

Enhancing Students' Creative Thinking through International Studies Assignments

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Annotation: *The article suggests that the development of creativity in students with the help of assignments of international assessment programs, creative concepts will become the basis for the prosperity of human culture, the development of natural, art and humanitarian Sciences. Creative thinking is different from just random thinking. Creative thinking is a real competence based on knowledge and experience, creating conditions for people to achieve expectations in tense and complex situations. Another of the advantages of creative thinking is achieved not by the method of memorizing the student, but by the acquisition of basic knowledge through the support of research and discovery abilities.*

Keywords: *Creativity, PISA, creative thinking, written expression, visual expression, social problem solving, scientific problem solving.*

Introduction.

By participating in International Studies, Uzbekistan will have the opportunity to apply the experience of developed countries in the educational system of Uzbekistan, to compare its results in comparison with the results of other countries. Continuous participation in each periodicity of research makes it possible to monitor the effectiveness of the educational system of our country on a global scale.

These programs serve to improve the quality of education by improving the National Assessment System of the Republic of Uzbekistan, introducing a system of competency assessment.

It is worth noting that such advanced modern educational methods work well when expanding the circle of knowledge, worldview of students. Therefore, special attention is paid to this in our country. Work like this will continue in the future. There is no doubt that such innovations in the educational system will serve to improve the quality of Education, impartiality and justice in assessment. In our country, attention is paid to the educational system, such a huge work as the development of feelings of patriotism, humanity, dedication to the profession in their hearts is planned and carried out in a sequence, in which the student will be able to become physically and spiritually mature people in accordance with the world templates of our youth.

Materials.

The task of education is to provide students with the necessary competencies so that they can succeed in the future. Because of these, they help adapt flexible workers to the world, which are rapidly changing in the process of globalization, literacy and numbering have been promoted and with the demands of the present. As a result of the occupation of creative thinking by student youth, they develop skills to work

in sectors that have not yet been created, including doing things that the machine cannot perform and solving global problems, using new technologies to solve pressing problems. In schools, too, the need for students to think creatively is increasing due to the demand of the school market. The importance of schools in the life of society lies in the fact that, feeling that students are part of society, it is in them to increase such feelings as contributing to the prosperity of society and fulfilling its duties to it.

International Studies, on the other hand, ensure that students approach their, experiences, phenomena and, among other things, situations in a new way by increasing their creative thinking, helping them gain knowledge. In order to accelerate the thinking, curiosity and increase the incentive of the student, new-style forms of technology and learning should be formed, in which the possibilities of his creativity will also reveal new facets. This way of developing learning helps poor students to express their opinion as well as increase their interest. Creative thinking can also be as targeted and practical as other abilities. In the eyes of some teachers, increasing the student's creative thinking seems to involve him in a different type of activity than the curriculum. In essence, however, students are able to think creatively in the cross section of all available subjects.

Research and methods.

Another of the advantages of creative thinking is achieved not by the method of memorizing the student, but by the acquisition of basic knowledge through the support of research and discovery abilities. PISA research focuses more on the creative thinking process of 15-year-olds alone. It is an international study that assesses not only the separation of creative students, but also how Continuous the process of gaining students ' thinking and expressing their opinion and teaching such abilities is with school activities or other characteristics of Education. His main work in front of PISA studies is to provide information at the international level relevant to the field of education and the creative thinking skill that can achieve great results in pedagogy. It should be noted that the formation of creative thinking skills in the process of obtaining education, the possibilities of its creative thinking in the process of training schoolchildren of Secondary Education lead to tangible results. In this process, the tasks given should be inextricably linked with the subjects taught at the school, practical and test tasks should be simple and simple, close to those performed in the classroom or outside the classroom.

It is somewhat difficult to gather information on various aspects of creative thinking in PISA studies. But this is considered one of the main tasks. The assessment of students ' creative thinking in the PISA program is made up of test and general information pieces. In the process of thinking in Tests, working with the necessary tasks for evaluation, the information given will be at the level of developing the student's creative thinking. The general information collected is supplemented through active participation in classroom and extracurricular activities in other creative approaches (openness, goal orientation, reliability) aimed at cultivating students ' creative thinking.

What is creative thinking?

Creative thinking is the direction of thinking that leads to the creation of valuable and original ideas. Creative thinking can be applied not only in imaginative situations involving the creation of creative works or art, but also in tasks that are functional in other areas such as solving problems or social issues. Within the PISA assessment program, students ' ability to generate diverse and distinctive ideas is explored, as well as to evaluate and refine ideas in different situations or "areas". The assessment includes four areas:

- written expression;
- visual expression;
- solving social problems;
- solving scientific problems.

In each of these areas, students complete open assignments with no single correct answer. They are asked to provide multiple responses separately or create a non-trivial response. These answers can be a solution to a problem in the form of a creative text or a visual image. Why is it important to develop creative thinking in students?

Results.

Creative thinking can positively influence students' scientific interest and achievement, self-awareness and socio-emotional development by supporting their experiences, actions, new and personally meaningful interpretations of events. In addition to the classroom, creative thinking helps students adapt to a constantly and rapidly changing world.

Supporting students' creative thinking helps them contribute to the development of the society in which they live as today and future workers: different organizations and societies around the world increasingly rely on innovation and knowledge creation to solve the complex problems that arise, attaching importance to innovation and creative thinking as a collective union.

Written expression: written expression in a school and extracurricular environment is a natural way of creative expression. Through this, students are able to develop cognitive, speech, communication and other abilities. The written expression written by a true creative writer is easy to understand, rich in interpretation, and most importantly relies on logical connection. And the reader is required only to imagine and understand.

The event taking place in the writing of the writer, who is creating a written expression, will be responsible for the essence of the processes even for the experiences and texts of others. Through the creative writing created by the creative writer, the reader gains emotional and intellectual abilities, so to speak, to the general extent of the perception of being. Written creationism gives the reader achievements such as full awareness of life, as well as communication with the social environment.

Visual representation: the difference between this area and other areas is that in this, students discover new experiences using different visual aids, processes and information materials, test through laboratory or other experiments, can increase their independent thinking. Creative visual expression is the most popular field today. Since the 21st century is a Age of technology, the development of a digital communication system allows automatic transmission and design of texts and images.

In Tests given in the field of visual foiling, students perform open visual training, using digital drawing equipment. The requirement to offer visual feedback using given textual information and incentive questions, and to make suggestions or changes to various visual expressions based on additional information is imposed.

Social problem solving: creative thinking skills are also used by students in solving individual and social problems. In the social problem solving section, the problem is approached socially. In this case, the existing problem is viewed socially, that is, the problem is sought after ways to find solutions to the needs of each individual, regardless of their personal, educational and social globality.

Through creative thinking, students develop skills such as innovation, practical solutions to global problems, identification of the needs of a social group, positive attitude towards other people. Students who complete assignments in Tests compiled as part of solving problems are required to collect ideas on which a social solution to a problem will be found, whether the problem to be posed is personal or global.

Solving scientific problems: creative thinking in the scientific field can arise through the following methods: within the framework of experiments that increase the hypothesis, based on ideas that develop knowledge, such as advancing ideas that increase practical interest, developing inventions and new

engineering plans. During the survey sessions to be given, students will be able to perform the desired experience with materials of the desired method and discover new inventions.

In science, creative thinking is inextricably linked to scientific research skills. The training given to finding a solution to scientific problems involves different aspects of creative thinking in different scientific contexts. In this, students will have to do activities to find a solution to an open type problem in a scientific context, use those given to advance ideas and ideas that give hypotheses in the scientific sense, or make a proposal that modifies the problem solution and experiments.

Discussion.

The competency model of creative thinking may be the following ideas used in the international program of PISA. In the form of answers to questions about the written, visual, social problem and the scientific phenomenon. The Test sections provide an open type of assignment as well as contexts that determine students' ability to provide new feedback. In this, the result of the test sections will be able to reveal all aspects of creative thinking at the international level.

Even under such conditions, test sections cannot control all facets of the competence model. Evaluation of students' ideas evokes the need for self-appropriate cognitive skills, field and creative experiences. How many ideas an individual can express is indicative of his or her ability to think creatively. This circumstance indicates that he has a thoughtful mind. Creative thinking puts a goal in front of it and ends up giving the desired result. The skill of creative thinking in the expected way is characterized not by creating an unusual novelty, but by the fact that it is a creative activity that gives the desired result. Evaluating students' thought processes can help them find effective and productive ideas. In these processes, new ideas are found or existing ideas are reshaped.

Socially stimulating factors for creative thinking are formed on their own using general cultural procedures or laws, in the process of learning, the ragbatization of students' creative thinking skills is aimed at increasing their confidence in creative abilities, efficiency in self-control characteristics and activities, including perseverance and patience, which, in turn, affects the formation and strengthening of students' individual abilities in.

Internal creative efficiency is said in relation to the necessary confidence that a person has the ability to carry out a task creatively. Self-confidence in goal orientation and creativity is closely linked, and some researchers believe that internal creative efficiency in a person is important in determining whether it acts contrary to difficulty and finally fulfills the task it sets for.

Such firm confidence in a person, in turn, will depend on the diligence, mood and social status of the task that is to be fulfilled in a person. The main conclusion that follows from this is that humans must have a high level of creative potential in order to gain a high level of skills, but cannot implement a creative approach unless they are given sufficient motivation.

Conclusion.

Through a series of studies carried out in the field of Education, various methods of teaching or learning have been researched, which increase the likelihood of the formation of knowledge and skills. Research has shown that creative thinking can be effectively developed by working together in a collective environment that allows knowledge and skills to be generated. In other words, schools act as an organization that generates knowledge and skills, in which students are actively engaged in a creative and regular type of activity, watered with new ideas. When the process of generating knowledge becomes an integral part of the educational process, that is, a type of daily activity, the student contributes to the development of society with new feedback and practical activities that constantly develop this feedback. Knowledge can also be generated by "looking at the world through the eye of Question-full Wonder". Looking at the world through the eye of full surprise is understood as the process

by which the reader tries to understand the world, and this motivates students to put forward their own feedback on various phenomena.

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