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Ways to Expand Students' Creative Thinking Based on the PISA Assessment Program

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ANNOTATION: This article discusses how students work on texts to develop creative thinking skills based on the PISA assessment program. In particular, it is based on relevant texts that encourage students to think independently.

KEYWORDS: PISA, international research, oral, written, reading, text.

Today, the formation of oral and written speaking skills in native language classes is a very complex process, in which it is important to be literate, creative, able to express ideas clearly, concisely and clearly. Independent and creative thinking, the formation and development of new ideas in students is a requirement of the times. Because creative thinking is the basis for the birth of new knowledge and innovative ideas. Also, the formation of creative thinking skills in today's student plays an important role in social and spiritual development. Creative ("create") means "mental creativity", "creator of new ideas". High in mother tongue and literature education by providing creative thinking to the student along with the level of oral literacy, we achieve easy and convenient mastery of natural and exact sciences. The scope of PISA research is also unique one of the features is the assessment of the creative thinking of 15-year-old students. So we need to develop students' creative thinking skills from an early age. The process of didactic analysis, which is carried out after the study of fiction in literature classes, is a great help. Indeed, international assessment includes a range of intellectual activities, from explaining the meaning of a word taken from a text to understanding the phonetic, lexical, grammatical structure of a text, and relating a concept derived from a text to real-life events. covers language competencies. Through reading literacy, students acquire skills such as comprehension, use, reasoning, and communication.

The basics of the need for reading literacy are:

- Through the text the student's listening comprehension, speaking, reading, writing skills are formed;
- The student learns the technique of writing;
- The student understands what words should be used in the process of working with the text dictionary, exactly what word is used in this case;
- The student learns to ask questions from the text, understands the main idea to be expressed, develops the ability to express it in a short and meaningful sentence;
- In the process of working with the dictionary, the student learns the interpretation of words that are new to him, his vocabulary increases.

The text in the 9th grade Uzbek language textbook on the topic "There is no better or worse profession" is a text that encourages students to think logically and creatively. Initially, the text is read by the teacher or played by an audio version, and students follow the text. Through this, students' listening comprehension skills are formed.

There are no pros and cons of the profession

I am in the 9th grade. All my peers have different interests in the profession. Someone wants to be an entrepreneur, someone wants to be a doctor, someone wants to be a banker, someone wants to be a pilot. So our dreams are a world.

I have been very interested in airplanes since I was young.

In the Uzbek language class, our teacher asked, "Who should I be?" they gave us a homework assignment to write a creative work on the subject. When it was my turn, my teacher looked at what I had written and said:

"Come on, Bahodir, read it to everyone," they said. I also began to read aloud: "I want to be a car mechanic in the future." There was laughter in the classroom. I stopped studying.

- Why are you laughing? - Our teacher wondered. "If you know, Bahodir wrote sincerely and sincerely," they praised him.



- There is nothing wrong with a profession, there is nothing wrong with a dream, but desire is not enough. It takes a lot of work, research, patience and skill to become a professional. They say, "Good luck to the aspirant." Never get lost in the path of your goal, - he concluded.

I was really happy to write about my favorite profession.

1. The following questions can be used to develop students' speaking skills:

- 1. Why did the children laugh in class?
- 2. What task did the teacher give to the students?
- 3. Why did the teacher teach the essay written by Bahodir?

Tasks that encourage logical creative thinking:

1. In which line is a sentence that does not correspond to the text "The profession is good or bad"?

A) In the Uzbek language class, our teacher asked, "Who should I be?" they gave us a homework assignment to write a creative work on the subject

B) There is no good or bad profession, there is nothing wrong with dreams, but desire alone is not enough.

C) They say, "Good luck to the aspirant." Never go astray in the pursuit of your goal

D) * When I wrote about my favorite profession from the bottom of my heart, I was very upset that everyone laughed

E) Someone wants to be an entrepreneur, someone wants to be a doctor, someone wants to be a bank employee, and someone wants to be a pilot. So our dreams are a world

2. Continue thinking: "There is nothing wrong with a profession, there is nothing wrong with a dream, but"

A) for this you only need to read

B) a person should always be in search

C) each profession has its own difficulties

D) A person should not be content with just dreaming

E) * desire, desire alone is not enough

3. How did Bahodir's essay, which he read to everyone in the classroom, affect him?

A) He was upset that his classmates laughed at him

B) * Chin was happy to write about his favorite profession

C) He regretted that he chose the profession wrong

D) He was ashamed to be a car repairman in the future

E) Did the teacher apologize to him? Did the teacher do the right thing by teaching the whole class an essay written by Bahodir? Write your feedback.

2. What title would you give to the given text?

2. "How do you understand the proverb "Aspirant is lucky"?"

3. Which of the given ideas represents a conclusion to the content of the story.

A) There is no good or bad profession, there is no fault in the dream

B) How much work, research, patience and skill is required to become a professional

C) If you know, Bahadur wrote sincerely and sincerely.

D) * They say, "Good luck to the aspirant." Never go astray in the pursuit of your goal

E) There was a lot of laughter in the classroom. I stopped studying.

4. In which line is a proverb given that does not fit the content of the story?

A) A profession that you learn diligently, you will earn your living from it

B) Each profession has its own path

C) Everyone's profession

D) There is nothing wrong with the profession

E) * There is no singer with a loud shout

5. Which of the following proverbs fits the story? (By answering yes or no).

A) Yigit husni-hunar

B) Profession, bottom-up

C) As the profession grows, so does the work



- D) Father's profession-child inheritance
- E) Profession one, make-up forty
- F) There is a profession under the profession
- G) A skilled young man is a fruit tree
- H) The artisan's bread is whole
- I) Wisdom brings a lot, Craft to the sky
- J) Father's profession is a state profession

In conclusion, the student's personal approach to the requirements of the task plays a special role in the task. Assignments based on the structure of the learning objectives, the student's interests, knowledge are important. PISA research assesses reading literacy not only by students' assignments, but also by their ability to adapt to the external environment and life movements.

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