

Developing Creative Competence Based on the International Assessment System in the Education Course

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Abstract: This article focuses on developing students' creativity in the Education course based on international assessment traditions. It explores methods of educating students using advanced foreign experiences and the implementation of PISA tests in Education lessons.

Keywords: Education course, creativity, international assessment, PISA, education.

Introduction: According to the decree of the President of the Republic of Uzbekistan dated April 29, 2020, the Concept for the Development of the Public Education System Until 2030 was approved. This concept outlines specific mechanisms to achieve 48 target indicators. For instance, by 2030, Uzbekistan aims to be among the top 30 countries in the PISA international assessment program for evaluating students' knowledge.

"We need quality, not just quantity. To achieve this, we must thoroughly study foreign experience. The countries that prioritize workforce development will succeed. Establishing a system for training personnel based on scientifically grounded experience is our most important task," said the President of Uzbekistan, Shavkat Mirziyoyev.[1]

Currently, it is undeniable that the education system in our country is rapidly developing. However, to achieve even greater success, as our President has stated, it is essential to thoroughly study the advanced experiences of developed countries. This requires an in-depth examination of the International Student Assessment Program, which evaluates the education systems of developed nations. Only then can we nurture competitive young professionals capable of thriving in the global market, as emphasized by our President.

International Assessment System

The Programme for International Student Assessment

(PISA) is an international program that evaluates the literacy (reading, mathematics, and science) of 15-year-old students across various countries, assessing their ability to apply knowledge in real-world situations.[2]

The International Student Assessment Program (PISA) is primarily designed to develop students' creative competence. The PISA tests aim to enhance students' ability to analyze real-life situations, solve problems, and draw conclusions—skills that are essential in everyday life.

In general, the PISA program assesses how well students are prepared for life, teaching them how to tackle real-world challenges effectively. It plays a crucial role in fostering creative thinking, as well as developing their knowledge in reading, mathematics, and science.

Moreover, PISA is not just about academic knowledge—it also contributes significantly to students' character development. This highlights the undeniable interconnection between education and upbringing, which is fundamental for the advancement of any high-quality education system.

In the Education course, we can use PISA tests as a tool to develop students' creative competence based on international assessment systems. This approach allows for a comprehensive development of students by integrating real-life problem-solving skills into the curriculum.

To implement this effectively, we can design PISA-style questions based on the content of each lesson in the Education course. For example, if we focus on first-grade topics, we can create test questions that align with their themes.

Here are a few examples of how we can adapt PISA-style questions for first-grade Education lessons:

PISA-style Test for 1st Grade Ethics Course

1. A person is born in a specific place on Earth. That place is their...

a) classroom

b) school

d) homeland



2. For whom was the Memory Song written?

a) teacher

b) students

d) technologies



3. Where do you have lessons at school?

a) in the classroom

b) in the cafeteria

d) in the creative hall



4. What is the place in school where many books are kept?

a) medical room

b) psychologist's room

d) library



5. Which of the following behaviors are part of student etiquette?

a)

b)

d)



6. Which action in the picture is incorrect?

a) throwing trash on the ground b) helping others d) reading a book



7. Two friends and...

a) a bird b) a bear d) a flower



8. Dear students, in your opinion, which of the following benefits nature? a)
b) d)



9. In the fable of the tortoise and the hare, who won the race?

a) The tortoise b) The hare d) The birds



10. In your opinion, which is the most useful gift for a person?

a) Sweets b) A flower d) A book



[3]. (O.V. Usmanova, Y.V. Risyukova, “Ethics” textbook, Tashkent-2023. The images for the PISA tests above were taken from pages of this textbook.)

Thus, we can integrate the PISA international assessment program with the Ethics (Tarbiya) course. This approach will increase students’ interest in the subject and significantly enhance their creativity.

Among the leading countries in international student assessment, nations like Japan, Finland, the USA, Germany, Singapore, and the UK consistently rank at the top. In these countries, the PISA program is used to develop students’ critical thinking, problem-solving skills, goal-setting abilities, and creative competence—all of which are essential for success in real life.

The content of the Ethics (Tarbiya) course taught in schools prepares children for real-life challenges, helps them set life goals, and fosters positive behavior. It teaches students to analyze situations critically, develop a sense of responsibility, and practice resourcefulness—including the conservation of natural and material resources. Additionally, it nurtures logical thinking, awareness of moral and ethical values, and social etiquette.

At this point, it is essential to examine the child-rearing systems of developed countries and how they educate the younger generation.

The people of Japan take the upbringing of their children very seriously. In Japanese culture, there is a specific approach to raising children at each age, and the primary education is focused on children up to the age of 3. It is believed that it is during these early years that a child’s hidden talents can be revealed. Up until the age of 5, Japanese parents treat their children almost like royalty, allowing them the freedom to play as they wish and explore their imaginations.

In fact, even in kindergartens, special rooms are provided where children can freely draw on the walls with markers. Japanese parents do not spoil their children with excessive toys or clothing. Instead, they emphasize the importance of nurturing creativity, independence, and critical thinking from a very young age.

In the United States, the value of freedom is also

reflected in child-rearing practices. Mothers are ready to satisfy every momentary curiosity and whim of their children. Many children become familiar with all kinds of toys by the age of 4 or 5, and often American families’ garages and storage areas are filled with toys that have been played with once. On the other hand, American children grow up hearing every day from infancy, “You are the most beautiful, the best, the smartest, the most talented.” The goal is to raise an independent person with their own opinions! If a child makes a mistake, they are not beaten; instead, they are encouraged with phrases like, “Try again! You can definitely do it! Because you are amazing!” Of course, such an approach will pay off in the future. In Sweden, children are regarded as fully developed individuals with their own rights and responsibilities.

Finland is rightly considered the most child-friendly country in the world. Children with physical disabilities attend regular kindergartens and schools there. There is no distinction made between disabled and healthy children. Play is the main tool for developing a child, and parents pay great attention to it.

In Germany, great attention is given to children’s development starting at the age of 3. Mothers take their children to special development groups once a week in the early stages, and several times a week as they grow older. The goal is to teach them to play in groups and to engage in communication with others. Only after attending these groups is the child enrolled in kindergarten, as it makes their adaptation easier, and the children feel free there. In kindergarten, children are taught their rights and that no one can harm them. [Pages 4.21-23]

Through the Singapore method, students not only absorb information but also learn to analyze it and find independent solutions. The main goal of this approach is to ensure a deeper and broader understanding of concepts and to prepare and educate students to apply them in real-life situations. Additionally, in Singapore, values are deeply embedded in the education system’s

core traditions. This is because the primary focus in Singapore is on teaching students values. In developing social-emotional characteristics, students rely on several competencies:

- The first competency is self-awareness. Before communicating with people around you, you need to be aware of your own strengths and weaknesses.
- The second competency is self-management. Self-management starts with self-awareness. If you know your strengths and weaknesses well, you can manage yourself effectively.
- The third competency is awareness of social issues.
- The fourth social-emotional aspect is establishing and managing communication.[5]

Another distinctive feature of the Singapore education system is that it is not about preparing a person for life, but rather the system is built on the idea that life itself provides education and training to the person.

In Singapore, if children make a mistake, they take action themselves to correct it. They draw practical conclusions from their mistakes. As mentioned earlier, they

gain a lot of experience from life. In this approach, education is such a process that the child works hard from an early age to find their place in the future and achieve their goals.

CONCLUSION

In conclusion, the Programme for International Student Assessment (PISA) not only aims to improve students' knowledge in reading, mathematics, and science but also focuses on developing their creativity.

In such situations, students are taught how to find solutions and make decisions on how to handle and overcome challenges. This International Student Assessment Program (PISA) can be closely integrated with the school's curriculum, particularly with the "Tarbiya" (Education) textbook. The reason is that the content of the Tarbiya textbook directly prepares the child for real-life situations. The topics in the textbook encourage students to think freely, set goals, distinguish between good and bad, create projects, and address other life-related issues. Through these topics, students' creative thinking is developed to a very high level.

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