

# Assessment and Development of Practical Skills, Creativity of Students (In the example of Pisa)

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**Abstract:** This article provides information on assessing and developing students' creativity based on the PISA program. Noted on evaluation and improvement of PISA tests

**Keywords:** PISA, IHTT, consultative, creative thinking, encyclopedic knowledge, technological discovery

The 21st century is the age of information technologies. This century requires completely different competencies from its professionals than before. In the 20th century and before, experts with a strong memory, encyclopedic knowledge, and as much information as possible in their field were highly valued, but now this knowledge is no longer decisive. Search engines, online encyclopedias have created such excellent online databases of fields that the need to remember this information has become secondary. Today's specialists have the ability to analyze this knowledge, to generate new information from it, and to see the "things at the bottom of the glass" in the vernacular.

PISA tests reflect the same changes in the education system, the ability of schoolchildren to analyze, draw conclusions from, and communicate with events that are needed in real life, creative thinking skills are formed, this death of the education system conducted in order to determine how well they adapt to changes. In addition to PISA, creative thinking is the ability to effectively participate in the development, evaluation and improvement of ideas that lead to original and effective solutions, achievements and imagination in the field of knowledge.

PISA uses a description of creative thinking relevant to 15-year-old students around the world. Fits the definition proposed by the Strategic Advisory Group for Creative Thinking. This description emphasizes that students need to learn to participate effectively in ideation practices in different contexts and educational levels, to reflect on an idea by evaluating its originality and validity, and to refine an idea until it is ready for implementation. will give. Achieving creative goals requires creative thinking, but it also requires broader and more specific skills and abilities, such as mental capacity, domain knowledge, and artistic talent. For example: great creativity related to the creation of technological discoveries requires, in addition to creative thinking, considerable talent, deep knowledge, tireless work in a particular field, and the belief that this product has value by society. Therefore, in order to reduce the importance of innate talents and to put more emphasis on the creative thinking ability of an individual, which can be improved, the PISA study divided the creative thinking area into these sub-creativity-related tasks. focuses on.

Schools are a convenient place to observe and assess students' creative thinking as individuals or in groups. Creative milestones and advancements in the classroom include forms of creative expression (i.e. expressing one's inner world and experiences through writing, drawing, music, or other artistic methods), knowledge (i.e., creating knowledge that is new to the group) or problem solving. considered as a creative approach to solving.

In conclusion, the development of the Creative Thinking Assessment Program has led to positive changes in educational policy and pedagogy. The assessment of student creativity in the PISA study provides a clear, reliable and implementable assessment tool to assist policymakers in making evidence-based decisions. This activity in the PISA program is related to another project of the Organization for Economic Cooperation and Development (OECD) aimed at supporting a new pedagogy for the development of creative thinking. As a result, there has been a debate in society about the importance and methods of developing this important skill through education.

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