Language Teacher for Lawyers

Tel 93 368 84 60

qazaqbaevadilbar@mail.ru

Annotation: This article provides feedback on the assessment and development of students' practical skills, creativity, using international experience in the education system.

Annotatsiya: Ushbu maqolada ta'lim tizimida xalqaro tajribadan foydalangan holda o'quvchilarning amaliy ko'nikmalarini, ijodkorligini baholash va rivojlantirish bo'yicha fikr-mulohazalar bayon etilgan.

Аннотация: В данной статье представлены взгляды на оценку и развитие практических навыков и творческих способностей студентов с использованием международного опыта в системе образования.

Keywords: international education standard, creativity, assessment system, Pisa, education system.

Kalit so'zlar: xalqaro ta'lim standarti, ijodkorlik, baholash tizimi, Piza, ta'lim tizimi.

Ключевые слова: международный образовательный стандарт, креативность, система оценивания, Пиза, система образования.

Creative approaches and achievements have advanced human civilization worldwide in fields ranging from science and technology to philosophy, arts, and humanities (Hennessey and Amabile, 2010 [1]). So, creative thinking is more than just coming up with random ideas. It is a real skill based on knowledge and experience that allows a person to achieve better results in sometimes difficult conditions. Societies and organizations around the world increasingly need innovative knowledge and creativity to

solve problems (Organization for Economic Co-operation and Development (IECD), 2010 [2]), which in turn reinforces the importance of teamwork innovation and creative thinking.

PISA focuses on the creative thinking processes that can reasonably be expected of fifteen-year-old students. Its purpose is not to identify highly creative individuals, but to analyze how creatively students can think in expressing and identifying ideas, and how this skill, in turn, is related to the learning process, school activities, and other aspects of the educational system.

The main objective of the PISA study is evident in the education policy and system is to provide internationally comparable information about students' creative thinking with results. The process of creative thinking under the task should tend to improve through education; the various supporting factors of this thinking process in the context of the educational process must be clearly defined and depend on the indicators in the assessment; the content of the field used in the evaluation must be closely related to the subjects taught in regular high school; In order for assessments to have predictive value for creative achievement in school and life, tests need to be similar to real activities that students engage in in their everyday lives, both in and out of the classroom.

A complex set of facilitators of creative thinking in the PISA study gathering information about it is difficult, but doable. PISA consists of two parts: a test and a questionnaire. The test part provides information on how well students can use their creative approach cognitive processes in tasks related to ideation, analysis and improvement. The questionnaire complements this information with information on other supporting factors of the student's creative thinking, including information on creative approach (openness, enthusiasm for the goal and confidence), perceptions of the school environment, activities engaged in school and outside it.

Some assessment aids are better than others illuminated. For example, although collaborative skills are an important contributor to creative thinking, they are not directly measured in PISA due to organizational and technical challenges. However, this methodology recognizes the ability to work collaboratively as an important personal enabler.

In the literature, it is noted that the assessment of creative thinking is more the more domains are covered, the better the coverage of the construct. However, some practical and logistical limitations of the PISA study affect the possible domains to be included in the PISA program.

The first of these is related to the age of those being tested. PISA

Given that the target audience of the study (15-year-old students) had limited knowledge and life experiences, the domains selected for assessment should be based on knowledge and experiences common to all students in the world (such as drawing, writing, or problem solving). The domain being tested (and related tasks) should also reflect a realistic representation of the creative thinking that a 15-year-old student can demonstrate in this context.

The second limitation is related to the time allotted for testing. Current PISA according to the structure of the assessment, one hour is allocated to the test to assess students' creative thinking. This means that the number of possible domains must be limited so that a sufficient amount of data can be collected for each domain. Since the purpose of the PISA study is to provide benchmarks of test results at the country level rather than individual test results, different forms of tests can be used interchangeably. In this, students solve a diverse mix of tasks (with some accidental overlap) within the domain. However, ensuring that students in each domain receive reliable indicators of national test performance requires that sufficient time be allocated to each domain's task and limits the number of tasks that can be covered in an assessment.

A third limitation is the conventional PISA test of creative thinking related to the obligation to implement on the platform. PISA tests are performed on a standard computer, which does not have a touchscreen or an Internet connection. The platform currently supports various forms of response input, including multiple choice, text input, drag-and-drop, hot-spot (clicking on an area within text or image), chat interface, interactive charts and graphs. Although it is possible to add new functionality to the platform during the development of this assessment, such as a drawing tool, selection of assessment areas, the

technical limitations of the platform must be taken into account when developing the same tasks.

It takes into account the main limitations and different domains of creativity

Based on the literature discussed, the assessment of creative thinking in the PISA test focuses on broad content areas: "creative expression" and "knowledge creation and creative problem solving". Creative activity in this field is characterized by originality, aesthetics, imagination, emotional content and reaction.

On the contrary, creative activity in the field of "creating knowledge and creative problem solving" includes practical manifestations of creative thinking related to researching open questions and problems (without a single correct answer). This field, in turn, is divided into "scientific problem solving" and "social problem solving" fields (domains). In these areas, creative activity is the best result is a tool and therefore unique, innovative, effective and effective solutions can be described as offering.

These four assessment domains reflect the nature of real-life and everyday creative thinking, and relatively cover the creative thinking activities that 15-year-old students are likely to engage in. Although they do not capture all possible expressions of creative thinking in school, they adequately capture the construct of creative thinking and take into account the various logistical and technical limitations of PISA assessment.

In conclusion, we can say that some of the creative activity

Given that there are differences in cultural norms for forms of learning, different values in education, and differences in the way subjects are taught around the world, it can be expected that the results of students in these areas will differ. When students are assessed in more than one domain, we can make predictions about the strengths and weaknesses of the creative thinking domain at the national level. This data also reveals differences in the extent to which students are encouraged to find their own solutions and ways of expressing their ideas. We can see the importance of how creative thinking in different fields should be taught in school.

References

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