

Assessment of Creativity in Students

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ABSTRACT

What is creativity? Is it possible to assess creativity? If so, how? This article was created as a result of scientific research conducted to find answers to the same and similar questions. The article also discusses approaches to creativity in education.

Keywords: Creativity, assessment of creativity, creativity in education, student, creative approach.

INTRODUCTION

When discussing the field of education, the question of whether or not creativity exists or develops in its participants, and in addition, the topic of assessing creativity, inevitably turns to important questions such as those highlighted above. In these matters, it can be seen that many people have strong opinions about assessment, in particular standardized assessment. And most also demonstrate that they have an equally strong opinion about whether creativity can or should be measured in this way.

METHODOLOGY

It was felt that it was important to take some time to clarify the questions posed in the abstract. Rather than simply answering questions with a “yes” or “no,” it was considered that asking questions that allow for a more nuanced dialogue—becoming more interesting and useful for both educators and learners in pedagogy and psychology—can be both interesting and useful for educators and learners. For example: What exactly is meant by assessment? Are there some aspects of creativity that are more susceptible to assessment than others? Are there specific approaches to observation, documentation, and measurement that are more or less relevant to a construct such as creativity? Can certain approaches to assessment help develop creativity in learners? Why? It is no secret that trends around the world are constantly changing and very rapidly. These trends cannot but affect

education, learning, employment, and, of course, the life of society as a whole. One trend that has developed at a rapid pace in the 21st century and is causing a change in many traditions is creativity. Creativity! Yes, it can be said that it is just a skill. However, based on both theoretical and practical knowledge and the results of research conducted in this area, below we will take a closer look at why creativity is becoming one of the most important factors. First, it is necessary to answer what creativity actually is. Creativity is a phenomenon that contributes to the creation of something new and useful in some sense. In other words, creativity is the most necessary tool for the creation of something new abstract (a work, music, idea or start-up) or a physical invention (a machine, device or robot).

RESULTS

Now, when it comes to the issue of assessing creativity, why is it so difficult to deal with the idea of “Creativity Assessment”? Why is the combination of these words noted as a surprising contradiction for many? One of the reasons for the difficulty in combining assessment and creativity in practice can be argued that the mental models of creativity and assessment are incompatible.

Assessment of Creativity

A questionnaire “Assessment of Creativity” was conducted with the selected respondents to record the results of the

assessment of creativity. The results of the emphatic experiment questionnaire showed that 13% of the respondents had a low level of creativity. That is, it can be observed that they have a low level of creativity, independence, non-standard attitude, originality, flexibility. 50% of the respondents showed an average level and 37% showed a high level. Since the students who showed an average level of creativity, non-standard attitude to the problem, creative attitude, creative unconventional approach skills are at an average level, it can be seen that they are relatively active, meaningfully involved in the pedagogical process. It should be noted that the respondents who showed a high level of activity, initiative, organization, original thinking, sociability, flexibility of thoughts.

DISCUSSION

Students' cultural models for specific issues such as creativity and assessment affect how they integrate them in their minds and practices. The methods and questionnaires used during the study also reflect students' cultural models in order to achieve high results. was to create a unity of mind and practice. Assessing the level of creativity of students and student groups studying in higher education institutions also manifests itself in the proper organization of organized classes.

CONCLUSION

As a result of observing the activities of students studying in higher education institutions and teachers teaching them, interviews with them, and questionnaires, it became the basis for the development of a certain level of technology for developing creative approaches, creative responses, creative abilities, research skills, and their development.

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